Articulating the Components of Inclusive STEM High Schools
What is an inclusive STEM High School?
Participating Schools
How do STEM schools define themselves?

What are these schools actually doing?

What does it all mean for students?
How do STEM High Schools define themselves?
Kennedy School: Essential Components

Staff personalize instruction and support needs of whole student

Problem-solving projects

Partnerships

Flexible schedule

Professional development/Material Resources

Career readiness experiences

Common Planning Time

Teacher facilitation of student autonomy

Teacher facilitation of students engaging in an engineering design process

Teacher facilitation of a positive social and emotional learning environment

Students demonstrating autonomy

Staff collaborate

Themes
The “We have that too!” Phenomenon

Average Number of Essential Components Identified for a School in the Ohio study:

80
Explore STEM School Critical Components

Upon arrival, these schools are selected because they are the most commonly selected by educational leaders. The STEM component is the most common choice among STEM schools. Select one or more critical components to learn more about a school.

School Components

- Critical
- Component
- STEM
- School
- Components

Watch a video introduction to the infographic.
Revised Strategy

Identify true personalities of schools

Move toward a more measurable framework
The Model Articulation Process, Phase 1

Explore
Interview
Code
Synthesize
Revise
Revised Strategy

Average Number of Essential Components Identified for a School in the Ohio study: 80

Average Number of Essential Components Identified for a School in the S3 study: 27
Experiences that provide exposure and guidance regarding career choice and preparation. Includes internships and Career Academies.
Conceptual Revisions
Next Steps

How do STEM schools define themselves?

What are these schools actually doing?

What does it all mean for students?
Melanie LaForce, PhD
S3 Co-PI, laforce@uchicago.edu

Liz Bancroft, MA
S3 Associate Project Director, ebancroft@uchicago.edu

http://cemse.uchicago.edu/research-and-evaluation/research/cemses3/