

TEAM REPORT

A Publication of
TEAM

.....
Technology Education Association of Maryland

MARYLAND ENGINEERING CHALLENGES

A STATEWIDE ENGINEERING COMPETITION



OPEN TO TECHNOLOGY EDUCATION STUDENTS

WINTER 1999

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Two of Our Greats Receive Thanks and Say Thanks

TEAM recognized two of our profession's long-time standouts at the the annual recognition banquet in November, 1998. Dr. Charles (Chuck) Beatty and Dr. Karl Gettle were presented Lifetime Achievement Award plaques for their extensive and outstanding contributions to Technology Education. Thinking that you might be interested in their personal reactions to this recognition, their letters of appreciation appear below.

Dear Tom (Milans)

I thought the banquet was a great success! It is always good to get together and honor our outstanding teachers and programs.

Your remarks concerning the challenges we face as a profession were excellent and something we all need to take to heart.

I want to thank TEAM for the lifetime Achievement Award that was presented to me at the banquet. I am truly honored to have received this award from my professional colleagues. Linda and I will be moving to Pennsylvania next June. This award will be a cherished reminder of the wonderful people whom I was fortunate to work with throughout my career in Maryland.

Enclosed please find a check for the Maley Scholarship Fund.

Sincerely,
Karl Gettle

Memo of Thanks

Wow!

What a surprise!

To Technology Education Association of Maryland
From Chuck Beatty

What a remembrance from TEAM. This recognition will be a constant "wonderful" reminder of all the individuals who make SPECIAL evenings like this possible. My years connected to Technology Education are captured by this song: "What a Wonderful World."

*I see trees of green, red roses too
I see them bloom for me and you
And I think to myself what a wonderful world.
I see skies of blue and clouds of white
The bright blessed day, the dark sacred night
And I think to myself what a wonderful world.*

I have seen more than twelve thousand days and nights, 300 thousand hours, and 11 million minutes with Technology Education in Maryland.

*The colors of the rainbow so pretty in the sky
Are also on the faces of people going by
I see friends shaking hands saying how do you do
They're really saying I love you.*

There have been the radiant faces of students, teachers, administrators and friends from every part of the State supporting TECHNOLOGY EDUCATION.

*I hear babies cry, I watch them grow
They'll learn much more than I'll ever know
And I think to myself what a wonderful world.
Yes I think to myself what a wonderful world.*

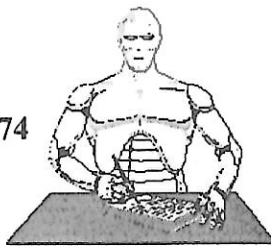
I feel fortunate to have had thirty two-plus years in Maryland. This is a wonderful place. I saw Technology Education grow over the years. From annual state conferences in the halls of schools...Parkville & Woodlawn High Schools to an elegant event in the Annapolis Hotel- WOW! Thanks for the opportunity to have served Technology Education and you.

Thanks

TEAM Report, is published for and about the members of the Technology Education Association of Maryland. If you have any comments, or would like to submit an article for this report, please mail them to:

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EMERGENCY CERTIFICATION PROGRAM FOR TECHNOLOGY EDUCATION TEACHERS

Thirteen teachers are presently enrolled in the first course leading to certification in Technology Education. This emergency certification program is designed to help alleviate the shortage of teachers in our area. The following questions and answers may help you in explaining the program to interested colleagues. Your assistance in sharing information about emergency certification will help us find the teachers we need to keep our technology education programs strong.

Questions & Answers

Who is eligible for Emergency Certification in Technology Education?

Teachers employed in one of Maryland's 24 school systems who are certified in one of the following areas: computer science, general science, physics, chemistry, social studies, agriculture, biology, and mathematics. Also included are degreed teachers in trades and industries from the areas of electronics, communications, graphics arts, drafting, HVAC, automotives, construction, industrial maintenance, and business education are eligible for the Technology Education Emergency Certification Program.

What is the process for gaining certification in Technology Education?

1. Transcripts of candidates will be reviewed by designated personnel in local school systems to determine eligibility for the program.
2. Candidates will complete a 5-course sequence of Technology Education courses.
 - Foundations of Technology Education
 - Technology Education: Instructional Management and Delivery
 - Core Technologies I
 - Core Technologies II
 - Information Systems

3. Candidates will develop a cumulative portfolio that will include lesson plans, a professional resource file, an observational journal, and self-assessments. Upon completion of each course, the instructor will evaluate the portfolio and upon completion of the program the portfolio will be submitted to the local supervisor of technology education for evaluation.
4. When a candidate has completed the program, his or her name will be submitted by the local school system to the designated specialist in the Division of Certification and Accreditation at the Maryland State Department of Education with a recommendation for certification.

Where and when will the courses be offered?

The first course is being offered at the Maryland Center for Career and Technology Education Studies at the Baltimore Museum of Industry. Courses will be offered in any region of the state where the enrollment warrants. Other courses in the sequence will be available in the Summer of 1999 and the Fall semester of 1999.

How much will the courses cost?

The will be no fee or charge for the courses.

What can Technology Education teachers do to promote this program?

As you are aware, there is a tremendous need for additional teachers in our field. Many of you may be acquainted with teachers in other disciplines that seem to have good understanding of the nature of technology and may, in fact, possess many of the skills that are required in our work. If you would share information about the Emergency Certification Program with these teachers, it might provide these folks with another career option and perhaps help us meet our need for Technology Education teachers.

Where can I get more information on this program?

Contact Bob Gray at (301) 627-0863 or Dr. Karl Gettle at the Maryland Center for Career and Technology Education Studies (410)685-1648.

by Bob Gray

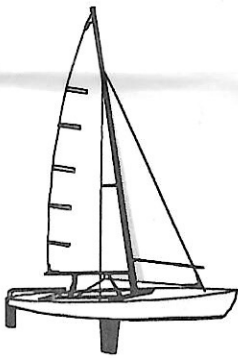
**Elementary School
Technology Education
Train-the-Trainer
Workshop**

The Maryland State Department of Education is hosting a four-day, Elementary School Technology Education Train-the-Trainer Workshop from Monday, June 28th through Thursday, July 1st 1999.

This will be a hands-on workshop where participants will actually build sailboats, bridges, airplanes, cranes, and elevators and apply knowledge in the use of technology including tools, materials, equipment, and processes. Participants will have opportunities to plan, implement, and assess activities by working through a series of worksheets related to the "core technologies."

If you would like more information about this workshop contact Marquita Friday at the Maryland State Department of Education (410) 767-0183.

by Kim Weaver



Maryland Engineering Challenges

**A Statewide Engineering Competition Open to
Technology Education Students**

The Technology Education Association of Maryland is a cosponsor of the Maryland Engineering Challenges held each year at the Baltimore Museum of Industry (BMI). The challenges take place on three different Saturdays each year. On February 20th elementary students competed in the Safe Racer and Theme Park events. Finishing first in the Theme Park event was the team from Kemp Mill Elementary School (Montgomery Co.) followed by Mary Matula Elementary School (Charles Co.) and Hammond Elementary School (Howard Co.)

On February 27th high school students met to vie for honors in the Wood Bridge Challenge. Delicate models of bridges made of basswood weighing less than 25 grams are built by teams of students. The bridges are judged on their efficiency — a ratio of the load they support divided by the mass of the bridge. The top teams in the statewide event were DeMatha High School and Baltimore Polytechnic High School. Regional awards in this event went to Catonsville High School (Baltimore Co.), Dundalk High School (Baltimore Co.), and Sherwood High School (Montgomery Co.).

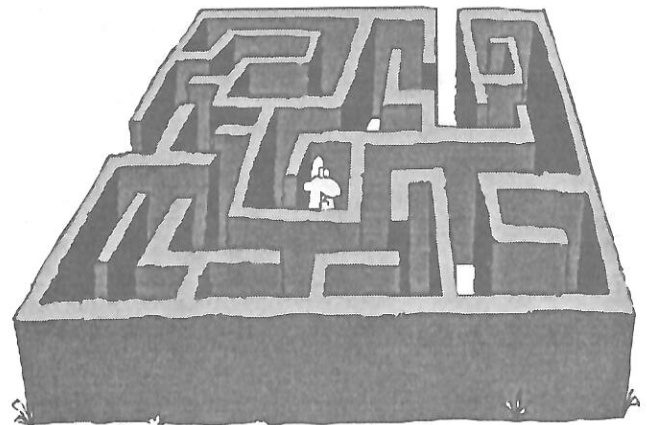
On April 24th students will compete in eight more challenges. Middle schools teams will battle for prizes in the following events: MagLev Challenge, Manufacturing Challenge, Power Pole Car, and the Straw Bridge Challenge. High School teams will compete in the Robot Challenge, Sail Boat Challenge, Cargo Ship Challenge and the Tractor Pull.

In all of these exciting challenges, students are learning about the career field of engineering. They are learning to use a systems approach to create solutions to real-world problems. The success of this series of challenges for Maryland students is the result of the commitment of teachers, parents, the engineering community, and the hard work of the students who elect to take part in this outstanding event.

Please consider coming down to the beautiful Baltimore Harbor on April 24th and see these students in action. The event begins at 8:00 A.M. and runs into the afternoon. For further information, contact Margaret Leonard at (410) 685-1648.

by Bob Gray

A Statewide Engineering Competition



Open to Technology Education Students



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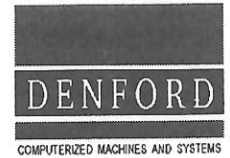


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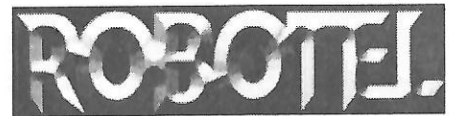
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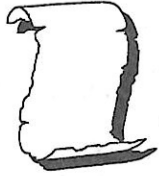
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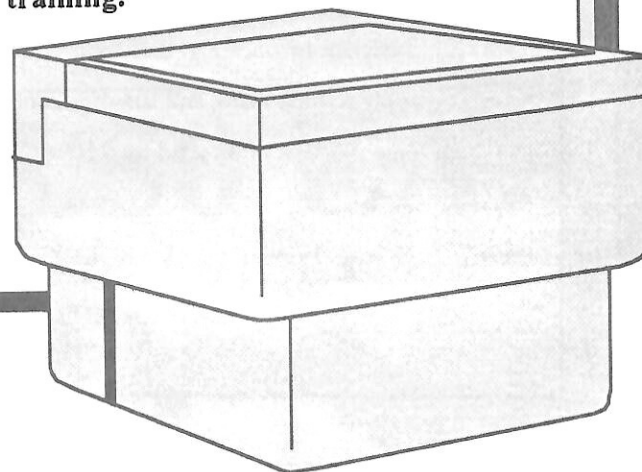
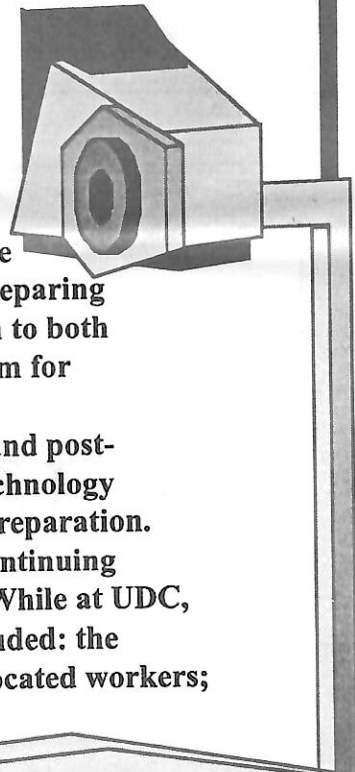
For ordering information contact Bob Gray at (301) 627-0863

**TEAM would like to welcome,
Marquita Friday
to her new position as the
Technology Education /Family and Consumer Sciences Specialist.**

Marquita Friday started working at Maryland State Department of Education (MSDE) in the Division of Career Technology and Adult Learning (DCTAL) as a Career Connections Specialist in September 1998. On December 2, 1998, she began work as the Technology Education / Family and Consumer Sciences Specialist. In her brief tenure with the (DCTAL), she has assumed responsibilities in the areas of communications and public outreach, coordination of the Local Labor Market Team meetings, and publication of the Promising and Effective Practices for Improving Student Achievement and Preparing High School Students for Success. She has also served as the Division's liaison to both the National Aeronautics and Space Agency (NASA)'s satellite imaging program for students, "You Be the Scientist" and Junior Achievement.

In her new role, Marquita provides leadership to local school systems and post-secondary institutions to successfully develop and implement all aspects of Technology Education and Family and Consumer Sciences Programs, including teacher preparation.

Prior to her work with MSDE, she was employed by the Division of Continuing Education at the University of the District of Columbia (UDC) for ten years. While at UDC, Marquita coordinated a number of education programs for adults which included: the General Education Diploma (GED) program; education and training for dislocated workers; the allied health program, and summer youth employment training. She also taught GED classes and the basic education components of UDC's other employment and training programs. Marquita holds an MA from UDC in adult education and a BA from Hampton University in Communications.



TECHNOLOGY EDUCATION LEADERSHIP PROJECT UPDATE

Maryland's Technology Education leaders are designing boat hulls, testing and analyzing materials, fabricating electronic devices, and building structures as they learn more about the core technologies - the building blocks of all technology systems.

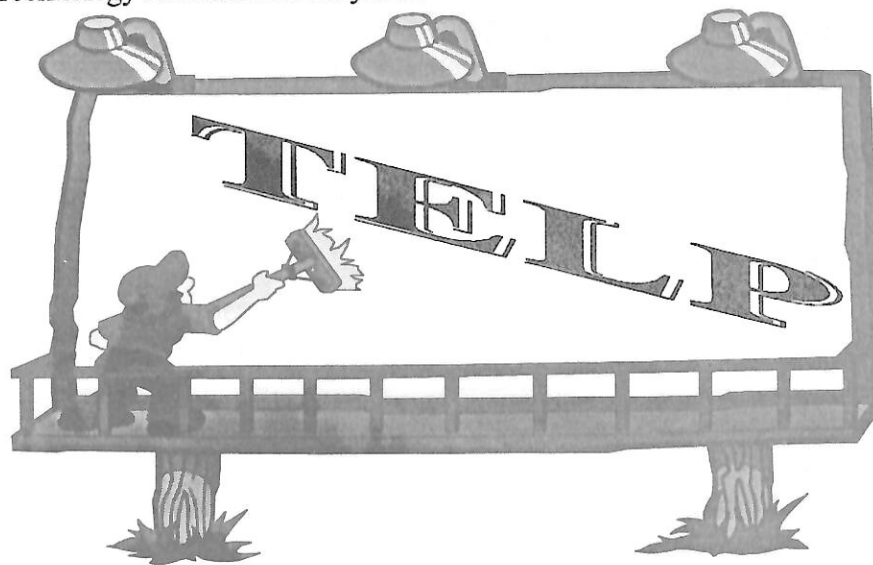
The Technology Education Leadership Project (TELP), a \$1.2 million project funded by the National Science Foundation and administered by the University of Maryland Eastern Shore, is developing Maryland's leaders in Technology Education. Ninety Teacher Leaders from across the state have begun intensive training related to the core technologies, instructional strategies, information systems, and leadership skills. As part of local planning teams, they will deliver in service training to more than 400 other teachers in year three of the project.

On November 21st, 1999, the TELP Teacher Leaders attended Weekend Institutes at Urbana High School in Frederick County that focused on electrical technology. Structural Technology was on the agenda for Teacher Leaders from the North Central Region who gathered at Seneca Valley High School in Montgomery County. Mattawoman Middle School was the site of the South Central Region institute that dealt with Fluid Technology. Teacher Leaders from the Eastern Shore gathered at Easton High School in Talbot County with activities focusing on Materials. Each of these sessions also included a presentation on Leadership In Technology Education delivered by one Maryland's distinguished Technology Education administrators.

In January, the Teacher Leaders participated in Weekend Institutes at Hammond Middle School in Howard County, Southwestern High School in Baltimore City, Arundel High School in Anne Arundel County, and Queen Anne's County High School in Queen Anne's County. Special recognition is due the following Teacher Leaders who hosted the November and January Institutes: Roy Rosnik (Hammond M. S.), Sharon Ball (Southwestern H.S.), Wil Hershkowitz (Arundel H. S.), Mike Clark (Queen Anne's Co. H.S.), Dennis Soboleski (Urbana H.S.), Lloyd Sedillo (Seneca Valley H.S.), and Tim Maloy (Mattawoman M. S.)

Maryland's TELP Teacher Leaders will take part in 12 Weekend Institutes and four weeks of Summer Institutes over the life of the project. They will work with their local supervisors to develop in service for up to 20 other teachers in their school system. The result of these efforts will be improved instruction that will prepare Technology Education students to effectively use, assess, design, and produce technology. By focusing on the nine core technologies, proven teaching/learning strategies, and the cultivation of leadership skills, the Technology Education Leadership Project is making a major contribution to the development of Technology Education in Maryland.

by Bob Gray



Burke gains ITEA top spot, wins national award

Barry Burke, coordinator of industrial and technology education, has gained international attention by receiving two prestigious honors: a national award for excellence and election as president of the International Technology Education Association (ITEA).

Burke, who previously earned state honors for his leadership in making the transition from industrial arts to technology education, is the first educator in Maryland to receive the Donald J. Quigg Excellence in Education Award, established by the Patent and Trademark Office Society in 1990. He was selected for the award based on his outstanding achievements as an educator, his community involvement, his record of professional contributions to educational publications, and his history of success as evidenced by previous awards.

"It was awesome for us to receive national recognition for a program that we have worked hard to change and improve. It really is an 'us' award, not a 'me' award," says Burke, who credits the technology education staff and the school system for his receiving the award. "We have an environment that enables us to take some risks, to create change and to move forward, and we have excellent teachers who have really made the name for the technology education program in MCPS."

The award was presented as part of the recent 12th annual National Creative and Inventive Thinking Skills Conference in Las Vegas. As the national winner, Burke attended the conference as a guest of the U.S. Patent and Trademark Office of the U.S. Department of Commerce.

Burke's election as ITEA president follows a long history of involvement with the organization and its local affiliate, the Technology Education Association of Maryland (TEAM). He was on the ITEA Board of Directors from 1995 to 1997, during which time he also chaired a national task force on electronic media. He has chaired the ITEA Government Relations Committee since 1996 and was Regional 1 director for the East Coast of the U.S. and Canada from 1995 to 1997.

Since 1996, he has served on the Middle School Writing Team of the Technology for All Americans Standards Project, sponsored by ITEA and funded by the National Science Foundation and the National Aeronautics and Space Administration.

(continues on page 10)

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(continue from page 9)

ITEA recognized him as Distinguished Technology Educator this year, and as International Technology Education '96 Leader to Watch.

He has also held various offices in TEAM, including serving as president from 1987 to 1989.

He will take office as ITEA president-elect in March and will begin his one-year term as president in March 2000. As president, Burke intends to focus on two key areas: alleviating the critical need for technology education teachers by encouraging students to enter the field and supporting efforts to make technology education a core area studied by all students in kindergarten through grade 12.

In Maryland, Burke has been lauded for his leadership in marshaling MCPS through the far-reaching curricular and philosophic changes necessary to make the transition from traditional industrial arts studies to technology education, which emphasizes an interdisciplinary approach to solving problems. In 1993, he received the first annual Change Agent Award, given by the Maryland State Department of Education, for his leadership in setting standards, developing programs of studies, training teachers and gaining acceptance for technology education. That same year, TEAM named Burke its Technology Education Supervisor of the Year.

Burke also helped facilitate the transition to technology education in school systems throughout Maryland by providing resources such as curriculum guides. He had a central role in the creation of *The Encyclopedia of Technology Education Activities*, Vols. I through VII, published by MCPS for middle school and high school studies. The publication provides classroom activities designed by teams of teachers of mathematics, science and technology education.

Burke began working on the transition to technology education in 1991, and the Board of Education approved the high school Program of Studies for technology education in 1995. The Board will review the middle school Program of Studies for approval this winter.

Among his many accomplishments within MCPS, Burke was instrumental in establishing the annual Technology Challenge competition, which promotes creative and critical thinking skills in students. He also was involved in developing the Computers for Classrooms Project, which refurbishes donated computers and components for classroom use.

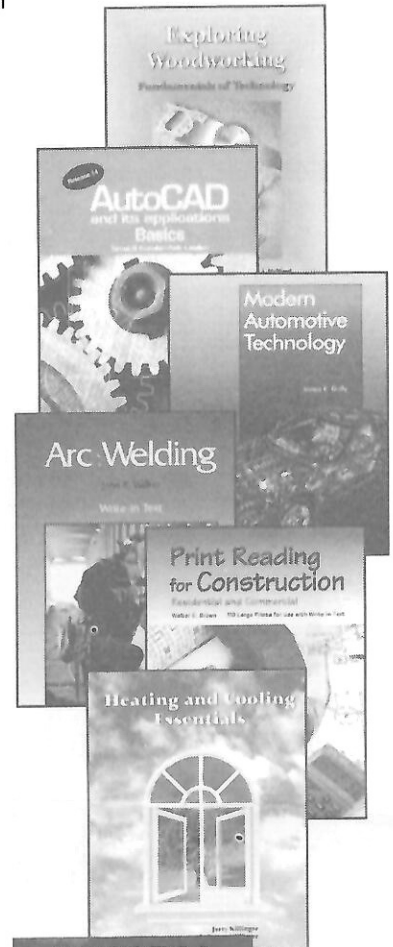
Burke joined MCPS in 1974 as an industrial arts teacher at William H. Farquhar MS. He also taught computer science and served as resource teacher for the school's art team. In 1985, he became a teacher specialist for industrial education and moved into his current position in 1991.

A 1970 graduate of Northwood HS, Burke earned a bachelor's degree in industrial arts education from the University of Maryland in 1974 and a master's degree in technology from Johns Hopkins University in 1990.

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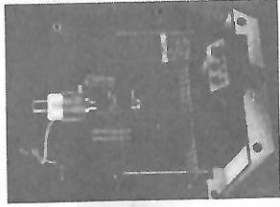
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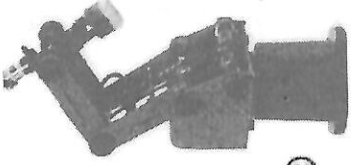
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