

# Georgia's Technology Education Program Certification Standards

## PRE-VISIT SUBMISSION:

**Documentation for Standards 1.1 through 7.14 must be submitted prior to the on-site evaluation.**

**Evidence marked with an asterisks are required documents. The standard will be scored as "0" or "10".**

<b>1. Teaching Certificate</b>	<b>Example Evidence</b>	<b>Points</b>
1.1 Does the teacher hold a valid Georgia teaching certificate in engineering and technology education?	<ul style="list-style-type: none"> <li>• Georgia Teaching Certificate*</li> </ul>	
<b>Minimum Score Required</b>	<b>10/10</b>	
<b>2. Professional Development</b>	<b>Example Evidence</b>	<b>Points</b>
2.1 Is the teacher a current member of GETEA?	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	
2.2 Is the teacher a current member of ITEEA?	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	
2.3 Is the teacher a current member of ACTE/GACTE?	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	
2.4 Has the teacher participated in at least one professional conference within the last 12 months in one of the following organizations: GETEA, ITEEA, GACTE, or ACTE?	<ul style="list-style-type: none"> <li>• CTAERN printout</li> <li>• Conference certificate</li> <li>• Registration receipt</li> </ul>	
2.5 Has the teacher supported the growth of the engineering and technology education profession through committee work, leadership, or professional presentations within the last 12 months?	<ul style="list-style-type: none"> <li>• Meeting agenda</li> <li>• CTAERN printout</li> <li>• Conference program</li> <li>• Letter from administration</li> </ul>	
2.6 Is there evidence of an ongoing professional development plan being implemented?	<ul style="list-style-type: none"> <li>• TKES Self-Assessment</li> <li>• Template created by ETL</li> <li>• PD Plan with supporting document</li> </ul>	
<b>Minimum Score Required</b>	<b>50/60</b>	
<b>3. Technology Student Association (TSA)</b>	<b>Example Evidence</b>	<b>Points</b>
3.1 Are local TSA recruitment and enrollment materials made available to students?	<ul style="list-style-type: none"> <li>• Membership forms</li> <li>• Brochures</li> <li>• TSA website</li> <li>• Bulletin board</li> </ul>	
3.2 Does the TSA have minimum of 10 members affiliated on the national level?	<ul style="list-style-type: none"> <li>• Official national affiliation document</li> </ul>	
3.3 Did the officers of the TSA chapter conduct a minimum of three	<ul style="list-style-type: none"> <li>• Meeting sign-in sheets*</li> </ul>	

	student-led TSA chapter business/planning meetings during the school year?	<ul style="list-style-type: none"> <li>• Meeting agendas and minutes*</li> <li>• Artifacts: Awards, Trophies, Photos, Brochures, etc.</li> </ul>	
3.4	Are the members of TSA required to give a live presentation to non-student groups?	<ul style="list-style-type: none"> <li>• Description of presentation</li> <li>• School administration</li> <li>• PTA</li> <li>• Chamber of Commerce</li> <li>• Advisory Committee</li> <li>• Artifacts: Photos, Brochures, etc.</li> </ul>	
3.5	Did the officers of TSA direct the activities of the chapter with input from the advisor to include development of an annual TSA local plan of activities, community service, leadership activities, and recruitment?	<ul style="list-style-type: none"> <li>• Copy of the TSA Local Plan of Activities</li> <li>• CORE Program of Work</li> <li>• Example of Community Service*</li> <li>• Example of Leadership Activities*</li> <li>• Example of Recruitment Activities*</li> </ul>	
3.6	Did students and advisor(s) from the school attend one or more conferences that provided instructions, activities, and opportunities for leadership development?	<ul style="list-style-type: none"> <li>• Registration Receipt w/ attendees listed</li> <li>• TSA documentation*</li> <li>• TSA Chapter Officer Retreat for Excellence (CORE) (September)</li> <li>• GA TSA Fall Leadership Conference (October)</li> <li>• Artifacts: Awards, Trophies, Photos, Brochures, etc.</li> </ul>	
3.7	Did students and advisor(s) from the school attend and compete in a minimum of five events at either a regional, state or national TSA related event?	<ul style="list-style-type: none"> <li>• TSA documentation*</li> <li>• Registration Receipt with student competitor list</li> <li>• GA TSA Technology Day at the Fair (October)</li> <li>• GA TSA State Conference (March)</li> <li>• National TSA Conference (June)</li> <li>• Artifacts: Awards, Trophies, Photos, Brochures, etc.</li> </ul>	
<b>Minimum Score Required</b>		<b>55/70</b>	
<b>4. ETE Program Public Relations</b>		<b>Example Evidence</b>	<b>Points</b>
4.1	Does the program participate in at least one charitable community activity each year?	<ul style="list-style-type: none"> <li>• Pictures w/narrative description*</li> <li>• Announcement/flyer</li> <li>• Leukemia Society</li> <li>• Relay for Life</li> </ul>	
4.2	Are at least 3 program awareness activities conducted throughout the school year?	<ul style="list-style-type: none"> <li>• Newspaper articles</li> <li>• Announcements</li> <li>• Promotional videos</li> </ul>	

	<ul style="list-style-type: none"> <li>• Promotional items</li> <li>• Brochures</li> <li>• Open house documentation</li> </ul>	
4.3 Are students recognized publicly for exemplary performance?	<ul style="list-style-type: none"> <li>• Student awards</li> <li>• Board recognition</li> <li>• Banquet program</li> <li>• Graduation cords/medals</li> <li>• Honors night programs</li> </ul>	
4.4 Does the teacher maintain a website that has been updated since July 1 of the current school year?	<ul style="list-style-type: none"> <li>• Website*</li> </ul>	
4.5 Does the program hold a minimum of 2 advisory committee meetings during the school year?	<ul style="list-style-type: none"> <li>• List of Advisory Committee Members with names, titles, and business name*</li> <li>• Meeting Sign-in Sheets*</li> <li>• Meeting agendas and minutes*</li> </ul>	
<b>Minimum Score Required</b>		<b>35/50</b>
<b>5. Budget</b>	<b>Example Evidence</b>	<b>Points</b>
5.1 Is there evidence of a one-year plan created by the engineering teacher and the program advisory committee specifically for improvement and upgrade of the engineering and technology education lab, facilities, and/or program?	<ul style="list-style-type: none"> <li>• One-year plan*</li> <li>• Meeting Sign-in Sheets*</li> <li>• Meeting agendas and minutes*</li> </ul>	
5.2 Is there evidence of a four-year plan created by the engineering teacher and the program advisory committee specifically for improvement and upgrade of the engineering and technology education lab, facilities, or program?	<ul style="list-style-type: none"> <li>• Four-year plan*</li> <li>• Meeting Sign-in Sheets*</li> <li>• Meeting agendas and minutes*</li> </ul>	
5.3 Are funds allocated and spent annually specifically for the ETE program operation and program improvement?	<ul style="list-style-type: none"> <li>• 2 years of district budget for the program</li> <li>• Purchase orders/invoices</li> </ul>	
5.4 Were industry certification funds allocated and spent specifically for the benefit of the engineering and technology education program?	<ul style="list-style-type: none"> <li>• District or school spreadsheet showing the expenditure of the certification funds only*</li> <li>• Purchase orders/invoices</li> </ul>	
5.5 Is there procedure in place to manage and oversee the collection and distribution of student activity funds within the engineering and technology education program	<ul style="list-style-type: none"> <li>• School accounting guidelines*</li> <li>• Bookkeeper printout of student activity accounts*</li> <li>• Teacher detailed spreadsheet or receipt book*</li> <li>• School-Based Enterprise policy</li> </ul>	
<b>Minimum Score Required</b>		<b>40/50</b>
<b>6. Equipment and Materials</b>	<b>Example Evidence</b>	<b>Points</b>

6.1	Are current instructional materials available in sufficient quantity for student use in each unit area?	<ul style="list-style-type: none"> <li>• Instructional Materials List</li> <li>• Textbooks</li> <li>• On-line text</li> <li>• Digital</li> <li>• Curriculum frameworks materials (Learnmate, EtF, EbD, PLTW, etc)</li> </ul>	
6.2	Is instructional technology equipment up-to-date and available in sufficient quantity for teacher and student use?	<ul style="list-style-type: none"> <li>• IT inventory list with date acquired</li> </ul>	
6.3	Are current tools and equipment available in sufficient quantity?	<ul style="list-style-type: none"> <li>• Equipment inventory list with purchase date</li> <li>• CAD drawing indicating locations of equipment</li> </ul>	
6.4	Is there evidence of a maintenance program in place to repair, replace, or surplus tools and equipment on a timely manner?	<ul style="list-style-type: none"> <li>• Written maintenance program policy/procedure</li> <li>• Copies of maintenance request documentation</li> </ul>	
<b>Minimum Score Required</b>		<b>30/40</b>	
<b>7. Curriculum and Instruction</b>		<b>Example Evidence</b>	<b>Points</b>
7.1	Does the teacher provide an course syllabus for each course taught?	<ul style="list-style-type: none"> <li>• Syllabus</li> </ul>	
7.2	Does the teacher have a course outline or pacing guide for each course taught?	<ul style="list-style-type: none"> <li>• Pacing Guides</li> <li>• Course Outline</li> </ul>	
7.3	Is there evidence of consistent problem and project-based, hands-on instruction of the engineering design process that requires higher-order thinking skills such as synthesis, evaluation, analysis, and reflection in all courses taught (not to include items addressed in 7.8)?	<ul style="list-style-type: none"> <li>• Documentation for <u>one projects per course scheduled</u>, to include all of the following items for each project. Projects may not be duplicated. <ul style="list-style-type: none"> <li>▪ Lesson plan*</li> <li>▪ Assignment sheets/design briefs*</li> <li>▪ Evidence of final project* (picture, artifact, etc)</li> <li>▪ Graded rubric*</li> <li>▪ Student must explain the product to the committee with a live presentation or video*</li> </ul> </li> </ul>	
7.4	Are students required to present results of their engineering design work?	<ul style="list-style-type: none"> <li>• Student Engineering Design Notebooks*</li> <li>• Student presentations*</li> </ul>	
7.5	Are students required to keep comprehensive engineering design notebooks of their work in their engineering and technology courses?	<ul style="list-style-type: none"> <li>• Student Engineering Design Notebooks*</li> </ul>	
7.6	Are students surveyed for input to improve the instructional program?	<ul style="list-style-type: none"> <li>• Copy of the survey</li> <li>• Survey results</li> </ul>	

	<ul style="list-style-type: none"> <li>• Written documentation on how survey results were used to improve instruction</li> </ul>	
7.7 Is an assessment that requires a pre-test and post-test being given used to improve instruction?	<ul style="list-style-type: none"> <li>• Copy of previous year and current year SLO pre/post test results</li> <li>• Written documentation on how data was used to improve instruction</li> </ul>	
7.8 Are soft-skills and employability addressed throughout all courses in the engineering and technology education program?	<ul style="list-style-type: none"> <li>• Written description of soft skills in the ETE program</li> <li>• Lesson plans documenting soft skills</li> <li>• UGA Work Ethic lessons</li> <li>• GeorgiaBEST DOL lessons</li> </ul>	
7.9 Are work-based learning activities included in the engineering and technology education program?	<ul style="list-style-type: none"> <li>• Evidence of one or more of the following: <ul style="list-style-type: none"> <li>▪ Guest speakers</li> <li>▪ Career days</li> <li>▪ Career-related field trips</li> <li>▪ Career guidance/advisement</li> <li>▪ Interview skills</li> <li>▪ Job shadowing</li> <li>▪ Entrepreneurship projects</li> <li>▪ School Based Enterprises</li> <li>▪ Career Awareness/Exploration</li> </ul> </li> </ul>	
7.10 Are adequate courses being offered in sequence to provide students with an opportunity to complete the engineering and technology pathway?	<ul style="list-style-type: none"> <li>• Printout from master schedule</li> <li>• Other historic scheduling documentation, if available</li> <li>• Written explanation of course sequencing and offerings</li> </ul>	
7.11 Are students given the opportunity to take industry credentialing/EOPA assessments?	<ul style="list-style-type: none"> <li>• EOPA Score Reports</li> <li>• Industry Credential Score reports/certificates</li> </ul>	
7.12 Does the teacher-student ratio fall within the requirements set by the state Department of Education?	<ul style="list-style-type: none"> <li>• Course rosters from student information system</li> <li>• If the district has an "Enrollment Waiver", it must be documented.*</li> </ul>	
7.13 Is unencumbered planning time provided during the school day for planning and preparation of activities?	<ul style="list-style-type: none"> <li>• Copy of teacher schedule</li> </ul>	
7.14 Does the teacher make appropriate modifications and accommodations for students with special needs?	<ul style="list-style-type: none"> <li>• Copy of lesson plans showing modifications</li> </ul>	
<b>Minimum Score Required</b>	<b>125/140</b>	

**ON SITE FACILITIES EVALUATION:**

<b>8. Facilities</b>		<b>Example Evidence</b>	<b>Points</b>
8.1	Is there adequate classroom space, meeting or exceeding DOE state specifications, provided for instructional programs?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Minimum square feet for an Engineering &amp; Technology Education Lab is 2990 sq. ft.</li> <li>• Minimum square feet for an Engineering Design Lab is 1870 sq. ft.</li> </ul>	
8.2	Is there evidence of a facilities maintenance program in place to repair, replace, or update the classroom/lab in a timely manner?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Maintenance Plan</li> <li>• One or Four year plan</li> </ul>	
8.3	Is the classroom/lab maintained in a clean, safe, and orderly condition?	<ul style="list-style-type: none"> <li>• On-site inspection</li> </ul>	
<b>Minimum Score Required</b>		<b>25/30</b>	
<b>9. Safety</b>		<b>Example Evidence</b>	<b>Points</b>
9.1.	Is each student required to have a parent or guardian sign a copy of the program safety and liability policy?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Signed copies*</li> </ul>	
9.2.	Are safety tests used to qualify students who will operate hazardous equipment, and are they kept on file until the end of the term?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Graded safety tests*</li> </ul>	
9.3.	Are work areas arranged to allow the teacher clear sight lines for student supervision?	<ul style="list-style-type: none"> <li>• On-site inspection</li> </ul>	
9.4.	Are appropriate safety zones marked around production lab equipment?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Marked zones*</li> </ul>	
9.5.	Are general safety rules/signage posted in each lab and machine-specific safety rules posted at each machine?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• General rules*</li> <li>• Specific machine rules*</li> </ul>	
9.6.	Are all equipment shields, guards, and other safety devices in place and operable?	<ul style="list-style-type: none"> <li>• On-site inspection</li> </ul>	
9.7.	Is there an adequate dust collection/ventilation system?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Dust Collector*</li> <li>• Ventilation*</li> </ul>	
9.8.	Is the lab free from obvious safety hazards such as bare wires, trip hazards, etc.?	<ul style="list-style-type: none"> <li>• On-site inspection</li> </ul>	
9.9.	Is there a properly-marked fire extinguisher conveniently located?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Fire Extinguisher*</li> </ul>	
9.10.	Is there a well-stocked first aid kit in the engineering and technology lab, appropriately located?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• First Aid Kit*</li> </ul>	
9.11.	Is there proper personal safety equipment available in sufficient quantity for each student to use while operating hazardous equipment?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Goggles/Glasses*</li> </ul>	

9.12. Is there an acceptable and functioning eye-wash station, fixed or portable, appropriately located?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Eye Wash Station*</li> </ul>	
9.13. Is an appropriate storage area available for chemicals and combustible materials, including appropriate MSDS sheets?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• MSDS*</li> </ul>	
9.14. Is a telephone or other emergency communication equipment located in the engineering and technology education lab?	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Telephone</li> <li>• Emergency call button</li> <li>• Cell phone</li> </ul>	
<b>Minimum Score Required</b>	<b>130/140</b>	

## ON-SITE INTERVIEWS

### 10. Student, Faculty, and Advisory Committee Interviews

10.1. Are <b>students</b> able to describe the engineering and technology education program to include: <ul style="list-style-type: none"> <li>• Overall scope and purpose of the program</li> <li>• Technology Student Association</li> <li>• Community outreach of the program</li> <li>• Engineering Design Process</li> <li>• Projects</li> <li>• Career Options within Engineering</li> </ul>	<ul style="list-style-type: none"> <li>• On-site interviews: <ul style="list-style-type: none"> <li>▪ Minimum of five (5) students selected by teacher</li> </ul> </li> </ul>	
10.2. Are local and district-level <b>administrators and counselors</b> able to describe the engineering and technology education program to include: <ul style="list-style-type: none"> <li>• Overall scope and purpose of the program</li> <li>• Budget planning and implementation</li> <li>• Pathway Completion and EOPA administration</li> <li>• Program Recruitment and advisement</li> <li>• Maintenance and upkeep of facilities</li> </ul>	<ul style="list-style-type: none"> <li>• On-site interviews: <ul style="list-style-type: none"> <li>▪ 1 local school admin</li> <li>▪ 1 district CTAE admin</li> <li>▪ 1 local school counselor</li> </ul> </li> </ul>	
10.3. Are <b>advisory committee members and parent</b> representatives able to describe the engineering and technology education program to include: <ul style="list-style-type: none"> <li>• Overall scope and purpose of the program</li> <li>• Impact of advisory committee on program improvement</li> <li>• Impact of program on the community</li> <li>• Work-based Learning and/or career development connected to the program</li> </ul>	<ul style="list-style-type: none"> <li>• On-site interviews: <ul style="list-style-type: none"> <li>▪ 2 industry and/or business advisory committee members who are not staff members or parents</li> <li>▪ 1 parent representative who is not a staff member or member of the advisory committee</li> </ul> </li> </ul>	
10.4. Are <b>ETE teachers</b> able to describe the engineering and technology education program to include: <ul style="list-style-type: none"> <li>• Overall scope and purpose of the program</li> <li>• Role of professional development and ETE professional organizations</li> <li>• Impact of TSA on students</li> <li>• Public Relations and program growth</li> <li>• Budget planning and implementation</li> </ul>	<ul style="list-style-type: none"> <li>• On-site interviews: <ul style="list-style-type: none"> <li>▪ Current ETE teacher(s)</li> </ul> </li> </ul>	

<ul style="list-style-type: none"><li>• Engineering design process using a Problem/Project-Based Learning approach</li><li>• Maintenance and upkeep of facilities</li></ul>		
<b>Minimum Score Required</b>	<b>32/40</b>	