Wisconsin Department of Public Instruction
STANDARDS FOR A QUALITY PROGRAM IN TECHNOLOGY AND ENGINEERING EDUCATION
Program Self-Evaluation, Improvement, and Goal Setting Tool (The Grid)
TEE-Local Use (New 11-05)

INSTRUCTIONS: T & EE teachers in the designated district/school will conduct a self-evaluation of the local program. Select one of the three ratings and provide documented institutional evidence and remarks. **E-mail *The Grid*** to your Local Vocational Education Coordinator (or CPA Designee, if applicable).

District Name	School Name	Name(s) of Teacher Completing Report

Category, Standard, Quality Indicators	Meets the Standard	Approaches the Standard	Does Not Meet the Standard	Documented Evidence	Remarks
QUALITY EDUCATOR(S)					
Standard 1 The educator(s) is highly qualified and appropriately certified to teach all corresponding courses within the program.	*Check One*				
1.1 Holds a current teaching license(s) in technology education	☐	☐	☐		
1.2 Demonstrates a concern for the teaching of technology and engineering	☐	☐	☐		
1.3 Maintains current knowledge in the field through activities, such as, reading professional and technical publications	☐	☐	☐		
1.4 Utilizes instructional resources, is aware of current technological issues, and presents relevant technological concepts that develop technological literacy	☐	☐	☐		
1.5 Completes a formal safety workshop within the last three years	☐	☐	☐		
1.6 Communicates clearly to students and parents the learning outcomes of the program (and its relevance to technological literacy)	☐	☐	☐		
Standard 2 The educator(s) has a Professional Development Plan (PDP).	*Check One*				
2.1 Prepares and follows a professional development plan	☐	☐	☐		
2.2 Focuses professional development in areas of most need; demonstrates in PDP increased proficiency and reflects the Wisconsin Teacher Standards for maintaining and expanding professional and technical teaching competencies	☐	☐	☐		
2.3 Participates in technical and professional development activities to update content knowledge, skills, and pedagogy (i.e., teacher job shadows, externships, and courses related to assigned teaching areas)	☐	☐	☐		

		Check One			
2.4	Maintains membership in and participates in professional organizations at the local, regional, state, and national levels	☐	☐	☐	
2.5	Participates in training and staff development in effective teaching/learning strategies for diverse and special populations	☐	☐	☐	
2.6	Critically examines own practice and continues to learn throughout career	☐	☐	☐	
2.7	Shares in the decision-making process	☐	☐	☐	
2.8	Participates in and facilitates staff development	☐	☐	☐	
2.9	Mentors new teachers	☐	☐	☐	
2.10	Maintains current knowledge in the field through activities, such as reading professional and technical publications	☐	☐	☐	

Standard 3
The program is managed by designated personnel at the school district or regional level.

Check One

3.1	Develops a three-year improvement plan	☐	☐	☐	
3.2	Collects data regarding program information	☐	☐	☐	
3.3	Markets and promotes the program	☐	☐	☐	
3.4	Develops a program budget	☐	☐	☐	
3.5	Recruits new educators	☐	☐	☐	
3.6	Coordinates the placement of staff	☐	☐	☐	
3.7	Coordinates local facility meetings	☐	☐	☐	
3.8	Disseminates on a regular basis information and resources	☐	☐	☐	

PROGRAM PLANNING

Standard 4
Program implementation will facilitate technological literacy for *all* students.

Check One

4.1	Provides instruction that is consistent with research on how students learn technology	☐	☐	☐	
4.2	Provides instruction that is designed to meet curricular goals, community goals, and student needs	☐	☐	☐	
4.3	Implements a curriculum that enables *all* students to attain technological literacy	☐	☐	☐	

		Check				
4.4	Develops student leadership	☐	☐	☐		
4.5	Develops program vision and mission statements that emphasize equity and are in alignment with school district's mission and vision and • reflects the importance of technological literacy for *all* students and the community • includes the purpose and goals established for the program area	☐	☐	☐		
4.6	Annually reviews and makes appropriate modifications to the program goals with input from students, parents, and community representatives	☐	☐	☐		
4.7	Uses the philosophy of the *Wisconsin Academic Standards for Technology Education* and *The Standards for Technological Literacy: Content for the Study of Technology* to direct the program	☐	☐	☐		
4.8	Maintains evidence that the program is internally reviewed every three years and externally reviewed every five years	☐	☐	☐		
4.9	Uses a written comprehensive curriculum, formally adopted by the board	☐	☐	☐		
4.10	Strengthens students' abilities in mathematics, science, English language arts, and social studies and shows this progress through documented assessment	☐	☐	☐		
4.11	Integrates with other disciplines to support student academic achievement	☐	☐	☐		
4.12	Provides leadership for integrating technology concepts into other subjects (P-1C)[1]	☐	☐	☐		
Standard 5 The program is aligned at the primary and secondary levels with advanced articulation across post-secondary institutions.		***Check One***				
5.1	Establishes a district-wide K-12 scope and sequence of the program	☐	☐	☐		
5.2	Sequences the order of curriculum units/ topics and the courses that contain those units with respect to child development theory	☐	☐	☐		
5.3	Annually reviews the technology and engineering program between the elementary, middle school, and high school levels to ensure continuity of learning (P-1.D)[2]	☐	☐	☐		
5.3	Offers exploratory program at the middle school level with exploratory experiences offered in PK-8	☐	☐	☐		

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[1] Reference to *Advancing Excellence n Technological Literacy: Student Assessment, Professional Development, and Program Standards (ATEL)*
[2] Reference to *ATEL*

5.4	Communicates clearly to the respective elementary educators and neighboring post-secondary educators	☐	☐	☐	
5.5	Implements and uses articulation agreements between the technology and engineering program and post-secondary institutions and/or with other community resources, where applicable	☐	☐	☐	
5.6	Uses a written comprehensive standards-based curriculum used within the program which is formally adopted by the school board	☐	☐	☐	
5.7	Integrates program with other disciplines to support student academic achievement	☐	☐	☐	
5.8	Provides leadership for integrating technology concepts into other subjects (P-1C)[3]	☐	☐	☐	

CURRICULUM, INSTRUCTION, AND STUDENT ASSESSMENT

Standard 6 The curriculum is developed using child development research, educational equity, recognized educational practices, and state/national/industry standards.		***Check One***			
6.1	Incorporates rigorous grade level core academic subject matter to solve problems	☐	☐	☐	
6.2	Provides opportunities for *all* students to have full participation and equal access, without discrimination, to the entire spectrum of technology and engineering programs and services	☐	☐	☐	
6.3	Uses alternative delivery systems that provides multiple opportunities for student success; tailors instructional materials and strategies to a variety of learning styles and needs	☐	☐	☐	
6.4	Attracts and accommodates diverse and special populations continuously and ongoing	☐	☐	☐	
6.5	Provides diverse and special populations with the necessary support services to be successful in the curriculum	☐	☐	☐	
6.6	Uses curriculum that is developmentally appropriate and gender and culturally neutral	☐	☐	☐	
6.7	Offers courses that reflect broad-range knowledge, transferable skills, and career exploration	☐	☐	☐	
Standard 7 The program fosters a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.		***Check One***			
7.1	Offers courses that are of such a size as to be conducive for effective teaching/learning strategies and do not	☐	☐	☐	

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[3] Reference to *ATEL*

	exceed reasonable standards for safety, space, and equipment	☐	☐	☐	
7.2	Complements the infrastructure within the classroom and laboratory with the curriculum and delivery model	☐	☐	☐	
7.3	Uses equipment and instructional methods suitable for each specific age/grade level	☐	☐	☐	
7.4	Creates and manages a learning environment that is supportive of student interactions and student abilities to question, inquire, design, invent, and innovate (P-4.A)[4]	☐	☐	☐	
7.5	Uses a variety of teaching methods in conducting classroom and laboratory activities, including: • Both teacher-centered and student-centered instructional methods • Both group and individual activities • Methods based upon individual student needs rather than upon the gender, race or ethnicity of the students • Integration of local student leadership activities • Strategies appropriate for serving students with special needs	☐	☐	☐	
7.6	Measures student achievement utilizing effective student assessment through a variety of testing techniques and other evaluation methods (P-3.F)[*5]	☐	☐	☐	
7.7	Selects from a variety of instructional strategies in performance-based learning of subject matter, critical thinking, and problem-solving to develop democratic values, risk taking, and a desire for lifelong learning within the learners	☐	☐	☐	
Standard 8 Co-curricular activity is available and a valued, integral component of the program (i.e., SkillsUSA).		***Check One***			
8.1	Provides students in grades 7-12 with the opportunity to develop student leadership, team building, employability and interpersonal skills through extra-curricular (or intra-curricular) activities, technology-related student organizations, at the local, regional, state, and national levels (P-2.D)[6]	☐	☐	☐	
8.2	Operates the student organization under the supervision of a technology and engineering educator	☐	☐	☐	
8.3	Garners administrative recognition and support for the career and technical student organization	☐	☐	☐	
8.4	Uses resources provided for students and the technology	☐	☐	☐	

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[4] Reference to *ATEL*
[5] Reference to *ATEL*
[6] Reference to *ATEL*

		Check One			
	and engineering educator(s) to participate in the career and technical student organization	☐	☐	☐	
8.5	Develops skills such as student leadership, team building, employability and interpersonal skills through intra- and extra-curricular activities (P-2.D)[7]	☐	☐	☐	
Standard 9 The program offers ongoing career awareness as a part of the curriculum, emphasizing educational options and post-secondary school success.		**Check One**			
9.1	Makes readily available post-secondary education and training information resources to students	☐	☐	☐	
9.2	Utilizes counseling staff to provide classroom instruction on career development topics	☐	☐	☐	
9.3	Focuses recruitment efforts on the needs, interests, and career objectives of the students in response to the needs of the business and industry community	☐	☐	☐	
9.4	Enables the student to be given time to reflect on career pathways while enrolled in a sequence	☐	☐	☐	
9.5	Ensures career information provided reflects current, new, and emerging occupations including awareness, broad-range knowledge, transferable skills, and post-secondary training	☐	☐	☐	
9.6	Plans and implements instruction in cooperation with counselors and other appropriate support personnel to provide activities, such as, decision-making, dissemination of career information, scholarships, etc.	☐	☐	☐	
Standard 10 Standards-related assessment(s) is integrated with curriculum and instruction to promote meaningful learning and student accountability.		**Check One**			
10.1	Reflects the state and/or local standards in assessments	☐	☐	☐	
10.2	Uses assessments that are free from bias or offensive references; maintains consistency in scoring	☐	☐	☐	
10.3	Uses assessment proficiency levels that are appropriate for students	☐	☐	☐	
10.4	Measures performance standards for every course offered in the technology and engineering program	☐	☐	☐	
10.5	Analyzes student progress on a regular basis	☐	☐	☐	
10.6	Gives feedback; provides more instruction to students who need help	☐	☐	☐	

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[7] Reference to *ATEL*

PROGRAM EVALUATION

Standard 11 Program evaluation will ensure and facilitate technological literacy for *all* students.[8]	*Check One*			
11.1 Annually reviews curriculum and revises as necessary	☐	☐	☐	
11.2 Uses systematic procedures to evaluate and revise the curriculum regularly based on actual student needs and indications of student mastery	☐	☐	☐	
11.3 Assesses core academic curricular content (reading, math, science, social studies) with content for effectiveness in student learning	☐	☐	☐	
11.4 Develops a long-range plan for program improvement based on the program evaluation	☐	☐	☐	
11.5 Uses program assessment with a scope that includes input from students, parents, teachers, other school personnel, community partnerships, employers, and the community in general to provide criteria for program improvement to ensure accountability, and examine program effectiveness	☐	☐	☐	
11.6 Meets regularly with instructional staff to review data and develop techniques and plans to support program improvement	☐	☐	☐	

QUALITY SCHOOL(S)

Standard 12 The educator(s) is proactive, working with others to enhance the school environment through learning experiences offered in the program.	*Check One*			
12.1 Collaborates with school counselors to integrate career and developmental guidance competencies throughout the entire curriculum	☐	☐	☐	
12.2 Collaborates with school staff responsible for providing reasonable enrollment representative of the entire school population	☐	☐	☐	
12.3 Collaborates with school staff to achieve appropriate student-teacher ratios that ensure program goals and objectives are met in a safe and effective manner	☐	☐	☐	
12.4 Collaborates with colleagues from other disciplines to encourage student integrative thinking/ learning and cooperates in reducing the achievement gap	☐	☐	☐	
12.5 Collaborates with district and school leadership to offer comprehensive, standards-related technology and engineering programming	☐	☐	☐	

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[8] Reference to *ATEL*

		Check One			
12.6	Promotes partnerships between schools and public and private non-profit agencies	☐	☐	☐	
12.7	Learns from and collaborates with others including students, colleagues, parents, and the community rather than working in isolation	☐	☐	☐	

PARENT AND COMMUNITY INVOLVEMENT					
Standard 13 The educator(s) shall communicate opportunities and challenges to all stakeholders.		*Check One*			
13.1	Uses a written plan that provides guidance for providing information to various groups	☐	☐	☐	
13.2	Participates in local community organizations and activities	☐	☐	☐	
13.3	Disseminates information about school programs and practices in a variety of ways (e.g., newsletters, local media, district information staff, and parent groups)	☐	☐	☐	
13.3	Uses media events, including open houses, exhibits, displays, presentations, demonstrations, and technology education week activities to promote the program	☐	☐	☐	
13.4	Conducts a positive community and school relations program by the technology and engineering program in the school and community with a minimum of three activities per school year (radio, TV, news stories, brochures, civic appearance, American Red Cross, local Tech Expo, etc.)	☐	☐	☐	
Standard 14 The educator(s) actively involves faculty, students, parents, community stakeholder groups, and the advisory committee members in continual program improvement.		*Check One*			
14.1	Actively encourages community involvement and promotes a greater understanding of the program's needs and accomplishments	☐	☐	☐	
14.3	Participates in community activities	☐	☐	☐	
14.4	Uses a variety of strategies for generating, maintaining, and strengthening family and community involvement	☐	☐	☐	
14.5	Works with colleagues and the professional community to improve and advance technological literacy and technical understanding and performance	☐	☐	☐	

		Check One			
14.6	Establishes an advisory committee comprised of parents and students; representatives from business and industry; faculty from secondary and post-secondary programs, and members of service/civic organizations that: • Meets at least two times per year • Reviews curriculum for congruence with national skill standards and other related industry standards • Reviews program performance data every five years to assist in determining program improvement	☐	☐	☐	
Standard 15 The program offers a work-based learning component.		*Check One*			
15.1	Evaluates student on the work site on occupationally specific skills as well as general workplace readiness	☐	☐	☐	
15.2	Uses training stations appropriate for the ability of the learner	☐	☐	☐	
15.3	Closely screens and approves training stations	☐	☐	☐	
15.4	Visits and monitors the work-based learning site to ensure it continually provides a safe learning environment that is in compliance with all applicable industry standards	☐	☐	☐	
15.5	Develops a written training agreement between the school and the training sponsor on file for each student	☐	☐	☐	
15.6	Provides frequent supervision at the training station	☐	☐	☐	
15.7	Documents evidence that the supervised business experience component of the program has the support of counselors, administrators, and business	☐	☐	☐	
15.8	Uses workplace mentors that have training related to: • mentoring • equity and diversity • harassment • current child labor rules • work site safety • technology and engineering program goals/objectives	☐	☐	☐	
PROGRAM RESOURCES					
Standard 16 The vision/mission of the program is supported by the facilities, equipment, technology, and operating budget.		*Check One*			
16.1	Uses resources in the community to enrich the curriculum	☐	☐	☐	

16.2	Uses established procedures for periodic updating and replacement of instructional materials	☐	☐	☐	
16.3	Utilizes funds provided for the purchase of equipment and consumable supplies	☐	☐	☐	
16.4	Provides input for determining the program budget	☐	☐	☐	
16.5	Maintains an inventory of equipment for the program	☐	☐	☐	
16.6	Ensures that the program is represented within the district-wide technology plan	☐	☐	☐	
16.7	Receives training to understand and operate new equipment and software	☐	☐	☐	
16.8	Ensures that supplies and materials are sufficient to allow students to engage in activities that will enable them to achieve the levels of competence specified by each program's objectives	☐	☐	☐	
16.9	Uses district-wide services to support the program (i.e., media/instructional resource center services, assistants for special education students, and English Language Learners)	☐	☐	☐	

SAFETY, LEARNING ENVIRONMENT, AND LEGAL REQUIREMENTS

Standard 17 Program operation is in compliance with all local, state, and federal regulations and safety laws.	*Check One*			
17.1 Uses facilities and equipment that meet local, state, and federal health and safety standards	☐	☐	☐	
17.2 Ensures staff members and students take training in the safe and proper use of all safety and emergency devices where applicable	☐	☐	☐	
17.3 Ensures class size does not exceed the capacity and safety of the facilities and equipment (P-4.E)	☐	☐	☐	
17.3 Oversees inspection of facilities and equipment on a regular basis by the qualified employee to ensure a safe learning environment for students and working environment for educators[9]	☐	☐	☐	
17.5 Ensures equipment is in good repair and proper working order and	☐	☐	☐	
• follows procedures for reporting and requesting repairs, ensures repairs are made promptly				
• ensures equipment found not to be in proper condition is locked out and tagged out properly				

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[9] An annual facilities and safety checklist found in Appendix

Standard 18 The educator ensures all students are aware of personal safety issues related to the classroom environment.	*Check One*				
18.1 Implements a written, comprehensive safety program; ensures safety is taught as a comprehensive part of the technology and engineering instructional program (P-4.C)[10]	☐	☐	☐		
18.2 Clearly describes standards of conduct and safety rules to students and parents; enforces consistently	☐	☐	☐		
18.3 Demonstrates acceptable knowledge, skills, and attitudes of safety and health practices and rules through written and performance tests and in-class behavior (P-4.D)[11]	☐	☐	☐		
18.4 Maintains a comprehensive safety program that is unique to each course offered which provides safety instruction, record keeping, and safety tests for the lab(s) related to each of the course offerings	☐	☐	☐		
Standard 19 The program provides clean, uncluttered, and safe facilities and equipment to support the curriculum and meet the needs of students.	*Check One*				
19.1 Ensures a safe, quality education in relation to the program's objectives in a facility that is adequate for the number of students	☐	☐	☐		
19.2 Ensures the instructional facilities are uncluttered, properly maintained, accessible to all populations, and arranged to provide a favorable learning environment	☐	☐	☐		
19.3 Ensures facilities, equipment, and resources are updated on a regular schedule to meet the needs of a changing program (P-4.B)	☐	☐	☐		
19.4 Arranges facilities and equipment with consideration given to effective teaching, class control, safety, and economy	☐	☐	☐		
19.5 Stores supplies and equipment in a systematic and safe manner	☐	☐	☐		
19.6 Provides sufficient ancillary space for storage of materials, projects/products, and tools	☐	☐	☐		
19.7 Provides adequate and appropriate storage for hazardous materials	☐	☐	☐		
19.8 Provides interdisciplinary support and medical personnel to instruct and ensure the safety and welfare of all students	☐	☐	☐		
19.9 Provides classroom organization for optimum use of instructional time, equipment, and resources	☐	☐	☐		

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[10] Reference to *ATEL*
[11] Reference to *ATEL*

EQUITY

Standard 20 The program uses data to support program improvement that focuses on educational equity.	*Check One*				
20.1 Annually reviews textbooks and resource materials for bias, equity, and readability	☐	☐	☐		
20.2 Provides specially designed or modified tools, machines, and equipment for students with special needs	☐	☐	☐		
20.3 Annually reviews curriculum to ensure content reflects the interests and learning styles of both males and females	☐	☐	☐		
20.4 Reflects a diverse student population in promotional materials for the program	☐	☐	☐		
20.5 Reflects the gender, academic achievement, socioeconomic, and ethnicity makeup of the school in student enrollment in the program	☐	☐	☐		
20.6 Implements a plan to give *all* students a clear understanding of the purpose and benefits of technological literacy	☐	☐	☐		
20.7 Addresses bias and stereotyping and implements gender equity strategies that support knowledge and skill development for *all* students in the program	☐	☐	☐		