



CEN Non-Negotiable Elements Evaluation Rubric

Non-Negotiable Elements for CEN Network Schools to produce the highest student outcomes in the nation*

Purpose

The fundamental purpose of the CEN Network Schools is to deliberately cultivate and achieve the most exceptional student outcomes across the nation while reducing generality poverty. This purpose stands as the bedrock of our educational endeavor, driving us to reimagine and reshape the educational landscape for the betterment of our students and society as a whole.

Rationale

In the words of Brock Yates, an automotive journalist, "what appears to be happening has already happened." This sentiment resonates deeply with our mission. Our purpose necessitates not merely incremental improvements but a profound and radical transformation of education itself. We are acutely aware that the world is in a constant state of flux, with evolving demands and challenges. To meet these challenges head-on, we believe that the CEN P-20 approach must be proactive, innovative, and non-negotiable.



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GLOSSARY

AVID - Advancement Via Individual Determination - an educational program that aims to prepare students, especially those from underrepresented backgrounds, for success in college and beyond.

Blended Learning - an instructional approach that combines traditional in-person teaching methods with online or digital learning activities.

CIF - Common Instructional Framework - a standardized or shared set of principles, strategies, and approaches that educational institutions or districts adopt to guide teaching and learning practices.

Edu-Academy - an online platform offering diverse structured courses, learning materials, and academic programs.

Edu-Connect - an online platform that facilitates the connection and interaction between individuals or entities within the educational sphere. Edu-connect involves students, teachers, institutions, and educational resources being linked together through technology or networking, fostering collaboration, communication, and sharing knowledge and ideas.

Experiential Learning - an educational approach that emphasizes learning through direct experience and active participation.

Harvard Rounds - an approach used in education where educators, including teachers and administrators, observe classrooms to gain insights into teaching practices and student learning.

HQIM - High-Quality Instructional Material, educational content, resources, and materials carefully designed and developed to facilitate effective learning and instruction. HQIM aims to provide engaging, accurate, and informative materials that enhance the educational experience and help learners acquire knowledge and skills more effectively.



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MAP - Measure of Academic Progress - MAP assessments are computer adaptive achievement tests in Mathematics and Reading. The computer adjusts the difficulty of the questions so that each student takes a unique test. The difficulty of each question is based on how well the student has answered previous questions.

NWEA - Northwest Evaluation Association - NWEA is a research-based, mission-driven organization that supports students and educators worldwide by creating assessment and learning solutions that precisely measure growth and proficiency—and provide trustworthy insights to help tailor instruction

PBL - Project-Based Learning - an educational methodology centers around students completing complex, real-world projects to gain knowledge and develop skills.

PTECH - Pathways in Technology Early College High School - an educational model that aims to provide high school students with a seamless pathway from secondary education to college and careers in technology-related fields.

RBIS - Research-Based Instructional Strategies - teaching approaches and methods supported and validated by educational research and evidence.

STEM - Science, Technology, Engineering, and Math - an interdisciplinary approach to education and problem-solving that integrates these four disciplines.

WBL - Work-Based Learning - educational programs or experiences that combine classroom instruction with real-world work experiences.



CEN Non-Negotiable Elements Evaluation Rubric

No.	Non-Negotiable Elements	Developing	Implementing	Mature	Role Model
1	Age-Appropriate Research				
2	Culture Of Innovation				
3	Academic Data Tracking & Clearinghouse				
4	HQIM & Academic Rigor				
5	Instructional Models Pk-12 <i>(Experiential, Blended, PBL)</i>				
6	Learning And Instructional Rounds <i>(Harvard Rounds)</i>				
7	Mentoring <i>(Peer, Adult, Administrators)</i>				
8	NWEA MAP				
9	Program Enrollment & Use <i>(Edu-Connect, Edu-Academy)</i>				
10	P-TECH				
11	RBIS Toolbox <i>(AVID-WICOR-CIF)</i>				
12	STEM Strategies				
13	Work Based Learning (WBL)				

SUMMARY HERE

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CEN Non-Negotiable Elements Evaluation Rubric

No. 1. Age-Appropriate Research

Developing	Implementing	Maturing	Role Model
Class discussion of problems existing in the community (e.g., insects, weeds)	Class discussion of STEM problems existing in the community (e.g., insects, weeds, food gardens)	Teams develop a research proposal & present to class members for discussion	Individual students focus on their previous research, design & present to peers, community & competitions
Class identifies age-appropriate research question or topic of interest	Develops a thesis statement & supporting argument or hypotheses	Conducts original research using primary & secondary sources	Develops a unique & original research proposal
Class uses a variety of sources such as books, magazines, & websites to gather information	Class evaluates sources for credibility & relevance & discusses validity	Uses research tools & techniques to find relevant sources	Applies critical thinking skills to analyze & evaluate evidence
Takes notes & organizes information in a logical manner	Paraphrases & summarizes information from sources	Integrates evidence from sources into their own writing	Synthesizes information from multiple sources to support arguments
Creates a basic outline of class research paper or project	Develops an outline that includes objectives, introduction, methods, findings, & conclusion	Demonstrates an understanding of citations & plagiarism rules	Demonstrates advanced research & writing skills in producing a refined final product.
Other, specify	Other, specify	Other, specify	Other, specify

Overall, this rubric provides a clear framework for students to develop & refine their research skills over time. It emphasizes the importance of critical thinking, information literacy, & effective communication. By following these steps, students can become more confident & competent researchers & role models for others.

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No. 2. Culture Of Innovation

Developing	Implementing	Maturing	Role Model
Identifies problems & challenges in their own life or community 1) limited access to healthcare, 2) access to quality education)	Conducts research to understand the context & scope of a problem 1) conduct surveys or interviews)	Applies advanced problem-solving & critical thinking skills to complex challenge 1) Id causes, 2) develop effective solutions, 3) use a combo of quan. -qual analysis, creative thinking, & ongoing M&E)	Identifies & addresses systemic or global challenges through innovation 1) combo of research, creative thinking, collaboration with local stakeholders and orgs to implement & test solutions
Brainstorms ideas & potential solutions 1) define problem, 2) gather participants, 3) set ground rules, 4) generate ideas, 5) evaluate & refine ideas, 6) prioritize solutions, 7) develop an action plan).	Develops a detailed plan for implementing a solution 1.) identify resources, 2) determine timeline, 3) assign responsibilities, 4) develop budget, 5) M&E plan, 6) com plan, 7) obtain approvals).	Identifies & evaluates potential obstacles & risks to implementation 1) identify obstacles & risks, 2) prioritize & eval risks, 3) develop mitigation strategies, 4) monitor, review & comm risks).	Develops & implements solutions that have a positive impact on society & the environment 1) identify problem, 2) research issue, 3) develop a solution, 4) test & implement solution, 5) communicate results).
Creates & tests simple prototypes or models. 1) Define the problem, 2) brainstorm ideas, 3) choose a design, 4) create the prototype or model, 5) test the model, 6) refine the or model, 7) repeat	Collaborates with others to refine & improve the solution. 1) identify stakeholders, 2) communicate goals 3) listen & analyze feedback, 4) collaborate on improvements, 5) test the solution, 6) repeat	Develops strategies for testing & refining the solution. 1) define metrics, 2) set testing criteria, 3) conduct testing, 4) analyze results, 5) refine the solution, 6) retest, 7) repeat	Collaborates with diverse stakeholders to create sustainable & equitable solutions. 1) identify stakeholders, 2) build trust, 3) encourage participation, 4) foster dialogue, 5) identify common goals, 6) develop a plan, 7) implement plan, 8) evaluate progress, 9) adjust & refine
Demonstrates a willingness to take risks & try new things. 1) embrace change, 2) step outside your comfort zone, 3) learn from failure, 4) take calculated risks, 5) seek feedback, 6) keep an open mind.	Presents the solution in a clear & compelling manner. 1) simplify the message, 2) use visual aids, 3) tell a story, 4) use examples, 5) address objections, 6) practice delivery.	Demonstrates a commitment to ethical & sustainable innovation practices. 1) conduct research, 2) consider impact 3) engage with stakeholders 4) foster a culture of ethical innovation, 5) use sustainable materials & practices, 6) ensure data privacy & security.	Inspires & mentors' others to develop their own innovative ideas & solutions 1) conduct research, 2) consider the impact, 3) engage with stakeholders, 4) foster a culture of ethical innovation, 5) use sustainable materials & practices
Other, specify	Other, specify	Other, specify	Other, specify

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No. 3. Data Tracking (CEN Data System, Clearinghouse)

Developing	Implementing	Maturing	Role Model
Faculty & Administration understand the purpose & value of data tracking	Develops a plan for collecting & analyzing data related to a specific issue or goal	Conducts more advanced data analysis using statistical methods & software tools	Develops & implements a comprehensive data tracking & analysis plan for a complex issue or goal
Faculty & administration learn basic data collection & organization techniques	Identifies & selects appropriate data sources & tools	Identifies & evaluates potential sources of bias in data collection & analysis	Collaborates with stakeholders to collect & analyze data in a rigorous & ethical manner
Faculty & Administration begin to identify trends & patterns in data	Analyzes & interprets data to identify trends & patterns	Develops strategies for improving data quality & accuracy	Uses data to identify opportunities for innovation & improvement
Faculty & Administration communicate data findings in a simple & clear manner	Presents data findings & recommendations to Board & relevant stakeholders	Stakeholders uses data to inform decision-making & drive continuous improvement	Mentors & trains others in data tracking & analysis best practices
Other, specify	Other, specify	Other, specify	Other, specify

This rubric highlights data literacy, critical thinking, and collaboration as vital skills for effective data tracking and analysis in public schools. It promotes a systematic approach to data collection and analysis, using data to guide decision-making and improve outcomes. Following these guidelines, schools can become proficient data analysts and inspire others while meeting tea requirements and standards. The rubric can be customized to meet specific needs for data tracking and analysis.

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No. 4. HQIM & Academic Rigor

Developing	Implementing	Maturing	Role Model
Developing instructional material & academic rigor awareness (campus level)	Implementing instructional material & academic rigor awareness (school level).	Maturing instructional material & academic rigor awareness (district level)	Diffuses HQIM & academic rigor & why the strategies better prepare students & rural communities
Understands the importance of HQIMs & academic rigor in learning	Identifies & selects appropriate HQIMs & academic rigor resources based on school needs	Selects & adapts instructional materials & academic rigor resources to meet the diverse needs of learners across the district	Implement a comprehensive plan for selecting & using HQIMs & academic rigor resources across the district
Identifies essential components of HQIMs & academic rigor	Adapts & aligns instructional materials & academic rigor resources to meet district learning goals & objectives	Aligns instructional materials & academic rigor resources with TEA standards & assessments	Engages in ongoing evaluation & improvement of instructional materials & academic rigor resources
Begins to develop strategies for selecting & evaluating instructional materials	Evaluates instructional materials & academic rigor resources for effectiveness & engagement	Develops strategies for ongoing evaluation & improvement of instructional materials & academic rigor resources	Collaborates with other district leaders & educators to share effective practices & promote HQIMs & academic rigor
Uses basic academic vocabulary in discussions of learning	Provides clear & concise feedback on the effectiveness of instructional materials & academic rigor resources	Provides effective professional development on the selection & use of HQIMs & academic rigor resources for district teachers	Mentors & trains district teachers in the effective selection & use of HQIMs & academic rigor resources

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No. 5. Instructional Models PK-12 (Experiential, Blended, PBL)

Developing	Implementing	Maturing	Role Model
Understands the benefits & limitations of experiential, blended, & project-based learning instructional models	Implements the selected instructional model in a way that aligns with district goals & objectives.	Develops strategies for ongoing evaluation & improvement of the selected instructional model	Develops & implements a comprehensive plan for selecting & using the best instructional model across the district
Identifies the basic components of each instructional model & how they align with district learning goals & objectives	Adapts the instructional model to meet the needs of diverse learners across the district	Adapts the instructional model to meet the evolving needs of learners & the changing landscape of education	Engages in ongoing evaluation & improvement of the instructional model
Develops strategies for selecting & implementing the best instructional model for specific learning objectives & student needs	Evaluates the effectiveness of the instructional model in achieving district goals & objectives	Develops effective professional development on the use of instructional models for district teachers	Collaborates with other district leaders & educators to share effective practices & promote the use of instructional models
Uses academic vocabulary related to instructional models in discussions of learning	Provides clear & concise feedback on the effectiveness of the instructional model	Collaborates with other district leaders & educators to share effective practices & promote the use of instructional models	Mentors & trains district teachers in the use of instructional models
Other, specify	Other, specify	Other, specify	Other, specify

This rubric emphasizes the importance of selecting & implementing the best instructional model for district learning goals & student needs. It encourages district leaders to develop a systematic approach to selecting, adapting, & evaluating instructional models & to provide effective professional development to district teachers. By following these steps, district leaders can provide high-quality instruction that meets the diverse needs of learners & prepares them for success in college & career. Additionally, it is important to note that specific district requirements systematic standards for instructional models may vary, & this rubric can be adapted accordingly to meet those needs.

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No. 6. Learning & Instructional Rounds (Harvard Rounds)

Developing	Implementing	Maturing	Role Model
Understands the purpose & goals of learning & instructional rounds (Harvard rounds)	Implement learning & instructional rounds in a way that aligns with district goals & objectives.	Develops strategies for ongoing evaluation & improvement of learning & instructional rounds	Develops & implements a comprehensive plan for using learning & instructional rounds across the district
Identifies the basic components of learning & instructional rounds & how they align with district learning goals & objectives	Adapts the rounds findings to meet the needs of diverse learners & the specific context of the district	Adapts the rounds to meet the evolving needs of learners & the changing landscape of education	Engages in ongoing evaluation & improvement of rounds
Develops strategies for selecting & implementing the rounds for specific learning objectives & student needs	Evaluates the effectiveness of learning & instructional rounds in achieving district goals & objectives	Develops effective professional development on the use of learning & instructional rounds for district teachers & leaders	Collaborates with other district leaders & educators to share effective practices & promote the use of rounds
Uses academic vocabulary related to learning & instructional rounds in discussions of professional development	Provides clear & concise feedback on the effectiveness (SWOT) of the rounds	Collaborates with other district leaders & educators to share effective practices & promote the use of rounds	Mentors & trains district teachers & leaders in the use of rounds
Other, specify	Other, specify	Other, specify	Other, specify

Overall, this rubric emphasizes the importance of using learning strategies & instructional rounds to improve teaching & learning in the district. It encourages district leaders to develop a systematic approach to using rounds & to provide effective professional development to district teachers & leaders. By following these steps, district leaders can improve the district's instruction quality & support the PD of educators. Additionally, it is important to note that specific district requirements & standards for rounds may vary, & this rubric can be adapted accordingly to meet those needs. https://education.ucdavis.edu/sites/main/files/file-attachments/improving_teaching_and_learning_through_instructional_rounds_teitel_hel_2009.pdf?1448916699

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No. 7. Mentoring (Peer, Adult, Administrators)

Developing	Implementing	Maturing	Role Model
Understands the purpose & goals of mentoring programs in the district	Develops strategies for selecting & implementing the best mentoring programs for specific learning objectives & student needs	Develops strategies for ongoing evaluation & improvement of mentoring programs	Develops & implements a comprehensive plan for using mentoring programs across the district
Identifies the basic components of effective mentoring programs & how they align with district learning goals & objectives	Adapts mentoring programs to meet the needs of diverse learners & the specific context of the district	Adapts mentoring programs to meet the evolving needs of learners & the changing landscape of education	Engages in ongoing evaluation & improvement of mentoring programs
Develops strategies for selecting & implementing the best mentoring programs for specific learning objectives & student needs	Evaluates the effectiveness of mentoring programs in achieving district goals & objectives	Develops effective professional development on the use of mentoring programs for district teachers & leaders	Collaborates with other district leaders & educators to share effective practices & promote the use of mentoring programs
Develops strategies for selecting & implementing the best mentoring programs for specific learning objectives & student needs	Provides clear & concise feedback on the effectiveness of mentoring programs	Collaborates with other district leaders & educators to share effective practices & promote the use of mentoring programs	Mentors & trains district teachers & leaders in the use of mentoring programs
Other, specify	Other, specify	Other, specify	Other, specify

Legal considerations for a mentoring program include teacher certification & licensure, background checks, confidentiality, & privacy laws. Compliance with TEA & federal laws such as Title IX & the ADA is crucial. In addition, the Board must develop policies for liability, insurance coverage, & reporting child abuse or neglect. Proper mentor training & support for compliance with policies & laws are also essential.

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No. 8. NWEA Map

Developing	Implementing	Maturing	Role Model
Teachers have access to NWEA MAP and are aware of its potential for measuring core content skills.	NWEA MAP is used consistently to measure student mathematical skills.	Assessment data is used not only to address individual student needs but also to guide classroom instruction & identify areas where the curriculum may need to be adjusted.	Teachers who effectively use NWEA MAP to measure mathematical skills are seen as role models for others in the district.
Teachers have been trained on how to administer the assessment, interpret results, & use the data to inform instruction.	Teachers use assessment data to differentiate instruction, address gaps in knowledge, & guide student progress.	Teachers collaborate to share best practices & refine their use of NWEA MAP to maximize its impact on student learning.	Teachers participate in professional development opportunities related to assessment & data analysis to continue refining their skills.
Assessment data is regularly collected & analyzed to identify areas of strength & weakness.	Teachers regularly communicate with students & families about assessment results & how they are being used to support learning.	Students are involved in the assessment process & understand how it is used to support their learning.	The district regularly evaluates the effectiveness of its use of NWEA MAP to ensure that it is aligned with best practices & supporting student learning.
Other, specify _____	Other, specify _____	Other, specify _____	Other, specify _____

NWEA MAP is used to measure math skills at the classroom level for monitoring student progress and informing instructional decisions. Teachers use the data to identify areas requiring additional support and adjust instruction accordingly. Schools must establish clear goals, provide adequate professional development, and develop a system for analyzing data. A tiered intervention system can be used to provide targeted support for struggling students.

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No. 9. Program Enrollment & Use (Edu-Connect, Edu-Academy)

Developing	Implementing	Maturing	Role Model
P-20 goals align with the district's college, career, & military readiness (CCMR) standards & workforce needs	Offers rigorous coursework that aligns with college & career readiness standards & provides students with the skills to succeed in their chosen field.	Engages in ongoing evaluation & improvement efforts to ensure that it is meeting its goals & preparing students for success.	District Board & leadership are visible & vocal in supporting & actively promoting its goals & successes to the broader community.
District communicates goals to all stakeholders, students, parents, educators, & community partners.	Provides age-appropriate PBL in every grade level, enabling students to gain experience through an experiential learning.	Makes data-informed decision-making about student achievement, program evaluation, & stakeholder feedback	Showcases student success stories to demonstrate 's impact on student achievement & career readiness.
Offers a curriculum that combines high school & post-secondary courses, provides PBL experience in the chosen career field, & prepares students for high-demand, high-wage careers.	Offers personalized learning opportunities, including one-on-one tutoring, small-group instruction, & individualized learning plans, to ensure all students have the support they need to succeed.	Provide opportunities for educators to ensure they have the knowledge & skills needed to implement effectively.	Engages community partners, businesses, & industry leaders, to ensure that it aligns with regional workforce needs & provides students with relevant work-based learning opportunities.
Has partnerships with Texas IHEs & regional businesses & industries to provide students with post-secondary education & workforce training opportunities.	Provides comprehensive support services, including academic counseling, mental health services, & career guidance, to ensure students are well-prepared for post-secondary education & the workforce.	Engages all stakeholders, including students, parents, educators, & community partners, in ongoing dialogue to meet their needs & expectations.	Ensures that the P-20 model is sustainable in the long term, with adequate resources & support to continue providing students with high-quality education & work-based learning opportunities.
Other, specify	Other, specify	Other, specify	Other, specify

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No. 10. P-TECH - WBL

Developing	Implementing	Maturing	Role Model
Exposure to diverse career pathways & appropriate work-based learning opportunities	Exposure to diverse career pathways & appropriate work-based learning opportunities	Partnership with Texas Institutions of Higher Education (IHES)	Experienced & highly qualified staff including strong relationships with community & employers
Define the goals & objectives of the program	Provide training & support for teachers, counselors, & administrators	Continuously evaluate the program & make necessary adjustments	Identify successful graduates of the program who have demonstrated CCMR skills in their careers
Identify & secure appropriate partnerships with local businesses & organizations	Ensure students are aware of the program & its benefits	Use data to measure the program's effectiveness in promoting CCMR skills	Highlight their accomplishments & how the program prepared them for success
Develop a curriculum that aligns with CCMR skills	Offer opportunities for students to participate in work-based learning experiences	Seek feedback from students, teachers, & partners	Share their stories as role models for current & future program participants
Other, specify	Other, specify	Other, specify	Other, specify

Schools, businesses, and community organizations must collaborate for the success of the P-TECH and work-based learning program. The program should align with CCMR standards, provide high-quality education and work experience, and prepare students for success after graduation. Evaluators will use a rubric to ensure these standards are met. The rubric's elements aim to align the program with regional workforce needs, provide PBL experience in high-demand, high-wage careers, & evaluate its development, implementation, & maturation. Implementing this rubric effectively will require the partnership of schools, businesses, & community organizations to equip students with the skills necessary for success in their chosen career fields after graduation.

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No. 11. RBIS Toolbox (AVID-WICOR-CIF)

Developing	Implementing	Maturing	Role Model
Collaborating with educators & researchers to identify effective instructional strategies based on current research.	Providing professional development & training for teachers to effectively implement research-based strategies.	Continuously reviewing & refining instructional strategies based on ongoing research & feedback from teachers & students.	Providing opportunities for teachers to observe & learn from exemplary classroom teachers who effectively implement research-based strategies.
Adapting research-based strategies to fit the needs of the local context, including the diversity of learners	Supporting teachers through coaching & feedback to ensure fidelity of implementation.	Encouraging a culture of innovation & experimentation with instructional strategies.	Recognizing & celebrating teachers who demonstrate exceptional use of research-based strategies.
Developing clear goals & objectives for each strategy & aligning them with TEA standards & assessments	Monitoring & evaluating the effectiveness of each strategy in achieving the intended outcomes.	Sharing successes & challenges with other educators & researchers to foster continuous improvement.	Encouraging teacher leaders to model effective research-based instructional practices in their schools & districts
Other, specify	Other, specify	Other, specify	Other, specify

Texas public schools can ensure the effective implementation of research-based instructional strategies to support student learning and achievement by using this rubric.

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No. 12. STEM Strategies

Developing	Implementing	Maturing	Role Model
STEM curriculum aligns with the current & anticipated needs of the students, school, & community	The necessary resources, including technology, materials, & funding, available to implement the STEM curriculum effectively	The STEM curriculum continues to align with TEA standards & student needs	District promotes STEM education & providing leadership opportunities for students & teachers to share their STEM knowledge & skills
STEM curriculum identifies clear, measurable, & achievable learning objectives that align with TEA standards & are relevant to students' interests & future goals	Teachers effectively implementing the STEM curriculum, including incorporating PBL & inquiry-based activities, providing opportunities for student collaboration & feedback, & using assessment to guide instruction	Assessment practices & data being used to continuously improve the STEM curriculum & instruction	District partnering with businesses & other organizations to provide real-world STEM learning experiences for students
STEM curriculum provides opportunities for students to engage in PBL inquiry-based activities, & authentic problem-solving experiences	Students actively engaged in the STEM curriculum & demonstrating understanding through application & transfer of knowledge & skills	Teachers effectively integrating technology into their instruction to enhance student learning & engagement	Students prepared for STEM careers & equipped with the knowledge & skills necessary for success in the 21st-century workforce
Curriculum provide professional development opportunities & support for teachers to effectively implement the curriculum & integrate STEM into their instruction	Families & the community engaged in supporting student learning & opportunities to extend STEM learning beyond the classroom	Teachers receiving ongoing professional development to improve their knowledge & skills related to the curriculum & STEM education	District committed to sustaining STEM by continuing to evaluate & improve the curriculum, providing ongoing professional development, & engaging with the community to support STEM learning
Other, specify	Other, specify	Other, specify	Other, specify

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No. 13. Work Based Learning (WBL)			
Developing	Implementing	Maturing	Role Model
Visit CEN role model WBL programs & identify effective program elements.	Organize a community-WBL advisory council for ongoing program support	Sustaining active community-WBL advisory councils	WBL advisory council actively engaged in the implementation of the WBL programs
Establish policies & procedures for student safety during WBL experiences	Collaborate with employers to develop WBL opportunities aligned with high-demand careers.	Provide ongoing support & feedback to employers participating in the WBL program	All students experiencing real-world skills & knowledge by participating in modern workplace settings
Holding initial conversations with administrators & ISD board	Providing onboarding & inservice support to teachers, staff, & administrators	Foster a culture of innovation & reward exceptional WBL strategies by teachers	Rewarding teachers who demonstrate exceptional use of research-based WBL strategies
Integrate WBL experiences with classroom learning via curriculum design.	Implementing a curriculum that integrates WBL experiences with classroom learning	Monitoring & evaluating the effectiveness of the integrated WBL curriculum	Using data & feedback from stakeholders to continuously improve the WBL program
Providing training to teachers & admin to ensure they understand the WBL program.	Enrolling the first cohort of WBL students	Provide ongoing support & feedback to students participating in the WBL program	Facilitate student reflection & career connections through WBL experiences and curriculum integration
Engaging initial dialog & support to teachers, administrators,	Develop marketing materials to inform students, parents, industries, & communities about the WBL program	Hold conversations with local employers, administrators, teachers, & ISD board to support the program.	Continuously improve effective WBL programs for student, employer, and rural community benefit.

To create a successful work-based learning program, it is important to integrate it into the curriculum, collaborate with employers, and identify critical elements. Providing ongoing support, monitoring experiences, and reflecting on feedback are key for success. The ultimate goal is for students to gain real-world skills, reflect on experiences, and connect to future careers

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Element	Developing	Implementing	Maturing	Role Model
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