### Technology Education

###### Technology Education Indicators of Achievement Checklist

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| **LEVEL OF PERFORMANCE** | | | | | |
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| **Indicators** | **1**  **Falls Below** | **2**  **Approaches** | **3**  **Meets** | **4**  **Exceeds** | **Acceptable**  **Evidence** |
| **Student Performance**  MST Standard 5-Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.  Students participate in hands-on experiences in the Key Ideas:  -Engineering Design;  --Tools, Resources and Technological Processes;  -Computer Technology;  -Technological Systems;  -History and Evolution of Technology;  -Impacts of Technology; and  -Management of Technology. | A. Evidence demonstrates that students have not met the *NYS Learning Standard for Technology*. | A. Evidence demonstrates that students meet some of the *NYS Learning Standard for Technology*. | A. Evidence demonstrates that students are achieving the *NYS Learning Standard for Technology*. | A. Evidence demonstrates that students’ achievement exceeds the *NYS Learning Standard for Technology*. | State-developed program evaluation results based on intermediate performance indicators under the 7 Key Ideas for Standard 5 |
| B. No assessments are used in technology education classes. | B. Assessments are used only occasionally in technology education classes. | B. Written assessments are used at the end of the technology education course to evaluate student attainment of the *NYS Learning Standard for Technology*. | B. Multiple assessment types are used to evaluate the acquisition of the *NYS Learning Standard for Technology Education* and skills. | Locally-developed assessments of student performance that demonstrate both knowledge and skill based on the intermediate performance indicators under the 7 Key Ideas for Standard 5 |
| **Collaboration** | A. Technology Education teachers are not viewed as an integral part of the middle school team. | A. Technology Education teachers are viewed as an integral part of the team solely within their own content area. | A. Technology Education teachers are sometimes viewed as an integral part of the team; they serve as a resource to other content areas some of the time. | A. Teachers are viewed as an integral part of the team and act as resources to other content area team members and visa-versa. | Common planning periods with other team/content area teachers  Part of curriculum development team |
| B. Technology education classes are viewed by most school staff as “extras,” with little or no value to other content areas. | B. Technology Education teachers are informed of team/school projects and initiatives and invited to participate, if possible. | B. Technology Education teachers have adequate common planning time with other team/content area teachers. | B. Technology Education teachers are included in all school planning and participate in all appropriate instructional planning meetings. | Shared-decision making team memberships  School district planning committees |
| C. Technology Education teachers receive little or no information about team projects or initiatives. | C. Technology Education teachers communicate with other teachers as needed to advise them of projects that may support other content area learning standards. | C. Technology Education teachers make an effort to support other content area learning standards and let students experience a “real-life” application activity. | C. All Technology Education teachers’ instruction integrates learning standards from other content areas, and these connections are pointed out to students as a part of their “real-life” application in a global context. | District curriculum maps and plans  Teacher lesson plans |
| **Youth Development** | A. The Technology Education Program has no youth development component. | A. The Technology Education Program has a student program/group that focuses on youth development (e.g., internships, mentoring, service learning, and/or youth leadership organizations). | A. Technology Education teachers plan community/school service projects and provide State-level Technology Student Association (TSA) leadership skill-building activities, or other youth leadership structures. | A. The Technology Education Program area participates in State and national TSA leadership activities, promotes student growth through individualized group projects, and provides opportunities for students (e.g., internships, mentoring, service learning, and/or other youth leadership organizations). | Participation in TSA at the State level  Participation in TSA at the State and national levels  Participation in youth leadership activities at the State level |
| Professional Staff | A. No appropriately certified Technology Education teachers are assigned to classes. | A. Certified teachers are assigned to some classes, but the teachers are not certified in technology education. | A. All student instruction is delivered by appropriately certified Technology Education teachers. These teachers occasionally participate in content-specific professional development activities. | A. All student instruction is delivered by appropriately professional or certified Technology Education teachers. These teachers participate in content-specific professional development. | Basic Educational Data System (BEDS)Teacher certification records School district professional development records |
| **Administrative**  **Support**  **Administrative**  **Support**  **cont’d.** | A. Administration does not  support maintaining or advancing the Technology Education Program. | A. Administration demonstrates a basic understanding of the Technology Education Program area and goals. | A. Administration actively supports the Technology Education Program. | A. Administration actively supports the Technology Education Program at the building and district levels. | Board of education minutes  School district newsletters  Promotional materials |
| B. Administration provides little or no support for professional development. | B. Administration supports limited professional development opportunities for some of the Technology Education teachers. | B. Administration allows all Technology Education teachers to participate in professional development opportunities. | B. Administration advocates the importance of sustained professional development for teachers of technology education, which focuses on specific aspects of the *NYS Learning Standard for Technology Education* at the intermediate level. | School district professional development records  School district professional development plan |
| Scheduling/Student Access | A. Technology instruction is not available. | A. Some technology classes are scheduled. Formal instruction is available to some of the school population, or not scheduled for the appropriate time requirements for the unit(s) required for instruction. | A. Technology education classes are scheduled as part of the intermediate-level experience and meet the minimum unit requirements. | A. All students are scheduled for technology education instruction that is planned and delivered over more than one grade level and exceeding the minimum requirement. | School schedules District curriculum plans |
| Instructional or Educational Technology | A. No access to educational technology or technical support for facilitating instruction is provided. | A. Technology education classes have access to educational technology to assist classroom instruction, but scheduling is difficult or technology is unavailable when needed. | A. Technology education classes have state-of-the-art educational technology on site to assist in instruction or have access to it as needed. | A. All technology education classrooms are equipped with state-of-the-art educational technology hardware, software and support. | No Child Left Behind --  Title IID formula and competitive grant proposals  Local technology investment initiatives |
| Facility/Equipment **Facility/Equipment**  **cont’d.** | A. No rooms or equipment are dedicated to providing students with appropriate technology education experiences, as required in the curriculum (e.g., laboratory). | A. Some dedicated space is provided for technology education instruction, with a minimum of equipment and supplies. | A. Students have access to dedicated technology education spaces. There is equipment for instruction and an adequate supply budget. | A. All student instruction in technology education takes place in dedicated facilities with up-to-date and well- maintained equipment with ample supplies. | District business office records  District planning office floor plans |
| B. Any existing instruction is classroom based and heavily focused on textbook, paper and pencil. | B. Hands-on experiential learning is limited to teacher demonstrations. | B. Most technology education classes include minimal hands-on student activities related to principles and concepts being taught. | B. All classes include hands-on applications of principles being taught, allowing for long-term or large-scale experiences. | Classroom observations Teacher interviews |
| **Resources** | A. No funds or inadequate funds are provided for the Technology Education Program. | A. Funding for the Technology Education Program is minimal, with no supply budget. | A. Adequate funds and supplies are provided to maintain an experiential program. | A. Funding is provided to enable the program to achieve a level of excellence and plan for future growth. | School district line item budgets |

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## ACTION PLAN TEMPLATE

The Action Plan Template is a companion tool to the Checklist. Schools should use the Checklist to identify areas where there are gaps in their programs. The Template can be used to develop and/or list strategies to close those gaps. A separate Template should be completed for each Indicator.

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| **STRATEGIES FOR ADDRESSING**  **AREAS IDENTIFIED**  **USING THE RUBRIC** | **TIMELINE TO IMPLEMENT** | **RESPONSIBLE**  **STAFF** | **PROJECTED**  **EXPENSE** | **ANTICIPATED**  **FUNDING SOURCE** |
| **Indicator:** |  |  |  |  |

**Technology Education**

###### Additional Resources

**New York State Resources:**

* *Learning Standard:* [*http://www.emsc.nysed.gov/ciai/mst/techmap/map.html*](http://www.emsc.nysed.gov/ciai/mst/techmap/map.html)
* *MST Resource Guide:* [*http://www.emsc.nysed.gov/guides/mst/*](http://www.emsc.nysed.gov/guides/mst/)
* State Developed Content Outlines for Technology Education will be revised for Grades 5-8, beginning in Summer 2005. The current version can be seen at: <http://www.emsc.nysed.gov/ciai/mst.html>
* NYS Technology Education Association: [www.nystea.com](http://www.nystea.com)
* NYS Virtual Learning System (VLS): <http://eservices.nysed.gov/vls/>

**National/International Resources:**

* Standards for Technological Literacy (ITEA): <http://www.iteaconnect.org/>
* Innovation Curriculum Online Network: <http://icontechlit.enc.org>

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