

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

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)