

D5.3

Certification Programme STEAME Teacher Facilitators

**STEAME PATH TO CERTIFICATION**

**Disclaimer**

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***THE PATH***

The STEAME Teacher Facilitator Certification in the form of a micro credential is available and offered by the European Federation of STEAME Teacher Facilitators Academies. This is part of the developments of the STEAME-Academy project. The **Path to Certification** includes the study of the 14 Modules/Workshops supporting the STEAME Teacher Facilitators Competence Framework, the collaboration with at least another serving teacher or student teacher, the co-creation of a STEAME Learning and Creativity Plan and the implementation with students. With the completion of the steps of the path to certification, applicants need to submit a report either to the STEAME Regional Academy in his/her country or region (if there is one) or in case there is no regional academy then it can be submitted directly to the European Federation of STEAME Teacher Facilitators Academies. The report includes reflections on the module elements used in the creations, feedback from students, self-assessment using the STEAME Certification rubric, declaring the level of achievement for each competence descriptor, submission of evidence and the submission of a signed declaration by each co-applicant as in annex 1. The online application is available in the Federation site ([www.federation-steame-academies.eu](http://www.federation-steame-academies.eu)). A manual submission form is also available, if needed, for off-line preparation. The manual application form is shown here after. A sample certification diploma is listed in the annex 2. Mentoring system is also available through the Federation site.



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[**www.federation-steame-academies.eu**](http://www.federation-steame-academies.eu)[**www.steame-academy.eu**](http://www.steame-academy.eu)

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**European Certification for STEAME Teacher Facilitator**

**in the form of a micro-credential**

**APPLICATION (Manual process)**

**(REPORT TEMPLATE)**

**NAMES OF APPLICANTS CO-CREATORS (2 minimum):**

1.1.

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| --- |
| Name |
| Surname |
| Subject you teach or expect to teach |
| Grade/Year level you teach or expect to teach: |
| School or University or other |
| City and Country: |
| Email |

1.2.

|  |
| --- |
| Name |
| Surname |
| Subject you teach or expect to teach |
| Grade/Year level you teach or expect to teach: |
| School or University or other |
| City and Country: |
| Email |

1.3.

|  |
| --- |
| Name |
| Surname |
| Subject you teach or expect to teach |
| Grade/Year level you teach or expect to teach: |
| School or University or other |
| City and Country: |
| Email |

(insert more tables , if needed)

**2. Title of the STEAME Learning & Creativity Plan (L&C Plan) you co-created**

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**3. Attach a copy of your L&C plan in pdf.**

For each Learning Module in the platform [www.federation-steame-academies.eu](http://www.federation-steame-academies.eu) write

 elements that you incorporated in your L&C Plan. (Maximum 50 words per Module).

**Module 1:**

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**Module 2:**

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**Module 3:**

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**Module 4:**

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**Module 5:**

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**Module 6:**

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**Module 7:**

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**Module 8:**

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**Module 9:**

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**Module 10:**

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**Module 11:**

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**Module 12:**

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**Module 13:**

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**Module 14:**

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**4. Dates you implemented the L&C plan with students**

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**5. Number of students you had in the implementation**

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**6. Attach photos and videos from the implementation**

**7. Declaration of Responsibility for Submitted Materials**

Each candidate applicant must sign and submit the declaration found in ANNEX 1.

**8. Reporting feedback from school students using the suggested questions. Replies of students should be anonymous.**

-Questions for students are listed in 8.1

-Attach row data in excel from the replies

-Write your reflections on the feedback here below.

Teacher/Applicant 1:

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Teacher/Applicant 2:

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Teacher/Applicant 3:

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| --- |
|  |

Insert more applicants, if needed.

**8.1 Questions for the students**

The questions can be answered on a scale from 1 to 5, where 1 = strongly disagree and 5 = strongly agree

#### Area 1. Contextualization of STEAME Projects (Competencies 1, 2, 3)

* 1. The project was related to real-life situations or problems in my environment.
	2. This project helped me better understand how STEAME knowledge is applied in daily life or professional contexts.

#### Area 2. Methodological Aspects of STEAME Projects (Competencies 4, 5, 6)

* 1. The instructions provided were clear and sufficient to develop the project with my classmates independently and effectively.
	2. The activities and strategies used by the teacher helped me work in a team and develop problem-solving skills.

#### Area 3. Student Agency in STEAME PBL Teaching (Competencies 7, 8, 9)

* 1. I had opportunities to make decisions about how to approach or develop the project.
	2. This project helped me improve my ability to reflect on my own learning.

#### Area 4. Sustainability of PBL Applied to STEAME (Competencies 10, 11, 12)

* 1. This project increased my interest in continuing to learn about STEAME-related topics in the future.
	2. I had the opportunity to share my project results with other students, teachers, or the community.

**9. Reply below how you satisfy the Level descriptors. Add your reply to the right column**.

## **Area 1: Contextualisation of STEAME projects**

**Area 1. Evaluation Rubric**

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| --- | --- | --- | --- | --- | --- |
| **Competence / level** | **Level 1** | **Level 2** | **Level 3** | **Self-evaluate your Level by inserting the 3 digit code** | **Support Answer by applicants****Maximum 50 words per criterion row** |
| **Competence 1.** Design and implement context-bound STEAME projects  | Partial integration of STEAME projects into the school's culture, with some inconsistencies  | 1.2.1 STEAME projects are fully integrated into the school's culture, aligning with existing practices and values. | 1.3.1 STEAME projects are not only integrated but are driving forces within the school culture, inspiring continuous innovation and improvement. |  |  |
| 1.1.2 Occasional involvement of external actors, with roles and contributions only loosely defined. | 1.2.2Regular involvement of external actors, with clearly defined roles and meaningful contributions to the projects. | 1.3.2Extensive collaboration with a wide array of external actors, leading to groundbreaking initiatives and partnerships that transcend traditional boundaries. |  |  |
| **Min-Max score** | 7 |  | 11 |  |  |
| **Competence 2.** Consider formal education standards in STEAME projects  | **Level 1** | **Level 2** | **Level 3** |  |  |
| 2.1.1.Basic understanding of formal education standards and attempts to align STEAME projects with them. | 2.2.1.Basic understanding of formal education standards and aligns STEAME projects with them to some extent. | 2.3.1.Exceptional mastery of formal education standards, incorporating them seamlessly into project design and implementation. |  |  |
| 2.1.2.STEAME projects have basic connections to standards but lack detailed alignment. | 2.2.2.STEAME Projects show alignment with standards, but there are occasional gaps in content coverage. | 2.3.2.Projects are innovative, pioneering new approaches to teaching and learning while aligning with standards. |  |  |
| **Min-Max Score** | 9 |  | 13 |  |  |
| **Competence 3.** Monitoring STEAME projects and reporting  | **Level 1** | **Level 2** | **Level 3** |  |  |
| 3.1.1.Limited ability to foresee potential deviations on STEAME projects | 3.2.1.Solid ability to foresee potential deviations of STEAME projects and proactively plans to address them | 3.3.1.Solid ability to foresee potential deviations, applying innovative and groundbreaking strategies to address them |  |  |
| 3.1.2.Intuitive application of basic monitoring measures  | 3.2.2.Ability to choose the most suitable monitoring strategy for each STEAME project  | 3.3.2.Ability to choose the most suitable monitoring strategy for each STEAME project and can justify the choice |  |  |
| 3.1.3.Ability to informally report on the progress of STEAME projects, providing basic insight | 3.2.3.Delivers comprehensive reports on the development of STEAME projects, to the extent that they include different sources of evidence and some level of analysis | 3.3.3.Delivers comprehensive reports on the development of STEAME projects, to the extent that they include different sources of evidence and systematic analysis providing not only detailed insights but also actionable recommendations for continuous improvement |  |  |
| Min-Max score | 18 |  | 24 |  |  |

## **Area 2: Methodological aspects of STEAME projects**

**Area 2. Evaluation Rubric**

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| **Competence / level** | **Level 1** | **Level 2** | **Level 3** | **Self-evaluate your Level by inserting the 3 digit code** | **Support Answer by applicants****Maximum 50 words per criterion row** |
| **Competence 4:** Embed learning in truly interdisciplinary STEAME projects | 4.1.1.Projects integrate at least two STEAME subjects with limited interaction between STEAME disciplines | 4.2.1.Projects integrate two or more STEAME subjects with interaction between STEAME disciplines | 4.3.1Projects integrate two or more STEAME subjects with substantial interactions between STEAME disciplines |  |  |
| 4.1.2.The disciplines represented in the project, especially Arts and Entrepreneurship, add value to student learning.  | 4.2.2.The disciplines represented in the project, especially Arts and Entrepreneurship, add a lot of value to student learning.  | 4.3.2.The project shows an in-depth understanding of the disciplines represented in it, especially Arts and Entrepreneurship, and they are addressed in a way that adds a lot of value to student learning.  |  |  |
| 4.1.3.Projects show signs of student involvement in designing, developing, and constructing hands-on solutions to a problem. | 4.2.3Projects show a moderate level of student involvement in designing, developing, and constructing hands-on solutions to a problem. | 4.3.3.Projects show a moderate level of student involvement in designing, developing, and constructing hands-on solutions to a problem. |  |  |
| **Min-Max score** | 21 |  | 27 |  |  |
| **Competence 5:** Guide student learning in STEAME projects | **Level 1** | **Level 2** | **Level 3** |  |  |
| 5.1.1.Basic attempts to scaffold student learning through project-like activities. | 5.2.1Proficient use of a variety of scaffolding techniques to support student learning in STEAME projects. | 5.3.1. Mastery of diverse scaffolding techniques, providing highly effective support for student learning in STEAME projects. |  |  |
| 5.1.2.Scaffolding strategies are limited in scope and may not effectively support all students. | 5.2.2.Scaffolding strategies are tailored to individual and group needs, ensuring effective support for all students. | 5.3.2.Scaffolding strategies are personalised, differentiated, and seamlessly integrated into STEAME projects, fostering high levels of student engagement and understanding. |  |  |
| 5.1.3.Limited adaptability in responding to diverse student learning needs | 5.2.3.Adaptability in responding to challenges, adjusting scaffolding methods based on student progress and feedback. | 5.3.3.Exceptional adaptability and sensitivity to diverse student needs, creating an inclusive and empowering learning environment for all students. |  |  |
| **Min-Max score** | 24 |  | 30 |  |  |
| **Competence 6:** Support STEAME projects with the right learning environment and resources | **Level 1** | **Level 2** | **Level 3** |  |  |
| 6.1.1.Projects include basic collaborative activities within the classroom, such as group discussion, peer-review or jigsaw  | 6.2.1.Projects include diverse and well-structured collaborative activities that align with learning objectives and engage all students. | 6.3.1.STEAME projects are framed in a transformative learning environment where collaboration is a fundamental aspect, fostering creativity, critical thinking, and mutual support among students, teachers, and other organisations. |  |  |
| 6.1.2.Collaborative activities have some level of depth or integration with the curriculum. | 6.2.2.Projects promote teamwork, communication, and problem-solving skills among students, facilitating a positive and inclusive collaborative environment. | 6.3.2.Projects promote teamwork, communication, and problem-solving skills among students, among groups of students and the teacher, as well as among students and other actors outside of school, thus facilitating a positive and inclusive collaborative environment. |  |  |
| 6.1.3.Demonstrates a willingness to learn and explore collaboration with other teachers and / or organisations outside of the school, although implementation may be limited. | 6.2.3.Engages with stakeholders, such as parents, experts, or community members, to enrich collaborative learning experiences and broaden students' perspectives | 6.3.3.Actively collaborates with a wide range of stakeholders, fostering partnerships, organizing collaborative events, and creating a supportive network that enhances students' learning experiences and opportunities. |  |  |
| **Min-Max score** | 27 |  | 33 |  |  |

## **Area 3: Student agency in STEAME PBL teaching**

**Area 3. Evaluation Rubric**

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| **Competence / level** | **Level 1** | **Level 2** | **Level 3** | **Self-evaluate your Level by inserting the 3 digit code** | **Support Answer by applicants****Maximum 50 words per criterion row** |
| **Competence 7: Involve students in STEAME projects** | 7.1.1.Partial involvement of students in determining the project to be developed. | 7.2.1.Substantial involvement of students in determining the project to be developed. | 7.3.1.Very substantial involvement of students in determining the project to be developed. |  |  |
| 7.1.2.Identifying to some extent the students’ interests around STEAME projects. | 7.2.2.Identifying to some extent the students’ interests around STEAME with a variety of methods and techniques. | 7.3.2.Identifying and organising the students’ interests around STEAME with a wide range of methods and techniques. |  |  |
| 7.1.3.Partially listening to students’ suggestions. | 7.2.3.Considering students’ suggestions in some parts of the project. | 7.3.3.Proactively considering students’ suggestions to the project and helping to structure them. |  |  |
| **Min-Max score** | 30 |  | 36 |  |  |
| **Competence 8: Promote student self-regulation and metacognition in STEAME projects** | **Level 1** | **Level 2** | **Level 3** |  |  |
| 8.1.1.Planning a few checkpoints to encourage general reflection throughout the project.  | 8.2.1.Planning and setting a few checkpoints to encourage reflection about a few aspects of the project throughout it.  | 8.3.1.Planning and setting a few checkpoints to encourage productive reflection about all important aspects of the project throughout it.  |  |  |
| 8.1.2.Sharing assessment criteria with students after the project has started. | 8.2.2.Sharing assessment criteria with students in a timely way. | 8.3.2.Building together and sharing assessment criteria with students in a timely way. |  |  |
| 8.1.3.Promoting reflection on the learning progress towards the end of the project. | 8.2.3. Promoting reflection on the learning progress during the project progress, and giving feedback to students. | 8.3.3.Promoting reflection on the learning progress during the project progress, giving feedback to students and giving time to new metacognition and learning regulation transfer.  |  |  |
| Min-Max score | 33 |  | 39 |  |  |
| **Competence 9: Engage and coach to support learning** | **Level 1** | **Level 2** | **Level 3** |  |  |
| 9.1.1.Connects STEAME projects to students’ emotional domain | 9.2.1.Connects STEAME projects to students’ emotional domain and moral values | 9.3.1.Connects STEAME projects to students’ emotional universe and moral values in an unexpected way |  |  |
| 9.1.2.Setting a few control points during the project.  | 9.2.2.Guiding students in setting some control points during the project.  | 9.3.2.Guiding students in setting control points during the project in a systematic way, also giving social spaces of debate and discussion of the progress of the project.  |  |  |
| 9.1.3.Promoting a work environment where students can express themselves but their opinions and suggestions are not considered.  | 9.2.3.Promoting a work environment where students can express themselves and their opinions and suggestions are considered.  | 9.3.3.Promotes and manages a safe environment where all voices are heard and respected in a democratic way.  |  |  |
| Min-Max score | 36 |  | 42 |  |  |

## **Area 4: Sustainability of PBL applied to STEAME**

**Area 4. Evaluation Rubric**

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| Competence / level | **Level 1** | **Level 2** | **Level 3** | **Self-evaluate your Level by inserting the 3 digit code** | **Support Answer by applicants****Maximum 50 words per criterion row** |
| **Competence 10: Reflect on performance as a STEAME project facilitator** | 10.1.1.Intuitively reflecting on the teaching role in STEAME projects. | 10.2.1.Reflecting on the teaching role in STEAME projects with a sense of purpose. | 10.3.1. Reflecting on the teaching role in STEAME projects with a sense of purpose, in a systematic way. |  |  |
| 10.1.2.Taking the negative aspects of previous performance into account when defining new STEAME projects. | 10.2.2.Taking negative, positive and neutral aspects of previous performance into account when defining new STEAME projects. | 10.3.2.Taking negative, positive and neutral aspects of previous performance into account when defining new STEAME projects and other aspects that played a role and can be solved. |  |  |
| 10.1.3Involving students in the reflection and critical assessment of delivered STEAME projects.  | 10.2.3.Involving students and other teachers in the reflection and critical assessment of elivered STEAME projects.  | 10.3.3.Involving students, other teachers and other stakeholders in the reflection and critical assessment of delivered STEAME projects.  |  |  |
| Min-Max score | 39 |  | 45 |  |  |
| **Competence 11: Apply creativity and innovation in STEAME projects** | **Level 1** | **Level 2** | **Level 3** |  |  |
| 11.1.1.Awareness that STEAME projects are not innovative in nature, but that thinking outside of the box is needed to ensure their added value. | 11.2.1.Thinking outside of the box to ensure the added value of STEAME projects. | 11.3.1.Thinking outside of the box and establishing mechanisms to ensure the added value and sustainability of STEAME projects |  |  |
| 11.1.2.Openness to incorporate changes and modifications in the design, implementation, or evaluation of STEAME projects. | 11.2.2.Partially incorporating changes in the design, implementation, or evaluation of STEAME projects. | 11.3.2.Systematically reviewing and incorporating changes and innovations in both the design and implementation and evaluation of STEAME projects. |  |  |
| 11.1.3.Using innovative tools, resources, or methods in an intuitive way. | 11.2.3.Using innovative tools, resources, or methods in a reasoned way. | 11.3.3.Proactively searching for and using innovative tools, resources, or methods in a reasoned way and for the constant improvement of the learning process. |  |  |
| Min-Max score | 42 |  | 48 |  |  |
| **Competence 12: Keep learning about STEAME projects and share knowledge** | **Level 1** | **Level 2** | **Level 3** |  |  |
| 12.1.1. Mastering the disciplinary and pedagogical knowledge received in initial training. | 12.2.1.Moderate participation in teaching training spaces that complement the disciplinary and pedagogical knowledge received in initial training. | 12.3.1.Shows a commitment to continuing training and participates in training spaces. |  |  |
| 12.1.2.Sharing the teaching role with another colleague within the school. | 12.2.2.Promoting and participating in interdisciplinary work teams about STEAME projects within the school. | 12.3.2.Promotes co-working experiences about STEAME projects inside and outside the school, with colleagues, experts, etc. |  |  |
| 12.1.3.Recognising the importance of being part of communities and participating occasionally.  | 12.2.3.Recognising the importance of being part of communities and frequently participating in them. | 12.3.3.Engaging and promoting spaces for interaction with other teachers, communities of practice, etc. |  |  |
| Min-Max score | 45 |  | 51 |  |  |
| **OVERALL TOTAL SCORE** |  |  |  |  |  |

**Overall Minimum Score: 331, Overall Maximum Score: 399**

**ANNEX 1**

**DECLARATION OF RESPONSIBILITY FOR SUBMITTED MATERIAL (required for all applicants)**

I, the undersigned, hereby declare that all information provided in this application and reporting form, including the attached Learning & Creativity (L&C) Plan, photos, videos, and supporting documentation, is accurate and truthful to the best of my knowledge.

Furthermore, I confirm that I am solely responsible for the content and originality of the submitted materials, including but not limited to written content, visual documentation, and any associated media. I affirm that all necessary permissions and consents have been obtained for the use and publication of photos and videos where applicable, in accordance with the guidelines of the STEAME Certification process.

I acknowledge that the submitted materials may be used by the organizers for assessment and dissemination, respecting the terms outlined in the application guidelines.

**Full Name:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Signature:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
**Date:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**ANNEX 2**

**SAMPLE CERTIFICATION DIPLOMA**

