

# ETE - Engineering Program Certification Evaluation Form 2022-2023

**School:**

**Teacher:**

**Evaluation Team Member & Title:**

**Evaluation Team Member Employer:**

**Recommendation:** Pass \_\_\_\_\_ Condition \_\_\_\_\_ Failed \_\_\_\_\_

**Evaluator's Signature:**

**Date:**

**PCC Initials:**

**SCORING:** Evidence marked with an asterisk are required documents. Therefore, standards that require specific documents have gray areas in the "Points" column and must be answered "Yes" or "No" and scored as "0" or "10". All other standards may be given a score of 0 to 10 based on the quality of the evidence and opinion of the evaluator. To achieve certification, a minimum score must be achieved in all sections.

1. Teaching Certificate	Example Evidence	Points
1.1 Does the teacher hold a valid Georgia teaching certificate in engineering and technology education? <i>Expiration date must be after the On-Site Evaluation</i>	<ul style="list-style-type: none"> <li>• Georgia Teaching Certificate or Permit*</li> </ul>	0 or 10
<b>Minimum Score Required</b>	<b>10/10</b>	
2. Professional Development	Example Evidence	Points
2.1 Is the teacher a <b>current</b> member of GETEA? <i>Annual membership is September 1 to August 31.</i>	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	0 - 10
2.2 Is the teacher a <b>current</b> member of ITEEA? <i>Annual membership is one year from date of payment.</i>	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	0 - 10
2.3 Is the teacher a <b>current</b> member of ACTE/GACTE? <i>Annual membership is one year from date of payment.</i>	<ul style="list-style-type: none"> <li>• Membership card</li> <li>• Paid membership printout</li> </ul>	0 - 10
2.4 Has the teacher participated in at least one professional conference within the last 12 months in one of the following organizations: <b>GETEA, ITEEA, GACTE, or ACTE?</b>	<ul style="list-style-type: none"> <li>• CTAERN printout</li> <li>• Conference certificate</li> <li>• Registration receipt</li> </ul>	0 - 10
2.5 Has the teacher supported the growth of the engineering and technology education profession through <u>committee work</u> , <u>leadership</u> , or <u>professional presentations</u> within the last 12 months?  <i>Provide documentation of at least one of the three from your Consolidated Applications for Program Certification</i>	<ul style="list-style-type: none"> <li>• Consolidated Applications for Program Certification</li> <li>• Meeting agenda</li> <li>• CTAERN printout</li> <li>• Conference program</li> <li>• Letter from administration</li> </ul>	0 - 10
2.6 Is there evidence of an ongoing professional development plan (PDP) being implemented?	<ul style="list-style-type: none"> <li>• TKES Self-Assessment</li> <li>• PDP with supporting document</li> </ul>	0 - 10
<b>Minimum Score Required</b>	<b>50/60</b>	

3. Technology Student Association (TSA)	Example Evidence	Points
3.1 Are local TSA recruitment and enrollment materials made available to <b>(all)</b> students?  <i>Materials should be specific to the school and program</i>	<ul style="list-style-type: none"> <li>• Membership forms</li> <li>• Brochures</li> <li>• TSA website (current year)</li> <li>• Bulletin board</li> </ul>	0 - 10
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>	0 - 10
3.3 Did the officers of the TSA chapter conduct a <b>minimum of three student-led</b> TSA chapter business/planning meetings during the school year? ( <i>July 1 – June 30</i> )  ___ Meeting 1: ___ Agenda ___ Minutes ___ Sign-in Sheet ___ Meeting 2: ___ Agenda ___ Minutes ___ Sign-in Sheet ___ Meeting 3: ___ Agenda ___ Minutes ___ Sign-in Sheet	<ul style="list-style-type: none"> <li>• Three (3) <b>matching sets</b> of ...              ___ Agendas*              ___ Minutes*              ___ Sign-in Sheets*</li> <li>• Artifacts: Photos, etc.</li> </ul>	0 or 10
3.4 Are the members of <b>TSA</b> required to give a live presentation to <b>non-student groups</b> ? <i>Artifacts must provide evidence of student(s) and the group to whom the presentation is being made. A written testimony from an audience member is suggested. Have the TSA reporter take photos and write a description that includes dates and names.</i>	<ul style="list-style-type: none"> <li>• Description of presentation              ___ School administration              ___ PTA              ___ Chamber of Commerce              ___ Advisory Committee</li> <li>• Artifacts: Photos, Brochures, etc.</li> </ul>	0 - 10
3.5 Did the <b>officers of TSA direct</b> the activities of the chapter with input from the advisor to include development of an annual <b>TSA local plan of activities, community service, leadership activities, and recruitment</b> ? <i>Must provide a copy of your chapter plan that includes conferences, meetings, deadlines, service activities, recruitment.</i>	<ul style="list-style-type: none"> <li>• Copy of Local Plan of Activities</li> <li>• CORE Program of Work</li> <li>• Example of:              ___ Community Service*              ___ Leadership Activities*              ___ Recruitment Activities*</li> </ul>	0 or 10
3.6 Did students and advisor(s) from the school attend <b>one or more conferences</b> that provided instructions, activities, and opportunities for leadership development?  <i>TSA documentation required for CORE or Fall Leadership Conference.</i>	<ul style="list-style-type: none"> <li>• ___ TSA documentation*</li> <li>• Artifacts: Awards, Trophies, and/or Photos*</li> <li>• Registration Receipt (attendees)</li> <li>• TSA Chapter Officer Retreat for Excellence (CORE) (<i>Sept.</i>)</li> <li>• GA TSA Fall Leadership Conference (<i>Nov.</i>)</li> </ul>	0 or 10
3.7 Did students and advisor(s) from the school attend and compete in a <b>minimum of five events</b> at either a regional, state, or national TSA related event?  Event 1 _____ Event 2 _____ Event 3 _____ Event 4 _____ Event 5 _____	<ul style="list-style-type: none"> <li>• ___ TSA documentation*</li> <li>• Artifacts: Awards, Trophies, and/or Photos*</li> <li>• Student competition list</li> <li>• GA TSA Tech Day (<i>Oct</i>)</li> <li>• GA TSA State Conference (<i>Mar.</i>)</li> <li>• National TSA Conference (<i>June-July</i>)</li> </ul>	0 or 10
<b>Minimum Score Required</b>	<b>55/70</b>	

4. ETE Program Public Relations	Example Evidence	Points
<p>4.1 Does the <b>(ETE) program</b> participate in at least one charitable community activity each year?</p> <p><i>All students in the program should be encouraged to participate in the event.</i></p>	<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>	0 or10
<p>4.2 Are at least <b>3 (ETE) program awareness activities</b> conducted throughout the school year?</p> <p><i>Activity 1 _____</i>  <i>Activity 2 _____</i>  <i>Activity 3 _____</i></p>	<ul style="list-style-type: none"> <li>• Newspaper articles</li> <li>• Announcements</li> <li>• Promotional videos</li> <li>• Promotional items</li> <li>• Brochures</li> <li>• Open house documentation</li> </ul>	0 - 10
<p>4.3 Are <b>(ETE)</b> students recognized publicly for exemplary performance?</p> <p><i>ALL students enrolled in one or more of the ETE courses must have an opportunity to be officially recognized for their performance in the course and not be limited to TSA only.</i></p>	<ul style="list-style-type: none"> <li>• Student of Month</li> <li>• Board recognition</li> <li>• Banquet program</li> <li>• Graduation cords/medals</li> <li>• Honors night programs</li> <li>• Pathway Completer Award</li> <li>• Industry Certification Certificates</li> <li>• CTAE Diploma Seals</li> <li>• Competitive Competition Trophies</li> <li>• Website, Twitter, etc.</li> </ul>	0 - 10
<p>4.4 Does the teacher maintain a website that has been updated since July 1 of the current school year?</p> <p><i>The program should have a website and/or internal site on the school website that provides information about the Program Pathway that includes course descriptions, projects, etc.</i></p>	<ul style="list-style-type: none"> <li>• Website*</li> </ul>	0 or10
<p>4.5 Does the program hold a minimum of <b>2 advisory committee meetings</b> during the school year?</p> <p><i>At least two meeting between July 1 to June 30 of the current academic year and be specifically for the ETE Program,</i></p> <p>___ Meeting 1: ___ Agenda ___ Minutes ___ Sign-in Sheet  ___ Meeting 2: ___ Agenda ___ Minutes ___ Sign-in Sheet</p> <p><i>Note: The same agendas may be used for Standards 5.1 and 5.2</i></p>	<ul style="list-style-type: none"> <li>• ___ List of Advisory Committee Members with names, titles, and business name*</li> <li>• Two (2) matching sets of...  ___ Agendas*  ___ Minutes*  ___ Sign-in Sheets*</li> </ul>	0 or10
<b>Minimum Score Required</b>	<b>35/50</b>	

5. Budget	Example Evidence	Points
<p>5.1 Is there evidence of a program specific needs assessment that includes analysis of the following areas: Program Data Analysis, Labor Market Alignment, Size Scope and Program Quality, Aligned Program of Study, Recruitment, Equity and Access?</p> <p><i>*Business and Advisory committee and administrator input is required.</i></p>	<ul style="list-style-type: none"> <li>• GaDOE ETE Needs Assessment Template*</li> </ul>	0 or10
<p>5.2 Is there evidence of a plan to address 1 to 3 programmatic Overarching Needs?</p> <p>Include the following: Overarching Need, Root Cause, Goal, and Action Steps.</p> <p><i>*Business and Advisory committee and administrator input is required.</i></p>	<ul style="list-style-type: none"> <li>• GaDOE ETE Overarching Needs Template*</li> </ul>	0 or10
<p>5.3 Are funds allocated and spent annually specifically for the ETE program operation and program improvement?</p> <p>____ 2021-2022 District Budget - Dropbox  ____ 2021-2022 Purchase Orders – Samples on Site</p> <p>____ 2022-2023 District Budget - Dropbox  ____ 2022-2023 Purchase Orders – Samples on Site</p> <p><i>This is the responsibility of the CTAE District Office</i></p>	<ul style="list-style-type: none"> <li>• <b>Two (2) years</b> of the <b>district</b> budget for the program</li> <li>• Purchase orders/invoices</li> </ul> <p><i>This is the responsibility of the CTAE District Office</i></p>	0 - 10
<p>5.4 Were industry certification funds allocated and spent specifically for the benefit of the engineering and technology education program?</p> <p><i>A copy of the <b>bookkeeper’s spreadsheet</b> containing expenditure of the \$10,000 for initial certification of \$5,000 for recertification funds for this program is required. Purchase orders should be available on-site.</i></p>	<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> <p><i>This is the responsibility of the CTAE District Office and/or School administration</i></p>	0 or10
<p>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.</p> <p><i>Guidelines are the responsibility of the school/district administration. This information should be in the teacher handbook or on the school website.</i></p> <p><i>The bookkeeper must provide a printed copy of the account activities.</i></p>	<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>	0 or10
<b>Minimum Score Required</b>	<b>40/50</b>	

6. Equipment and Materials	Example Evidence	Points
<p><i>“Sufficient” instructional materials, instructional technology, tools, and equipment should be based on the number of students enrolled in each course and in each period the course is taught.</i></p> <p>_____ <i>Total number of students in all Foundation classes</i>            _____ <i>Total number of students in all Concept classes</i>            _____ <i>Total number of students in all Application classes</i>            _____ <i>Total number of students in all R&amp;D classes</i></p> <p>_____ <i>Largest number of students in a Foundation class</i>            _____ <i>Largest number of students in a Concept class</i>            _____ <i>Largest number of students in an Applications class</i>            _____ <i>Largest number of students in an R&amp;D class</i></p>	<p><i>Use the information to the left to determine the score for standards 6.1 through 6.3</i></p>	
<p>6.1 Are current instructional materials available in sufficient quantity for student use in each unit area?</p>	<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> <li>• On-Site Inspection</li> </ul>	0 - 10
<p>6.2 Is instructional technology equipment up-to-date and available in sufficient quantity for teacher and student use?</p>	<ul style="list-style-type: none"> <li>• IT inventory list with date acquired</li> <li>• On-Site Inspection</li> </ul>	0 - 10
<p>6.3 Are current tools and equipment available in sufficient quantity?</p>	<ul style="list-style-type: none"> <li>• Equipment inventory list with purchase date</li> <li>• CAD drawing indicating locations of equipment</li> <li>• On-Site Inspection</li> </ul>	0 - 10
<p>6.4 Is there evidence of a <b>school/district process</b> in place for the timely repair, replacement, and/or removal of surplus tools and equipment?</p> <p>_____ <i>School Process</i>    _____ <i>District Process</i></p> <p><i>Review of the maintenance documents should demonstrate that requests are addressed satisfactorily within a reasonable time.</i></p> <p><i>If any item is found in need of repair or replacement, documentation addressing the issue must be available for inspection and the equipment tagged with the appropriate signage.</i></p> <p><i>Purchase orders for repairs or replacement should be available.</i></p>	<ul style="list-style-type: none"> <li>• Written maintenance program policy/procedure</li> <li>• Copies of maintenance request documentation</li> <li>• On-Site Inspection</li> </ul>	0 - 10
<p><b>Minimum Score Required</b></p>	<p><b>30/40</b></p>	

7. Curriculum and Instruction	Example Evidence	Points
<p>7.1 Does the teacher provide a course syllabus for each course taught?</p> <p><i>The syllabus should contain the description of the course content, procedures, grading policy, etc.</i></p>	<ul style="list-style-type: none"> <li>• Syllabus</li> <li>___ Foundations</li> <li>___ Concepts</li> <li>___ Applications</li> <li>___ R&amp;D</li> </ul>	0 - 10
<p>7.2 Does the teacher have a course outline or pacing guide for each course taught?</p> <p><i>This document should indicate the order of topics and the time designated for implementation. The course outline or pacing guide may be included in the course syllabus.</i></p>	<ul style="list-style-type: none"> <li>• Pacing Guides</li> <li>• Course Outline</li> <li>___ Foundations</li> <li>___ Concepts</li> <li>___ Applications</li> <li>___ R&amp;D</li> </ul>	0 - 10
<p>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.</p> <p><i>Students must demonstrate how the Engineering Design Process was used to create a new product and/or improve an existing product. The assembly of a kit using pre-written and/or a manufacturer's instructions does not meet the intention of this standard.</i></p> <p><i>Foundations Problem:</i> _____</p> <ul style="list-style-type: none"> <li>___ Assignment Sheet or Design Brief</li> <li>___ Final Project</li> <li>___ Graded Rubric</li> <li>___ Engineering Notebook</li> <li>___ Student Presentation</li> </ul> <p><i>Concepts Problem:</i> _____</p> <ul style="list-style-type: none"> <li>___ Assignment Sheet or Design Brief</li> <li>___ Final Project</li> <li>___ Graded Rubric</li> <li>___ Engineering Notebook</li> <li>___ Student Presentation</li> </ul> <p><i>Applications Problem:</i> _____</p> <ul style="list-style-type: none"> <li>___ Assignment Sheet or Design Brief</li> <li>___ Final Project</li> <li>___ Graded Rubric</li> <li>___ Engineering Notebook</li> <li>___ Student Presentation</li> </ul> <p><i>Research and Design Problem:</i> _____</p> <ul style="list-style-type: none"> <li>___ Assignment Sheet or Design Brief</li> <li>___ Final Project</li> <li>___ Graded Rubric</li> <li>___ Engineering Notebook</li> <li>___ Student Presentation</li> </ul>	<ul style="list-style-type: none"> <li>• Documentation for <u>one project per course scheduled</u>, to include all the following items for each project. Projects may not be duplicated. <ul style="list-style-type: none"> <li>▪ ___ Assignment sheets/design briefs*</li> <li>▪ ___ Evidence of final project* (picture, artifact, etc.)</li> <li>▪ ___ Graded rubric*</li> <li>▪ ___ Engineering Notebook*</li> <li>▪ ___ Student must explain the product to the committee*</li> </ul> </li> </ul> <p><b>NOTE: Standard 7.3 is the most important standard in the program certification process. Therefore, the school will not be certified unless the students complete the requirements of this standard regardless of the score for this section and the score of all other sections.</b></p>	0 - 10

<p>7.4 Are students required to make <b>oral presentations</b> related to their engineering design work, to students, parents, staff, and/or community members?</p> <p><i>Are students in the ETE courses required to make presentations...?</i></p> <p>___ <i>within class?</i></p> <p>___ <i>to school and or district staff?</i></p> <p>___ <i>to parents?</i></p> <p>___ <i>to community and business leaders?</i></p>	<ul style="list-style-type: none"> <li>• Student Engineering Design Notebooks</li> <li>• Student presentations*</li> <li>• Photos/Videos</li> </ul>	0 - 10
<p>7.5 Are students required to keep comprehensive <b>engineering design notebooks</b> of their work in their engineering and technology courses?</p> <p><i>Student notebooks must meet a recognized standard for maintaining and engineering design notebook. Engineering notebooks are required for student design work in which they are to solve an engineering problem and/or create a product to meet a specific end.</i></p> <p>___ <i>Were students provided guidelines for the engineering notebook.</i></p> <p>___ <i>Graded rubrics are in each notebook</i></p> <p>___ <i>Were notebooks used throughout the school year.</i></p> <p>___ <i>Notebooks should clearly demonstrate the use of the Engineering Design and Problem-Solving Process.</i></p>	<ul style="list-style-type: none"> <li>• Student Engineering Design Notebooks*</li> </ul> <p><i>Note: The notebooks for all students must be available for review by the OSET. Books should be grouped by class period.</i></p> <p>___ <i>Foundations</i></p> <p>___ <i>Concepts</i></p> <p>___ <i>Applications</i></p> <p>___ <i>R&amp;D</i></p>	0 - 10
<p>7.6 Are students surveyed for input to improve the instructional program?</p> <p><i>Students should be surveyed at the end of each semester regarding pertinent topics that when reviewed would provide information for improvement of the ETE Program. The teacher's comments should reflect how the results have been used.</i></p>	<ul style="list-style-type: none"> <li>• ___ Copy of the survey</li> <li>• ___ Survey results</li> <li>• ___ Written documentation on how survey results were used to improve instruction</li> </ul>	0 - 10
<p>7.7 Is an assessment that requires a pre-test and post-test given and used to improve instruction?</p> <p><i>Pre-test should be used to determine what students already know and can do. Instruction should be altered accordingly. Post-test should demonstrate the effectiveness of instruction in the improvement of student knowledge and abilities based on the same criteria.</i></p> <p>___ <i>Foundations</i>    ___ <i>Pre-test</i>    ___ <i>Post-test</i>    ___ <i>Results</i></p> <p>___ <i>Concepts</i>        ___ <i>Pre-test</i>    ___ <i>Post-test</i>    ___ <i>Results</i></p> <p>___ <i>Applications</i>    ___ <i>Pre-test</i>    ___ <i>Post-test</i>    ___ <i>Results</i></p>	<ul style="list-style-type: none"> <li>• Copies of course pre-test and post-test</li> <li>• ___ Written documentation on how data was used to improve instruction</li> </ul>	0 - 10

<p>7.8 Are soft-skills and employability addressed throughout all courses in the engineering and technology education program?</p> <p>____ <i>Foundations</i> _____  ____ <i>Concepts</i> _____  ____ <i>Applications</i> _____</p>	<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>• ____ Georgia-BEST</li> </ul>	<p>0 - 10</p>
<p>7.9 Are work-based learning activities included in the engineering and technology education program?</p> <p><i>Note: Evidence should be included in the lesson plans</i></p> <p>____ <i>Foundations</i> _____  ____ <i>Concepts</i> _____  ____ <i>Applications</i> _____</p>	<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</li> </ul> </li> </ul>	<p>0 - 10</p>
<p>7.10 Are adequate courses being offered in sequence to provide students with an opportunity to complete the engineering and technology pathway?</p> <p>____ <i>Foundations</i>    ____ <i>Concepts</i>    ____ <i>Application</i></p>	<ul style="list-style-type: none"> <li>• Master schedule</li> <li>• Other historic scheduling documentation, if available</li> <li>• Written explanation of course sequencing and offerings</li> </ul>	<p>0 - 10</p>
<p>7.11 Are students given the opportunity to take industry credentialing/EOPA assessments?</p>	<ul style="list-style-type: none"> <li>• ____ EOPA Score Reports</li> <li>• ____ Industry Credential Score reports/certificates</li> </ul>	<p>0 - 10</p>
<p>7.12 Does the teacher-student ratio fall within the requirements set by the state Department of Education?</p> <p><i>Recommendation is 28. However, districts may request "Enrollment Waivers" to address specific needs.</i></p>	<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>	<p>0 - 10</p>
<p>7.13 Is unencumbered time provided during the school day for planning and preparation of activities?</p> <p><i>Teachers must have a planning period. Teachers on Extended Day Contracts may have planning scheduled after normal school hours.</i></p>	<ul style="list-style-type: none"> <li>• ____ Copy of teacher schedule</li> </ul>	<p>0 - 10</p>
<p>7.14 Does the teacher make appropriate modifications and accommodations for students with special needs?</p> <p><i>Lesson plans must include modifications for students identified with specific learning disabilities. The modification should be highlighted so that the OSET may easily identify the modifications. Student names should be "Blocked Out".</i></p>	<ul style="list-style-type: none"> <li>• ____ Copy of lesson plans showing modifications</li> </ul>	<p>0 - 10</p>
<p><b>Minimum Score Required</b></p>	<p><b>120/140</b></p>	



8. Facilities	Example Evidence	Points
<p>8.1 Is there adequate classroom space, meeting, or exceeding DOE state specifications, provided for instructional programs?</p> <p><i>Engineering Technology Education Lab Square Footage _____</i></p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• The minimum size for an Engineering Technology Education Lab is 2990 sq. ft.</li> </ul>	0 - 10
<p>8.2 Is there evidence of a school/district plan to maintain the lab and classroom in an orderly, clean, and functioning condition?</p> <p><i>Although the teacher is responsible for the general organization of the lab and keeping it clean and functional, the school custodial staff is responsible for daily cleaning and district personnel are responsible for issues beyond the normal teacher and custodial responsibilities. This standard relates only to the school custodial responsibilities and district responsibilities.</i></p> <p style="padding-left: 40px;"> <input type="checkbox"/> Custodial responsibilities met  <input type="checkbox"/> Issues in process _____  <input type="checkbox"/> Issues to address _____         </p> <p style="padding-left: 40px;"> <input type="checkbox"/> District responsibilities met  <input type="checkbox"/> Issues in process _____  <input type="checkbox"/> Issues to address _____         </p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Maintenance Plan/Process</li> <li>• Maintenance Forms</li> </ul> <p><i>Provide documentation for any issues that are in process or that need to be addressed.</i></p>	0 - 10
<p>8.3 Is the classroom/lab maintained in a clean, safe, and orderly condition?</p> <p><i>The teacher is responsible for the daily organization of the lab, keeping it clean, and functional.</i></p> <p style="padding-left: 40px;"> <input type="checkbox"/> Instructional Areas  <input type="checkbox"/> Clean  <input type="checkbox"/> Safe  <input type="checkbox"/> Organized         </p> <p style="padding-left: 40px;"> <input type="checkbox"/> Production Areas  <input type="checkbox"/> Clean  <input type="checkbox"/> Safe  <input type="checkbox"/> Organized         </p> <p style="padding-left: 40px;"> <input type="checkbox"/> Storage Areas  <input type="checkbox"/> Clean  <input type="checkbox"/> Safe  <input type="checkbox"/> Organized         </p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Floors, storage rooms, work areas</li> </ul>	0 - 10
<b>Minimum Score Required</b>	<b>25/30</b>	



<p>9.8. Is the lab free from obvious safety hazards such as bare wires, trip hazards, etc.?</p> <p><i>Safety is the number one priority. Please list all hazards that are identified during the inspection.</i></p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> </ul>	0 - 10
<p>9.9. Is there a properly marked fire extinguisher conveniently located?</p> <p><i>Preferable fire extinguishers will be within each lab area. However, if the County Fire Marshall has approved the location, only a recommendation can be made for additional extinguishers.</i></p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• ___ Fire Extinguisher*</li> </ul>	0 or10
<p>9.10. Is there a well-stocked first aid kit in the engineering and technology lab, appropriately located?</p> <p style="text-align: center;">       ___ <i>Instructional Area</i>            ___ <i>Production Areas</i>        ___ <i>Visible location</i>            ___ <i>Accessible location</i> </p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• ___ First Aid Kit*</li> </ul>	0 or10
<p>9.11. Is there proper personal safety equipment available in sufficient quantity for each student to use while operating hazardous equipment?</p> <p style="text-align: center;">       ___ <i>Maximum number of individuals in the lab at a given time.</i>        ___ <i>Number of safety glasses/goggles</i>        ___ <i>Safety Glass Cabinet works</i> </p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• Goggles/Glasses*</li> </ul> <p><i>List other types of safety equipment where needed.</i></p>	0 or10
<p>9.12. Is there an acceptable and functioning eye-wash station, fixed or portable, appropriately located?</p> <p><i>The following items meet the requirements of this standard depending on the type of activities and equipment in use.</i></p> <p style="text-align: center;">       ___ <i>Dedicated Eye Wash Sink</i>        ___ <i>Adapted Eye Wash Sink</i>        ___ <i>Wall Mounted Eye Wash Station with Saline</i>        ___ <i>Saline Eye Wash Bottle</i>        ___ <i>Disposable Eye Wash Bottle</i> </p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• ___ Eye Wash Station*</li> </ul>	0 or10
<p>9.13. Is an appropriate storage area available for chemicals and combustible materials, including appropriate MSDS sheets?</p> <p><i>MSDS Notebook must be located on or near the appropriate storage cabinets.</i></p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• ___ Appropriate Storage*</li> <li>• ___ MSDS*</li> </ul>	0 or10
<p>9.14. Is a telephone or other emergency communication equipment located in the engineering and technology education lab?</p>	<ul style="list-style-type: none"> <li>• On-site inspection</li> <li>• ___ Telephone</li> <li>• ___ Emergency call button</li> <li>• ___ Cell phone</li> </ul>	0 - 10
<p><b>Minimum Score Required</b></p>	<p><b>130/140</b></p>	

10. Student, Faculty, and Advisory Committee Interviews		
<p>10.1. Are <b>students</b> able to describe the engineering and technology education program to include:</p> <ul style="list-style-type: none"> <li>• Importance of the Engineering and Technology Ed Program</li> <li>• Technology Student Association</li> <li>• Community Outreach</li> <li>• Engineering Design Process and Projects</li> <li>• Career options within the Engineering courses</li> </ul> <p><i>OSET members will question the students immediately after the presentations (7.3).</i></p>	<ul style="list-style-type: none"> <li>• On-site interviews:               <ul style="list-style-type: none"> <li><i>Minimum of five (5) students selected by teacher</i></li> <li>___ Foundation student(s)</li> <li>___ Concept student(s)</li> <li>___ Applications student(s)</li> <li>___ TSA Officers</li> </ul> </li> </ul>	0 - 10
<p>10.2. Are local and district-level <b>administrators and counselors</b> able to describe the engineering and technology education program to include:</p> <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>___ School administrators                   <ul style="list-style-type: none"> <li>Principal</li> <li>Assistant Principal</li> <li>Dept Chair</li> </ul> </li> <li>___ District CTAE administrators                   <ul style="list-style-type: none"> <li>Director and/or Coordinator</li> </ul> </li> <li>___ School counselor(s)</li> </ul> </li> </ul>	0 - 10
<p>10.3. Are <b>advisory committee members and parent</b> representatives able to describe the engineering and technology education program to include:</p> <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>▪ One or more parent representatives</li> <li>▪ Industry and/or business advisory committee members</li> </ul> </li> </ul>	0 - 10
<p>10.4. Are <b>ETE teachers</b> able to describe the engineering and technology education program to include:</p> <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> <li>• Engineering design process using a Problem/Project-Based Learning approach</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>▪ ETE teacher(s)</li> </ul> </li> </ul>	0 - 10
<b>Minimum Score Required</b>	<b>32/40</b>	