GEORGIA'S

Program Certification

TECHNOLOGY Education

GEORGIA DEPARTMENT OF EDUCATION

Kathy Cox

State Superintendent of Schools

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Introduction and Rationale

Today we find ourselves in a world that presents us with more technological advances than at any other time in history. These advances come with increasing speed and frequency. Just as technology has historically shaped our world and our societies, it will continue to do so. It is of vital importance that our society achieves the technological literacy to use, control and make decisions about the technologies that we live with and those that are yet to come. It is the responsibility of technology education programs to ensure that our youth are prepared.

For this reason, the state of Georgia has established a system for certification of technology education programs within the state. This program of certification is intended to recognize those programs that maintain the highest standards.

The technology education program certification process consists of four phases: accessing the certification information on the Internet, self-evaluation, on-site team evaluation, and maintaining certification.

The information necessary to apply for program certification is available on the Internet. This is done for two reasons. First, it allows those programs interested in becoming certified to access all of the required information quickly and easily. It also provides these programs with a channel of communication through which they can schedule on-site evaluations and access relevant information. The second reason for this Internet-based forum is that since technology continues to advance at an exponential rate, the requirements for certification may also need to change from time to time. The web-based format will ensure that those applying for program certification will have access to the most current information and standards.

Self-evaluations are to be performed prior to the scheduling of an on-site inspection. These evaluations will be completed by two faculty members other than the technology education instructor and one administrative staff member and will be given to the on-site evaluation team. The on-site evaluation team will be made up of three individuals: a representative of the state Department of Education, a county representative, and a professional in the field of technology education.

On-site evaluations need be performed only once every five years. Once a program is certified, it is the responsibility of the instructor and school administration to maintain certification. This will be done through self-evaluations, using the most current self-evaluation forms available on the Internet and application for certification renewal.

The evaluation instrument is divided into four areas:

- **Faculty and Student Performance**
- **Administration**
- **Instruction**
- **Facilities and Equipment**

Procedure for Seeking Program Certification for Technology Education

The purpose of the certification program is to promote high quality instruction in technology education. There are 72 criteria; all of them must be met in order for a technology education program to become certified.

First-year teachers and new programs as well as experienced teachers and established programs are eligible to be considered for industry certification when standards have been met. Technology education certification is for programs currently in place. Certification is NOT given based on a program planned for future implementation.

Step One:

The Technology Education Program Certification Web Site

This web site gives prospective schools the ability to gather information to determine if their program meets the requirements for certification and/or provides guidelines for modifying existing technology education programs so that they may become certified. The guidelines provided can also inform school personnel who are about to create technology education laboratories so that certification requirements can be considered in the original design. This Web site provides a listing of the criteria for certification, contact information, and self-evaluation forms. The Web site URL is http://www.uga.edu/teched/doe/certification.html.

Step Two:

Gather appropriate materials for inspection

Many of the criteria for certification require documentation of policies, plans, and procedures. These items will need to be made available for inspection during the self-evaluations and on-site evaluation. The instructor can determine what materials are needed by reviewing the certification criteria on the *Program Certification Checklist*. By having these materials available for inspection the amount of time required to evaluate the program will be significantly reduced.

Step Three:

Organize three faculty to assist with program-evaluations

The Program Certification Checklist is available on the certification web site. Three certification checklists are to be completed by faculty other than the technology education instructor. Two are to be completed by classroom teachers and the third by a member of the administrative staff. Once the checklists are completed, the forms are to be returned to the instructor. They are useful tools for the technology education teacher in preparing the classroom for certification. All three checklists must be available for the on-site inspection team on the day of their visit. One hundred percent compliance does not have to be indicated on these internal checklists but is required for certification. For that reason, any deficiencies noted by school personnel should be corrected prior to the on-site visit.

Step Four:

Submit a completed application for program certification

Located on the certification web site is a link that will allow you to download and print an application for program certification in pdf format. To work with this form, the Adobe Acrobat software will need to be installed on your computer. If it is not already installed, a link is provided for your use in acquiring this free software tool. An application fee of $75 payable to the International Technology Education Association (ITEA) will be required with the application form. Instructions for mailing the form are included.

Please allow three weeks for the application to be processed. You will then be contacted by the state program certification coordinator, who will schedule an on-site evaluation for the program. Please note that inspections may be scheduled up to three

months from application date. The state program certification coordinator can assist with providing an estimate of the expenses for on-site evaluation visits. These costs typically include a stipend to the program certification coordinator plus travel expenses for the coordinator and members of the evaluation team.

Step Five:

Participate in the on-site inspection and evaluation

On the scheduled inspection date you should have the required materials prepared. The inspection team will consist of four members: the state program certification coordinator or associate, an industry representative, a county school administrator representing the office of Career and Technical Education, and a technology education teacher from another school district in Georgia. The inspection for certification will generally take approximately two hours.

Each member of the evaluation team will complete a Program Certification Checklist to determine if the program meets each quality factor. They will then meet to compare their individual evaluations and decide whether to award program certification. The evaluation team will discuss the findings in an exit interview with the school administration and the technology education instructor. The final recommendations of the team will not, however, be discussed during the exit interview.

Step Six:

You will be notified of your program's certification status

On the basis of the evaluation and the team's recommendation, the program will be awarded certification. If certification is denied, an explanation of the identified deficiencies and a recommendation of what is needed to earn certification will accompany the notice.

Step Seven:

Maintaining Your Program's Certification

All certified programs will be evaluated annually. Once a school is awarded certification, the school may remain a "certified" program for five years without another on-site visit provided that:

1. The teacher makes an annual application for continued certification.
2. The teacher conducts a self-evaluation annually and submits the completed renewal application along with a $35 program certification renewal fee.
3. All of the current program indicators and program standards are met annually.
4. The recertification is approved and documentation is sent to the school.

In the event that the instructor leaves the program for any reason during the five-year period, the certification status will be invalid. Programs will not be considered certified until the certification process is repeated with the new instructor in place.

Note: If difficulty with this process is encountered or web materials can not be acquired, please contact the Georgia Department of Education Program Specialist in Technology Education by telephone at 404-657-8316.

Program Certification Checklist

Instructions: Please evaluate the technology education program by checking either the Yes (Y) or No (N) box beside each of the following criteria for technology education. Use the area provided at the end of each section to explain any of the criteria that are marked with a "No" response.

Faculty and Student Performance:

All certified programs will exhibit a commitment to excellence and growth. Technology education teachers shall meet or exceed state certification requirements. Instructors should continuously strive to upgrade their skills and knowledge through involvement with professional organizations. Each student should be afforded the opportunity to become an active member in the co curricular organization, Technology Student Association (TSA), under the direction and supervision of the technology education instructor.

1. Professional Development and Performance:

Y N

❑ ❑ 1.1 Does the teacher hold a valid teaching certificate in technology education? If provisional, is the teacher working toward completion of certification requirements? (Provide copy.)

❑ ❑ 1.2 Is the teacher involved in the professional teacher organization for technology education in Georgia such as GITEA or GACTE (e.g., attend at least one meeting per year)? (Provide a list of meetings attended.)

❑ ❑ 1.3 Has the teacher participated in at least one instructional staff development activity in technology education each year? (Provide dates and titles.)

❑ ❑ 1.4 Has the teacher developed practical lesson plans for each course taught? (Provide copies.)

❑ ❑ 1.5 Does the technology education teacher distribute a course syllabus or a course outline to all students at the beginning of the semester? (Provide copy.)

❑ ❑ 1.6 Does the teacher maintain all facilities and tools (classroom, lab, modules, tools, etc.) in a safe, neat, and organized condition?

2. Technology Student Association (TSA):

Y N

❑ ❑ 2.1 Are TSA enrollment materials made available to all students? (Provide sample.)

❑ ❑ 2.2 Does the school have an active TSA chapter?

❑ ❑ 2.3 Did the chapter hold a minimum of three official chapter meetings during the school year? (Provide meeting minutes.)

❑ ❑ 2.4 Do the officers of the TSA chapter direct the activities of the program with teacher input? (Digital pictures of activities with narrative descriptions.)

❑ ❑ 2.5 Did the chapter compete in a minimum of five events conducted at either the state or national level? (More than one student must compete.)

❑ ❑ 2.6 Does the chapter offer programs that provide instruction, activities, and opportunities for leadership development? (Provide examples.)

❑ ❑ 2.7 Are the members required to give a presentation for a live audience? (Describe where presentations are made and to whom.)

Administration:

The administrative structure must support and promote the attainment of the goals and objectives of the program. It must promote a strong unification of parents/guardians, administrators, and the community.

3. Program Description:

Y N

❑ ❑ 3.1 Is a course management system, including lesson plans and instructional support materials, in place for all technology education courses? (Provide examples.)

❑ ❑ 3.2 To accommodate special needs students, are there activities, special materials/projects, and multifaceted assessment techniques used? (Provide examples of authentic assessments, rubrics, student work samples with names blacked out to preserve confidentiality.)

4. Administrative Support:

Y N

❑ ❑ 4.1 Are provisions made for the teacher(s) to participate in at least one instructional staff development activity in technology education each year? (Provide dates and titles of activities, substitute teacher forms, travel request paperwork, or other documentation.)

❑ ❑ 4.2 Is there a written policy regarding safety and liability in the technology education laboratory? (Provide copy of system, school, or individual lab policy.)

❑ ❑ 4.3 Is there a written policy regarding the sale of any products and services that may be generated by the technology education program along with an appropriate bookkeeping system to safeguard the integrity of accounting? (Provide copy of policy and copy of printout from school accounting system or spreadsheet.)

5. Public Relations:

Y N

❑ ❑ 5.1 Does the program or TSA chapter participate in at least one community involvement activity each year? (Provide details.)

❑ ❑ 5.2 Does the teacher distribute an updated course description to the faculty and staff of the school annually? (Provide copy.)

❑ ❑ 5.3 Are parents or guardians encouraged in writing to visit the classroom? (Provide copy.)

❑ ❑ 5.4 Are parents or guardians regularly updated on their child's performance?

❑ ❑ 5.5 Is the value of parental or guardian involvement stressed to the students in writing? (Provide copy.)

❑ ❑ 5.6 Are homework assignments structured for productive parental or guardian support? (Provide examples.)

6. Budget:

Y N

❑ ❑ 6.1 Do the technology education teacher and the local administrators for the technology education program develop an annual budget? (Provide a brief description of budget planning process along with related paperwork.)

❑ ❑ 6.2 Are the budgeted funds allocated and used to benefit the technology education program? (Provide copies of applicable system budget documentation.)

❑ ❑ 6.3 If the program generates any funds, are they available for the benefit of the technology education program?

❑ ❑ 6.4 Are budget status reports available to the teacher upon request? (Provide example.)

❑ ❑ 6.5 Is the budget adequate to meet the needs of the technology education program? (This includes consumables.)

❑ ❑ 6.6 Is there evidence of a one-year plan for improvement and upgrade of the technology education lab, facilities, or program that includes input from an advisory committee? (Provide copy of plan and relevant minutes from committee meetings.)

❑ ❑ 6.7 Is there evidence of a four-year plan for the improvement and upgrade of the technology education lab, facilities, or program? That includes input from an advisory committee? (Provide copy of plan and relevant minutes from committee meetings.)

Instruction:

Instruction must be systematic and represent program goals. The program must reflect the guidelines outlined in Georgia's Academic Standards of Technology Education. It is necessary to incorporate the Quality Core Curriculum (QCC) in developing lessons, and equipment must be available that supports a multimedia approach to the program.

7. Equipment and Materials:

Y N

❑ ❑ 7.1 Are up-to-date textbooks, reference materials, and laboratory materials available in sufficient quantity for student use in each unit area? (Documentation of classroom sets of textbooks for every course taught, where applicable.)

❑ ❑ 7.2 Is a multimedia approach used to deliver the content of the course?

❑ ❑ 7.3 Are appropriate multimedia materials and hardware available in the technology education classroom?

❑ ❑ 7.4 Are computers and related technology available in sufficient quantity for student use?

8. Teaching Load:

Y N

❑ ❑ 8.1 Does the teacher-student ratio fall within the requirements set by the state Department of Education? (Provide registrar printout showing class loads, not listing student names.)

❑ ❑ 8.2 Is time provided during the school day for planning and preparation of activities? (Provide copy of class schedule.)

❑ ❑ 8.3 Is staff support available for help with special needs students? (Document showing staff support schedules.)

9. Curriculum:

Y N

❑ ❑ 9.1 Does the curriculum for each technology education course reflect current state and national standards for technology education?

❑ ❑ 9.2 Do the learning activities provide for an adequate amount of hands-on instruction for each unit of study? (Provide pictures of learning activities to document.)

❑ ❑ 9.3 Are the areas of math, social studies, science, and language arts integrated into the technology education program? (Provide examples.)

❑ ❑ 9.4 Are new technologies incorporated into the program? (Newsletter articles, written narrative describing new items, or other appropriate documentation.)

❑ ❑ 9.5 Are the students required to deliver a multimedia presentation to the class? (Provide descriptions of assignment.)

❑ ❑ 9.6 Does the program enable students to solve problems and make decisions involving material resources, processes, and technological systems? (Provide examples.)

❑ ❑ 9.7 Are a variety of technological careers addressed in the curriculum?

❑ ❑ 9.8 Do the goals and objectives satisfy the state guidelines or academic standards? Are the goals and objectives referenced to the state guidelines or academic standards? (Provide referenced goals.)

10. Performance Standards:

Y N

❑ ❑ 10.1 Are students required to keep portfolios current with class notes, laboratory activities, and completed assignments? (Provide examples with names removed or prior permission of students to show their work.)

❑ ❑ 10.2 Are students required to demonstrate proficiency in higher-order thinking skills such as synthesis, evaluation, analysis, and reflection? (Provide examples.)

❑ ❑ 10.3 Are students recognized publicly for exemplary performance? (Provide examples.)

❑ ❑ 10.4 Is the *Online Culminating Assessment* developed for use by Georgia Technology Education teachers being used to gauge student achievement? (Provide printouts, spreadsheets, or other examples of how the assessment is being used.)

11. Safety:

Y N

❑ ❑ 11.1 Is each student required to have a parent or guardian sign a copy of the program safety and liability policy? (Provide copy.)

❑ ❑ 11.2 Are safety tests used to qualify students who will operate hazardous equipment, and are they kept on file until the end of the term? If no hazardous equipment is used, answer "Y." (Provide file with safety tests organized by period and by student.)

❑ ❑ 11.3 Is proper safety equipment (goggles, gloves, etc.) available in sufficient quantity for each student to use while operating hazardous equipment?

❑ ❑ 11.4 Is use of the safety equipment and adherence to the safety procedures required and enforced without exception (including up-to-date inspection of fire extinguishers, registration of lasers with state, etc.)?

12. Personal Development:

Y N

❑ ❑ 12.1 Are good work habits and ethical practices included in lesson plans where appropriate? (Provide examples of materials used such as http://www.uga.edu/teched/ethics/ and examples of completed student assignments.)

❑ ❑ 12.2 Are the ethical and social impacts of technology incorporated into the curriculum? (Provide examples.)

❑ ❑ 12.3 Is the development of interpersonal skills and teamwork stressed within the class environment? (Provide examples.)

13. Evaluation of Instruction:

Y N

❑ ❑ 13.1 Are students surveyed for input to improve the instructional program? (Provide copy of survey.)

❑ ❑ 13.2 Is there an annual evaluation of instruction by your school's administration? (Provide copy of one such evaluation.)

Facilities and Equipment:

The technology education facilities must be appropriate for the learning activities, and the safety of the students must always be a priority.

14. Safety:

Y N

❑ ❑ 14.1 Are all equipment shields, guards, and other safety devices in place and operable? (Provide digital pictures to verify devices in critical locations.)

❑ ❑ 14.2 Is the lab free from obvious safety hazards such as bare wires, trip hazards, etc.? (Provide documentation from fire marshal inspection, safety committee, or other external persons.)

❑ ❑ 14.3 Is there a fire extinguisher conveniently located and properly marked?

❑ ❑ 14.4 Is a telephone or other emergency communication equipment located in the technology education lab?

❑ ❑ 14.5 Is there a well-stocked (bandages, eye wash, burn spray, etc) first aid kit in the technology education lab?

15. Tools and Equipment:

Y N

❑ ❑ 15.1 Are tools and equipment available in sufficient quantity? (Provide equipment list.)

❑ ❑ 15.2 Is there evidence of a maintenance program in place to repair, replace, or surplus equipment on a timely basis? (Provide details of program in writing.)

❑ ❑ 15.3 Are there adequate classroom space, desks, and/or tables provided for instructional programs? (Provide pictures to document this item.)

16. Storage:

Y N

❑ ❑ 16.1 Are adequate storage areas conveniently located and secure? (Document using pictures and narrative description.)

❑ ❑ 16.2 Is an appropriate storage area available for chemicals and combustible materials? (Document using pictures and narrative description.)

❑ ❑ 16.3 Are storage areas maintained in a clean, safe, and orderly condition? (Document using pictures and narrative description.)

Office / Laboratory:

Y N

❑ ❑ 17.1 Are sufficient office space, equipment, and furniture available for the teacher's use? (Document using pictures and narrative description.)

❑ ❑ 17.2 Is there adequate space to teach in the technology education laboratory? (Document using pictures and narrative description.)

Criteria Number	Specific recommendations for improvement

Criteria Number	Specific recommendations for improvement

Appendix A

Application for Technology Education Program Certification

School System (county/city): _____

School Name: _____

School Address: _____

_____

Technology Education Instructor: _____

Telephone Number: _____

Best time to reach technology education instructor at the above number: _____

E-Mail Address: _____

County Technology/Career Education Coordinator: _____

Telephone Number: _____

E-Mail Address: _____

Scheduling Preference: (circle one) AM Site Visit or PM Site Visit

Is this program currently certified? (circle one) Yes No

Date of initial certification: _____

Appendix B

Application for Technology Education Program Recertification

School System (county/city): _____

School Name: _____

School Address: _____

_____

Technology Education Instructor: _____

Telephone Number: _____

Best time to reach technology education instructor at the above number: _____

E-Mail Address: _____

County Technology/Career Education Coordinator: _____

Telephone Number: _____

E-Mail Address: _____

Scheduling Preference: (circle one) AM Site Visit or PM Site Visit

Is this program currently certified? (circle one) Yes No

Date of initial certification: _____

**** Note:*** *For fifth year recertification complete the "Application for Technology Education Program Certification."*

Appendix C

Checklist of Required Written Documentation for Program Certification

- ❑ Three evaluation forms completed by faculty and staff per instructions
- ❑ Copy of valid teaching certificate (1.1)
- ❑ List of meetings attended during the past 12 months (1.2)
- ❑ Dates and titles of instructional activities attended during the past 12 months (1.3 & 4.1)
- ❑ Sample lesson plans for each course taught (1.4)
- ❑ Syllabus or course outline for each course taught (1.5)
- ❑ Sample of TSA materials that are available to all students (2.1)
- ❑ Meeting minutes from TSA chapter meetings (2.3)
- ❑ Digital pictures or scrapbook of TSA activities with officer leadership (2.4)
- ❑ Documentation and pictures showing TSA competitive event activities (2.5)
- ❑ Examples of TSA leadership development program materials (2.6)
- ❑ Pictures or presentation materials with narrative describing how and where used (2.7)
- ❑ Written description of course management system that is used (3.1)
- ❑ Examples of authentic assessments, rubrics, student work samples with names blacked out to preserve confidentiality (3.2)
- ❑ Document showing dates and titles of activities, substitute teacher forms, travel request paperwork, or other documentation (4.1)
- ❑ Copy of system, school, or individual lab policy (4.2)
- ❑ Copy of sales policy and copy of printout from school accounting system or spreadsheet (4.3)
- ❑ Description and dates of the most recent community involvement activity (5.1)
- ❑ Copy of course description that is distributed to the faculty and staff each year (5.2)
- ❑ Copy of a written statement sent to parents to encourage classroom visitation (5.3)
- ❑ Copy of a letter stressing the value of parental involvement that is sent to parents/guardians (5.5)
- ❑ Sample of a homework assignment that is structured for parental/guardian support (5.6)
- ❑ Brief description of budget planning process along with related paperwork (6.1)
- ❑ Copies of applicable system budget documentation (6.2)
- ❑ Copy of a recent budget status report (6.4)
- ❑ Copy of the technology education one-year plan (6.6)
- ❑ Copy of the technology education four-year plan (6.7)
- ❑ Documentation of classroom sets of textbooks for every course taught, where applicable (7.1)
- ❑ Registrar printout showing class loads, not listing student names (8.1)
- ❑ Copy of the daily class schedules (8.2)
- ❑ Document showing staff support schedules (8.3)
- ❑ Examples of curriculum materials addressing nature of technology, human ingenuity, technological systems, and impacts of technology (9.1)
- ❑ Examples of curriculum materials related to medical, biotech and agricultural, information and communication, transportation, manufacturing, energy and power, and construction technologies (9.1)
- ❑ Pictures of learning activities showing hands-on learning activities (9.2)
- ❑ Description of an activity that incorporates the areas of math, science, and language arts (9.3)
- ❑ Newsletter articles, written narrative describing new items, or other appropriate documentation for new technologies (9.4)
- ❑ Description of an assignment that requires students to give a multimedia presentation (9.5)
- ❑ Description of activities that require students to problem solve (9.6)
- ❑ List of program goals and objectives that are referenced to state approved performance standards (9.8)
- ❑ Examples of portfolios with names removed or prior permission of students to show their work (10.1)
- ❑ Description of activities that require higher-order thinking skills and samples of student work (10.2)
- ❑ Written descriptions of student recognition programs that are in place (10.3)
- ❑ Printouts, spreadsheets, or other examples of how the online culminating assessment is being used (10.4)
- ❑ Copy of safety and liability policy that is sent home to parents/guardians for signature (11.1)
- ❑ File with safety tests organized by period and by student (11.2)
- ❑ Description of activity that promotes good work habits and ethical practices (12.1)
- ❑ Description of activity that incorporates the ethical and social impacts of technology (12.2)
- ❑ Description of activities that involve teamwork and interpersonal skills (12.3)
- ❑ Examples of completed student feedback surveys (13.1)
- ❑ Copy of most recent administrative evaluation (13.2)
- ❑ Digital pictures to verify safety devices in critical locations (14.1)
- ❑ Documentation from fire marshal inspection, safety committee, or other external persons (14.2)
- ❑ Equipment list (15.1)
- ❑ Written detail of maintenance program that is in place and copy of maintenance log (15.2)
- ❑ Pictures and narrative description (15.3)
- ❑ Pictures and narrative description (16.1)
- ❑ Pictures and narrative description (16.2)
- ❑ Pictures and narrative description (16.3)
- ❑ Pictures and narrative description (17.1)
- ❑ Pictures and narrative description (17.2)

Appendix D

Instructions for Evaluation by School Personnel

The technology education instructor in our school has begun the process of gaining program certification in Georgia. This certification is intended to recognize those programs that are the best in the state. The instructor has worked hard to create a program that integrates math, science, social studies, and language arts while teaching the students to problem solve and think critically. He/she has also worked to compile all of the necessary documentation to gain program certification.

This is where you come in. Prior to having the technology program reviewed by an on-site visitation team the instructor must arrange for three preliminary evaluations. Two are to be performed by faculty within the school and the third by a school administrator. To perform an evaluation simply use the "Program Certification Evaluation Checklist," tour the lab, and review the materials that the instructor has compiled. Some criteria will require you to interview the instructor and determine if the program satisfies the requirements.

These completed evaluation forms will help the instructor to identify and rectify any areas of weakness that may exist in the program prior to the on-site evaluation. They should be considered tools to help the instructor refine the technology education program. The program need not meet all 71 criteria on the evaluations that are performed by school personnel to become certified. However, the program will be required to satisfy all 71 criteria during the on-site visit. Please be objective and thoughtful in your evaluation of the program and take the time to fill in the "specific recommendations for improvement" section on the guide.

The form that you will be using during the evaluation is similar to the one that will be used by the on-site evaluation team. Each evaluation that is performed by school personnel should be turned in to the instructor of technology education. The instructor will use them to improve the program and then turn all three completed forms in to the on-site evaluation team on the day of the inspection.

Thank you for your thoughtful evaluation of the technology education program and for your commitment to improving our children's education in Georgia.

Appendix E

Instructions for On-Site Inspection and Evaluation

The on-site evaluation team is made up of four members: the state program certification coordinator or associate, an industry representative, a county school administrator representing the office of Career and Technical Education, and a technology education teacher from another school district in Georgia. The inspection should take no more than two hours to complete.

Prior to your visit the instructor and his or her colleagues performed three self-evaluations. The instructor is required to provide copies of these self-evaluations to the on-site evaluation team.

The form that you will be using during the evaluation is similar to the one used for the self-evaluations. The form that you will be using and the one that was used by the instructor specify those criteria that require written documentation. The instructor should have all necessary documentation ready for your inspection. During the inspection your team will interview the instructor to determine if those criteria that do not require documentation have been satisfied.

Each member of the evaluation team will independently complete an evaluation form without discussing the scoring with the other members of the team. The evaluations will be compared after the inspection is complete to determine whether to recommend the program for certification. This will also allow the team to identify any areas that are questionable and to determine by consensus if those criteria have been satisfied.

Once the interview and inspection is complete the team should meet and decide whether to recommend program certification. The decision should be marked clearly on the recommendation form.

The following materials should be returned to the state coordinator:

- The recommendation form
- Three self-evaluation forms that were completed by the instructor's colleagues
- Four on-site evaluation forms completed by the on-site evaluation team
- All supporting documentation as per the evaluation guide

Thank you for your thoughtful evaluation of the technology education program and for your commitment to improving our children's education in Georgia.

Recommendation Form

School System (county/city): _____

School Name: _____

School Address: _____

_____

Instructor's Name: _____:

Phone Number: _____

Date of Evaluation: _____

The on-site evaluation team recommends that the above technology education program:

❑ Be certified ❑ Not be certified

On-Site Team Members:

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

Printed Name: _____

Signature: _____

Matrix of Performance Indicators and Their Similarities to Other Documents

Performance Indicators	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Professional Development and Performance												
1.1 Valid Teaching Certificate	1.1A					6(b)	1,2 (C)	4.5.3	IA2		X	X
1.2 Active in GITEA	1.1C	4.1A,B					3,4,5 (C)		IVA6, IVA11		X	X
1.3 Staff Development Activity	1.1L					9(b)	3(c)		IVA11	****3	X	X
1.4 Lesson plans developed	1.1J					1(d), 1(e)	2 (A)			***9		
1.5 Syllabus to students	1.1K	1.1B				1(d)		2.1.13	IVB2			
1.6 Neat, safe, organized classroom	1.1M								III38			X
TSA Indicators												
2.1 TSA materials available to all		5.1A		#13		8(d), 4(e), 2(h)	2 (I)	2.1.8				
2.2 TSA chapter at school				#13		8(d), 4(e)	1 (I)		IVB15			
2.3 3 chapter meetings per year	1.3C					4(e)	3 (I)		IVB15			
2.4 Officer directed						18(d)	3 (I)		II16, IVB13		X	X
2.5 Competition in TSA events	1.3I	5.1D				8(d)	4,5 (I)					
2.6 Opportunities for leadership development		5.1E							II7, II16, IVB13			
2.7 Presentations								1.0.0.A	II12			X
Program Description												
3.1 Course management system		1.1B		#1		1(g)	1,2 (A)		IVB2	***9		X
3.2 Materials/projects for special needs students		1.1E				4(d)			II17, IVB3		X	X

Performance Indicators	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Administrative Support												
4.1 Provisions for staff development activity	2.3A					10(d), 14(b), 2(c)	3(C)	3.2.3	IVA11		X	X
4.2 Written safety/liability policy	2.3B						2 (G)					
4.3 Written policy resale proceeds	2.3D											
Public Relations												
5.1 Community involvement activity		3.2A	X			8(d)				***7	X	X
5.2 Distribute course description to Staff		1.1B/3.2B					4(H)					X
5.3 Parents asked to visit						1(h)	4(H)	1.1.3 2.2.4 2.1.13	IVA5			
5.4 Encourage parental involvement						1(h)		2.1.13 2.2.4	IVA5, IVD2			
5.5 Stress value of parental involvement		1.1J				1(h)		2.2.4	IVA5			
5.6 Homework structured for parental involvement						1(h)		2.2.4				
Budget												
6.1 Teacher involvement in budgets	2.5A	2.1A						7.3.5 7.1.1 2.1.11 7.1.3	I7			X
6.2 Funds are allocated to program per budget	2.5B							7.1.1 2.1.11	I7			
6.3 Funds generated remain with program	2.5C					4(b)						
6.4 Budget reports available to teachers	2.5D					3(b)		7.1.1				
6.5 Adequate budget allotment	4.3A	2.1G, 2.1I				1(b)	2,4,5 (E)	7.2.2 7.1.1	I7			
6.6 1-year plan						4(b)						
6.7 4-year plan						4(b)						
Equipment and Materials												
7.1 Up-to-date textbooks	3.2A	3.1A				11(d)	1(D) 1,5(B)	6.3.1	IVC2			X

Performance Indicators	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Equipment and Materials (continued)												
7.2 Multimedia course delivery	3.2B					7(e)	1(B)		III26, IVC10			X
7.3 Adequate multimedia equipment		3.1B,C				11(d), 7(e), 7(f)	1(D), 1(B)	6.3.1	IVC10			X
7.4 Multimedia equipment available to students	3.2C	3.1B,C				11(d), 7(f)	1(D), 1,5(B)	6.3.1	III27			X
Teaching Load												
8.1 Teacher-student ratio	3.3A					16(b)	2,3(D)	4.9.4				
8.2 Planning period						15(b)		2.1.14	I12			
8.3 Staff support for special needs												
Curriculum												
9.1 Curriculum reflects standards		1.1C	X			2 ,3(d)	6(A)	1.1.2	I2, II13	*2, *3, **2, **3, **4, **7, ***2, ***6, ***7	X	X
9.2 Adequate hands-on work	3.4B		X				5(d)	5.6.5	II4			X
9.3 Integration of math, social science, science	3.4D	1.1G	X	#13	6E+06	12(d)	8(A)	1.0.0. B 1.0.0D	I9, II12	*2, **9	X	X
9.4 New technologies incorporated	3.4F					7(e)			II1	**9	X	X
9.5 Students deliver multimedia presentation		1.1H						1.0.0. A	II12		X	X
9.6 Enable students to solve problems			X	#8		6(e), 6(d)		1.0.0K 1.0.0.L	II5, II10, II13	*3, **5, **8	X	X
9.7 Address technological careers		1.1I	X					1.0.0.L	I13, II1, II5, IVB19	*3, **4	X	X
9.8 Goals reflect QCC						3(d)		1.1.2	I2, IVB1	**2, ***2		

Performance Indicators	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Performance Standards												
10.1 Students required to keep notebooks	3.5B										X	X
10.2 Students demonstrate competency	3.5A		X			6(e), 6(d)		1.0.0.K	II7	*3, **8	X	X
10.3 Exemplary performance rewarded						5(e)		2.1.13	II8			
Safety												
11.1 Intro. to safety and policy sheet	3.6A						1(G)					
11.2 Safety tests kept on file	3.6B			#6			4(G)		IVB16			X
11.3 Sufficient safety equipment				#6					III28, II36			X
11.4 Safety policies and procedures followed				#6	5E+07	3(b)	6(G)		II10, III28, III36, III41			X
Personal Development												
12.1 Good work habits and ethics included	3.7A							1.0.0.I 1.0.0.L	II1, II7, II14, IVB4	**3, **6	X	X
12.2 Impacts of technology addressed			X	#3				1.0.0.I		**3, **4, **7	X	X
12.3 Development of teamwork and interpersonal skills		1.1F	X					1.0.0.A 1.0.0.C 1.0.0.H	II7, II14, IVB4	**3, **6	X	X
Evaluation of Instruction												
13.1 Students surveyed for input on program	3.9B					17(d)		2.1.7 1.1.3	IVD9	***10		
13.2 Annual evaluation by administration						17(d), 2,9(a)		1.1.3 2.1.7	IVD5	***10		X
Safety												
14.1 All equipment shields, guards in place	4.1A					3(b)	9(G)	6.6.5	III28			X
14.2 No obvious hazards	4.1B					3(b)		6.6.1 6.6.4	III38			
14.3 Fire extinguisher	4.1E					1,3(b)		6.6.1 6.6.6	III10			

Performance Indicators	#1	#2	#3	#4	#5	#6	#7	#8	#9	#10	#11	#12
Safety (continued)												
14.4 Telephone (outgoing/incoming)	4.1G	2.2C					6(F)					
14.5 First-aid kit						1(c)						
Tools and Equipment												
15.1 Sufficient tools and equipment	4.2A					7(e)		6.3.1				
15.2 Evidence of preventative maintenance	4.4A	2.1B		#15		7(f)	5,6(E)	6.3.5 6.5.2				
15.3 Adequate space, tables	4.5A							6.3.2	III2			X
Storage												
16.1 Adequate storage areas	4.8A						3(F)					X
16.2 Combustible storage areas separate	4.8B						3(F)		III16, III18			
16.3 Storage is neat, safe, clean	4.8C						3,5(F)		III10			
Office												
17.1 Sufficient office space for teacher		2.2B					6(F)	6.3.3	III14, III15, III19			X
17.2 Sufficient lab space						2(b)	2(F)		III2			X

#1 = Guide for Industry Certification of Agriculture Education Programs for the state of Georgia
#2 = Georgia Industry Certification for Business Education
#3 = Georgia's Academic Standards for Technology Education
#4 = ACTE Online Outstanding Program Award – Program Criteria Evaluation Sheet (www.acteonline.org/abouttechevaluationsheet.html)
#5 = Course Specifications for Industrial Manufacturing Technology (for the state of South Carolina)
#6 = Standards for Accreditation 2000 (Commission on Secondary and Middle Schools/Southern Association of Colleges and Schools)
#7 = Summary Evaluation for IA / Technology Education (Oklahoma State Department of Vocational and Technical Education)
#8 = Standards For Secondary Schools 1998 Edition (Southern Association of Colleges and Schools/Commission on Secondary and Middle Schools)
#9 = Industrial Arts Evaluative Criteria: 5th Edition (National Study of School Evaluation, 1978)
#10 = ITEA Criteria for Awarding "Program Excellence in Technology Education"
#11 = ITEA Criteria for "Teacher of Excellence Award"
#12 = Quality Indicators for Technology Education Programs in Maryland (Maryland State Department of Education, 1995)

(a) = Governance and Leadership
(b) = Resources
(c) = Support Services and Student Learning
(d) = Instructional Standards
(e) = Instructional Design
(f) = Library Media Services
(g) = Assessment
(h) = Standards Unique to Middle Schools

* = Philosophy
** = Goals and Objectives
*** = Content and Teaching Strategies
**** = Professional Preparation

(A) = INSTRUCTIONAL PLANNING AND ORGANIZATION SECTION
(B) = INSTRUCTIONAL MATERIALS UTILIZATION
(C) = QUALIFIED INSTRUCTIONAL PERSONNEL
(D) = ENROLLMENT/RATIOS
(E) = EQUIPMENT AND SUPPLIES
(F) = INSTRUCTIONAL FACILITIES
(G) = SAFETY TRAINING AND PRACTICES
(H) = COMMUNITY RELATIONS (
(I) = VOCATIONAL STUDENT ORGANIZATION

Additional program certification materials reviewed after this chart was prepared:
Technology Education Program Evaluation
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