



Middle and High School Program Excellence Award – General Information

Corporate Sponsor: Paxton/Patterson

Sponsored by ITEEA and NASSP, the Program Excellence Award is one of the highest honors given to technology and engineering education classroom teachers on the elementary, middle, or high school levels. It is presented in recognition of outstanding contributions to the profession and students. The Program Excellence Award provides public recognition at local through international levels. On the state or province level, a certificate of achievement is granted at the affiliated association's annual meeting. At ITEEA's annual conference, the honoree is formally presented an engraved plaque and given other recognition.

Who is Eligible?

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

Secondary Program Excellence

Middle school and high school programs must be nominated by an ITEEA affiliate association and undergo an assessment procedure. Requirements include that 60% of the technology and engineering faculty be ITEEA members, the program must reflect a STEM education philosophy; there must be administrative support for nomination; and requested materials must be provided.

SPECIAL NOTE:

This application information is to be completed and forwarded to the affiliate association's Affiliate Representative, Awards Coordinator, or Designated Official. Click the following link to find the name and contact information of your affiliate representative:

<http://www.iteea.org/Resources/affiliatereps.htm>.

Please pay attention to affiliate association deadlines to allow for review, selection, and submission to ITEEA by December 1st of each year.

Selection Process

ITEEA provides its affiliated associations with recommended selection and criteria procedures to use in choosing its honoree. This information can be found on the following pages. Once nominated, the schedule below is followed.

As Scheduled

Award and public announcement made at affiliated association meeting or conference.

December 1

Names of the Program Excellence winners at the Affiliate level are forwarded to the ITEEA Program Excellence Coordinator by the Affiliate Representative, Awards Coordinator, or Designated Official.

Late March-Early April

Award presented at ITEEA Annual Conference.

Note: Names submitted by December 1 will be printed in the conference program. Names received after December 1 will be honored one year later.



Middle and High School Program Excellence Awards

The International Technology and Engineering Educators Association, in conjunction with its state/provincial/national affiliated associations, has developed the Program Excellence Award program. These awards are presented annually at ITEEA's Annual Conference. Separate **Program Excellence Awards** are available for elementary school technology education programs.

Secondary School Awards

Middle and High school **Program Excellence Award** nominees are identified by each state/provincial affiliated association using standards established by ITEEA. The award nominations are reviewed, and the final selection from each state or province is made by the affiliate association.

Two categories of awards are presented annually for each state/province. These categories are middle/junior high school and high school, and they are evaluated using the same criteria. ITEEA will recognize only one program at each level for each affiliated state/province.

A school is eligible to receive a **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 ITEEA and the affiliate association.

Requirements for the Award

The **Program Excellence Award** program is designed to recognize superior technology and engineering education programs in each state/province that has an association affiliated with 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 ITEEA **Program Excellence Award**. Affiliate associations may add additional requirements.

- Sixty percent of the technology and engineering education faculty must be current members of ITEEA and the state/provincial affiliate association at the time the application for the award

is submitted. (ITEEA will recognize one school per state or province and one school per country outside North America.)

- The faculty of the program must be appropriately certified and involved in ongoing professional development.
- The program must reflect a technology 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 and engineering teachers.
- The program must have the support of the building and district administration.

The Award Application

The **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. **Support materials** must include four (4) photos in jpg format of students participating in technology and engineering education activities. Photo releases must be provided for any photos submitted.

Association memberships

The 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 ITEEA and the state/provincial affiliate
- 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/province 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 *Standards for Technological Literacy: Content for the Study of Technology*. Provide a statement describing how each course meets the state/province 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 of 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 ongoing 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 affiliate 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 **Program Excellence Award** applications must be reviewed at two levels before the award recipient is chosen.

Level 1 – Self-Study

The technology and engineering teachers in the program must complete a self-study using the form included in this packet. The form was developed from the content standards in **Standards for Technological Literacy: Content for the Study of Technology (STL)** and the goals of this award program.

Level 2 - Affiliate Review

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

The affiliate must forward the Program Excellence Award National Confirmation Data Form, self-study, and the committee recommendation for the program selected to the ITEEA Program Excellence Award Coordinator.



Program Excellence in Technology and Engineering Education

Application Cover Sheet

Secondary School Level

Check category: Middle/Junior High School High School

Name of school: _____

Address: _____

City: _____ State/Province: _____ ZIP/PC: _____

Phone: () _____

Type of school Rural Suburban Inner city

Enrollment: _____ Technology education enrollment: _____

Percentage: Males: _____ Females: _____

Description of the facilities (number and types of technology education laboratories)



International Technology and Engineering Educators Association

Program Excellence in Technology and Engineering Education

Abstract Format

Name of the school _____

Address _____

City _____ State/Province _____ ZIP/PC _____

Administrator _____

Technology and engineering teachers:

_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

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

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, innovation, design, and engineering, and 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 state/province 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 and engineering.	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 lifelong 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/engineering 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 and engineering.	1	2	3	4	5
7. The content includes developing, producing, using, and applying technology and engineering 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 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/province affiliate association and the International Technology and Engineering Educators 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 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: