Virginia Technology and Engineering Education Association
2011-2012 Regional Middle School Program Excellence Award

Sponsored by VTEEA, the Regional Program Excellence Award is one of the highest honors given to Technology and Engineering Education program in each of the VTEEA regions. It is presented in recognition of outstanding contributions to the profession and students. The Award provides public recognition at local, regional and state levels.

Who is Eligible?

Candidates for the Regional Program Excellence Award must be characterized as providing Technology and Engineering Education instruction of high quality, learner centered and relevant to a study of technology.

Regional Middle School Program Excellence

A school is eligible to receive a **Regional Program Excellence Award** once every three years. To be eligible for the award, 60% of the Technology and Engineering Education faculty must be current members of VTEEA and ITEEA. Requirements also include a program assessment procedure, curriculum guides, administrative support for nomination, and other materials.

Selection Process

ITEEA provides its affiliated associations with recommended selection and criteria procedures to use in choosing its honoree. Once nominated, the following schedule is followed.

As Scheduled

Award and public announcement made at the VTEEA annual summer conference (usually in August).

December 1:

Nomination of the Regional Program Excellence candidate application packet is mailed to the VTEEA Program of the Year Committee Chair.

Late July - Early August:

Award presented at VTEEA Annual Summer Conference.

For additional information contact the Regional Program Excellence Awards Committee Chair:

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Application Deadline: December 1, 2011

Virginia Technology and Engineering Education Association
Regional Middle School Program Excellence in Technology and Engineering Education

Requirements for the Award

The **Regional Program Excellence Award** program is designed to recognize superior Technology and Engineering Education programs that has an affiliated with VTEEA and ITEEA. These award-winning programs serve as a standard for comparison and models for the development of other programs. Therefore, it is essential that each program selected and recognized reflects contemporary Technology and Engineering Education curriculum and practices.

The following are minimum requirements for the Regional Program Excellence Award.

- Sixty percent of the Technology and Engineering Education faculty must be current members of the VTEEA and ITEEA at the time the application for the award is submitted.
- The faculty of the program must be appropriately certified and involved in on-going professional development.
- The program must reflect a Technology and Engineering Education philosophy and curriculum structure and it must incorporate contemporary teaching strategies.
- The curriculum must have been written or revised within the last five years.
- The program must be actively promoted by the technology teachers.
- The program must have the support of the school and division administration.

The Award Application

The ***Regional Program Excellence Award*** application must be organized under the following six categories. In addition a cover sheet and an abstract that summarizes the program must be provided. The support materials must be submitted in a binder with each category separated by a divider that has a proper label.

- [ ] **Association memberships**

  The Regional Program Excellence Award is based on the belief that excellent programs are taught by professional Technology and Engineering Education teachers. To document the professional membership commitment of the faculty, each application must contain the following information for each Technology and Engineering Education faculty member within the program being reviewed:

  - Name
  - Number of years assigned to the school
  - Membership in VTEEA and ITEEA
  - Number of years the membership in each association has been maintained.

- [ ] **Philosophy and curriculum structure**

  Technology and Engineering Education has a unique and important philosophy and content with exciting teaching strategies that are used to teach the program. The application must contain materials verifying that the program reflects the philosophy, curriculum structure, and teaching strategies that would be recognized as appropriate for Technology and Engineering Education by persons knowledgeable in the field. These materials must include:

- **Standards:** A copy of state materials that indicate what is considered acceptable Technology and Engineering Education in that authority OR copies of materials distributed by ITEEA or other recognized Technology and Engineering Education leadership groups that were used to develop the curriculum. The documentation should demonstrate how the curriculum addresses the *Standards for Technological Literacy: Content for the Study of Technology*. Provide a statement describing how each course meets the province/ state/national standards or other selected curriculum requirements.

- **Goals:** A list of the goals for the program and a description of how each is met in the various courses.

- **Teaching Strategies:** A list and brief description of the content, activities, and teaching strategies used in each course offered in the program. Describe how problem solving, design, and group activities are used.

- **Effectiveness:** A description how the courses in the program are designed to meet the needs of a diverse student population.

- **Assessment:** A discussion of the various techniques used to assess student progress and program effectiveness.

- **Course Offering:** A chart that shows the frequency each course is offered during a year, the faculty member(s) who teach each course, and the approximate number of students who enroll in each course each year.

❑ **Professional Preparation and Development**

Faculty in excellent Technology and Engineering Education programs are properly prepared and engage in on-going professional development activities as presenters or participants. To document this activity for the faculty in the program, the application must include:

- **Education:** A list of the degrees and certification(s) held by each member of the Technology and Engineering Education faculty.

- **Conference Attendance:** A list of the annual VTEEA and ITEEA conferences each faculty member has attended in the last three years.

- **In-service Participation:** A list and description of other professional development activities each faculty member participated in during the last three years.

❑ **Program Revision**

Technology and Engineering Education programs are dynamic and therefore must be constantly revised to insure that students receive contemporary instruction. The application must contain evidence that the curriculum has been written or revised within the last five years.

❑ **Promoting the Program**

The faculty in the program must be actively involved in promoting their program and Technology and Engineering Education to students, parents, colleagues, administrators, and the community. To document this activity the application must include:

- A list of promotional activities that indicates the month the activity occurred and the audience that was addressed.

- Examples of materials developed or selected to promote the program or Technology and Engineering Education.

❑ **Program Support**

Excellent programs are recognized and supported by people in responsible positions in the school district and the community. To document this support the application must have the following:

- A letter of support from the school principal or curriculum coordinator.

- A letter of support from the school district superintendent or curriculum coordinator.

- Additional consideration should be given to letters of support from community leaders and parents of students who have or are enrolled in the program.

Selecting the Award Recipient

The ***Regional Program Excellence Award*** applications must be reviewed at two levels before the award recipient is chosen.

Level 1 – Self-Study

The technology teachers in the program must complete a self-study using the form included in this packet. The form was developed from the ***Standards for Technology and Engineering Education*** and the goals of this award program.

Level 2 - Affiliate Review

Those persons who believe they have a program worthy of recognition, the self-study and an award application must be submitted to the VTEEA. The VTEEA will use a committee of at least three members to review each applicant using the ITEEA requirements and any additional VTEEA criteria. This review must include an on-site visit by one or more of the selection committee.

Regional Middle School Program Excellence in Technology and Engineering Education

Application Cover Sheet

Secondary School Level

VTEEA Region: ____

Name of school: ____

Address: ____

City: ________________________________ State: ______ ZIP: ____________

Phone: ( ) ___________________

School Division Name: ____

School Enrollment: __________

Technology and Engineering Education enrollment: ____________

Percentage: Males: __________ Females: ____________

Description of the facilities (number and types of Technology and Engineering Education laboratories)

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Regional Program Excellence in Technology and Engineering Education

Abstract Format

Name of the school:

Address:

City, State, ZIP:

Administrator:

Technology teachers:

Description of the program including how the curriculum reflects the *Standards for Technological Literacy: Content for the Study of Technology*:

Regional Program Excellence in Technology and Engineering Education

Program Self-Study

This self-study must be completed by the teachers in the program.
The self-study must be completed before the committee from the affiliate association reviews the program.

An adequate Technology and Engineering Education program will help students understand and participate in the technological society that they find themselves in as citizens. This suggests that they must know about technology, be able to apply technological information and abilities to solve common problems, and be capable of assessing the impacts of technology on people, society, and the environment.

Rank your program using the following statements. One (1) is the lowest rank and five (5) is the highest.

Philosophy:

	LOW HIGH
1. The program has a written philosophy that is available for administrators, parents, and students to review.	1 2 3 4 5
2. The philosophy emphasizes the broad, general education nature of Technology and Engineering Education.	1 2 3 4 5
3. The philosophy indicates a need for Technology and Engineering Education in terms of students' future roles as citizens of the society, consumer of technological products, and contributing worker in a rapidly changing technological society.	1 2 3 4 5

Plans for addressing areas that need improvement:

Goals and Objectives:

	LOW HIGH
1. The program goals and course objectives are written and available for administrators, parents, and students to review.	1 2 3 4 5
2. The program goals and course objectives are consistent with provincial, state, or national standards.	1 2 3 4 5
3. The program goals and course objectives are established from and are directly related to the stated philosophy.	1 2 3 4 5
4. The program goals and course objectives emphasize helping students understand the technological nature of society.	1 2 3 4 5

5. The program goals and course objectives emphasize developing abilities to solve technological problems and meet opportunities through the use of technology.	1 2 3 4 5
6. The program goals and course objectives emphasize the need to help students develop cooperative work abilities.	1 2 3 4 5
7. The program goals and course objectives have a balanced approach to helping students learn how technology is developed, produced, used, and assessed by people and institutions.	1 2 3 4 5
8. The program goals and course objectives reflect the need to help students develop the abilities needed to be life-long learners.	1 2 3 4 5
9. The program goals and course objectives reflect the need to present technology as part of human knowledge and to integrate it with other types of knowledge.	1 2 3 4 5
10. The program goals and course objectives are used by teachers and administrators to plan, present, and evaluate instruction.	1 2 3 4 5

Plans for addressing areas that need improvement:

Content and Teaching Strategies

	LOW HIGH
1. The course content and teaching strategies are directly related to program goals and course objectives.	1 2 3 4 5
2. The course content uses approved curriculum guides or other professional resources.	1 2 3 4 5
3. The courses and content within them are organized using technological concepts such as communication, construction, manufacturing, and transportation; bio-related, information, or physical technologies; energy, information, and materials.	1 2 3 4 5
4. The course content and teaching strategies are appropriate for all students in the school.	1 2 3 4 5
5. The course content and teaching strategies include both design/problem solving processes and production (technical) processes.	1 2 3 4 5

6.	The course content and teaching strategies present a broad view of technology.	1 2 3 4 5
7.	The content includes developing, producing, using, and applying technology in personal and societal contexts.	1 2 3 4 5
8.	The content in the various courses in the program is sequential in nature with the content in advanced courses being an extension of the content in introductory courses.	1 2 3 4 5
9.	The course content and teaching strategies are documented in course outlines, unit plans, and lesson plans that are on file and available for review by teachers and administrators.	1 2 3 4 5
10.	The course content and teaching strategies are periodically reviewed and revised or modified.	1 2 3 4 5

Plans for addressing areas that need improvement:

Evaluation

		LOW HIGH
1.	An evaluation plan is used to assess student progress and program effectiveness.	1 2 3 4 5
2.	Evaluation results are used to revise course content and teaching strategies.	1 2 3 4 5

Plans for addressing areas that need improvement:

Summary:

	LOW			HIGH
Philosophy:	1	2	3	4	5
Goals and Objectives:	1	2	3	4	5
Content and Teaching Strategies:	1	2	3	4	5
Evaluation:	1	2	3	4	5

Program Excellence in Technology and Engineering Education

Evaluation Sheet

This form should be used to summarize the evaluation results of the state/provincial/national affiliate review committee.

Association memberships

LOW HIGH

1 2 3 4 5 High scores are given to programs that are taught by teachers who are members of the state/provincial/ national affiliate association and the International Technology and Engineering Education Association.

Philosophy and curriculum structure

LOW HIGH

1 2 3 4 5 **Standards:**

High scores are given to programs that are developed using state or national standards for Technology and Engineering Education.

1 2 3 4 5 **Goals:**

High scores are given to programs that use goals that emphasize the general education focus of Technology and Engineering Education and are directly related to state or national standards.

1 2 3 4 5 **Teaching Strategies:**

High scores are given to programs that use a variety of strategies and incorporate problem solving, design, and group activities.

1 2 3 4 5 **Effectiveness:**

High scores are given to programs that are designed to meet the needs of a diverse population and that attract both male and female students.

1 2 3 4 5 **Assessment:**

High score are gives to programs that use a variety of techniques to assess student progress and program effectiveness.

Professional Preparation and Development

LOW HIGH

1 2 3 4 5 **Education:**

High scores are given to programs that are taught by teachers who have appropriate professional preparation and teaching certificates.

1 2 3 4 5 **Conference Attendance:**

High scores are given to programs that are taught by teachers who regularly attend local, state, national, and international Technology and Engineering Education conferences.

1 2 3 4 5 **In-service Participation:**

High scores are given to programs that are taught by teachers who regularly participate in professional development activities.

Program Revision

LOW HIGH

1 2 3 4 5 High scores are given to programs that are current as indicated by recent and continuous revision.

Promoting the Program

LOW HIGH

1 2 3 4 5 High scores are given to programs that are aggressively promoted by the teachers who teach in the program.

Program Support

LOW HIGH

1 2 3 4 5 High scores are given to programs that are strongly supported by the district and school administration and by parents, students, and the community.

Summary:

_____ **Association memberships**

_____ **Philosophy and curriculum structure**

_____ **Professional Preparation and Development**

_____ **Program Revision**

_____ **Promoting the Program**

_____ **Program Support**

_____ **TOTAL**

Comments: