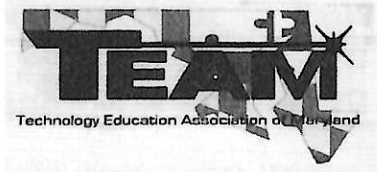


NETWORK



Volume 12, Number 2, May 2000

TECHNOLOGY EDUCATION ASSOCIATION OF MARYLAND

MARYLAND TECHNOLOGY EDUCATORS HONORED IN SALT LAKE CITY

Maryland was well represented at the International Technology Education Association's (ITEA) annual conference in Salt Lake City. Twenty-seven technology educators from our great state traveled to Utah in April to learn about the latest trends in our field. Among the highlights of the conference was the release of the Standards for Technology Education. Everyone attending the ITEA conference received a copy of the standards which presents a vision for what students should know and be able to do in order to be technologically literate.



Gary Boats (L) of Overlea High School in Baltimore County Receives Teacher Excellence Award



Larry Pekofsky (L) of Elkridge Landing Middle School, Howard County

Another highlight was the presentation of awards to outstanding technology educators. Maryland was the only state to have all of its awards winners present at the conference. Receiving teacher excellence awards were

Gary Boats of Overlea High School in Baltimore County, Larry Pekofsky from Elkridge Landing Middle School in Howard County, and Teresa Sadeghin of Samuel Ogle Elementary School in Prince George's County.



Teresa Sadeghin of Samuel Ogle E. S. in Prince George's County Receives Award

Program excellence awards were presented to Gwynn Park High School in Prince George's County, Ellicott Mills Middle School in Howard County, and Clearspring Elementary School in Montgomery County.

The conference also marked the beginning of Barry Burke's term as President of ITEA. We all look forward to an outstanding year under Barry's leadership.

Maryland presenters at the conference included Kim Weaver and David Buddenbohn (St. Mary's County), and Mike Dodd-o (Baltimore County).

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President's Message: Adam Sheinhorn



As we reach the close of another school year, I find myself reflecting on the achievements that have been made. As a content area, one of the most exciting achievements of the 1999-2000 school year was one of the most recent to occur. At the ITEA conference in Salt Lake City, Utah, the Standards for Technological Literacy were released. This is no ordinary publication. For the first time, Technology Education has a document by which the entire nation can mold their Technology Education programs. If we are truly to become an integral part of a student's education, then I believe we have taken an enormous step toward reaching that goal.

As exciting as the release of the Standards for Technological Literacy is, we must remember that, by itself, it is simply another publication. In the opening paragraph of the preface, it states: "These standards do not attempt to define a curriculum for the study of technology; that is something best left to states and provinces, school districts, and teachers." Now that the Standards have been released, it is our turn to step up to the plate. As teachers, counties, and as the state of Maryland, it is time to embrace this document and use it to take our already successful programs to the next level.

I have mentioned before how fortunate we are to have started the Technology Education Leadership Project (TELP). TELP has nurtured the growth of leadership in the state of Maryland and has provided us with an opportunity to take on challenges, such as the new Standards for Technological Literacy, as one cohesive group of educators. We are heading into uncharted territory, and what better way to do that, than as a TEAM.

Good luck with the closing of another successful year, and have a wonderful summer.

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The Maryland Center for Career & Technology Education Studies is operated by the Baltimore Museum of Industry with guidance and funding support from local school systems and the Maryland State Department of Education. School systems participating in the MCCTES Consortium include: Baltimore County, Baltimore City, Carroll County, Dorchester County, Harford County, Howard County, Montgomery County, Prince George's County, St. Mary's County, Queen Anne's County, and Baltimore City. Teachers from school systems that are members of the MCCTES Consortium pay \$150 for State Approved Workshop Courses rather than the normal \$300 tuition.

Each semester, teachers from across the state earn college credit or state workshop credit through the MCCTES. Undergraduate and graduate courses are delivered from the University of Maryland Eastern Shore's (UMES) Department of Technology. This fall, MCCTES offered the first graduate course in the Master of Education (M.Ed.) program in Career and Technology Education. This professional degree program is designed to prepare teachers and administrators to meet the Advanced Professional Certification (APC) standards in Maryland. The program offers strands in Technology Education and Occupational Education.

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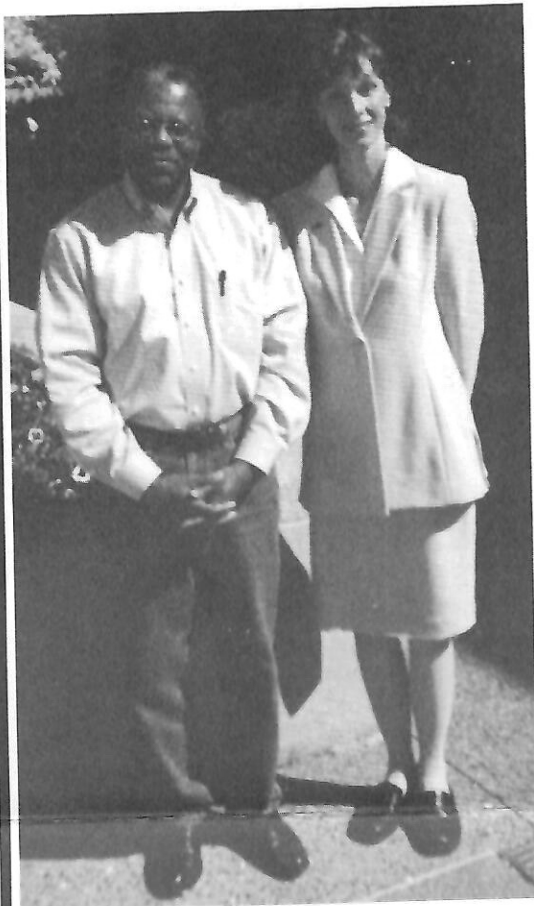
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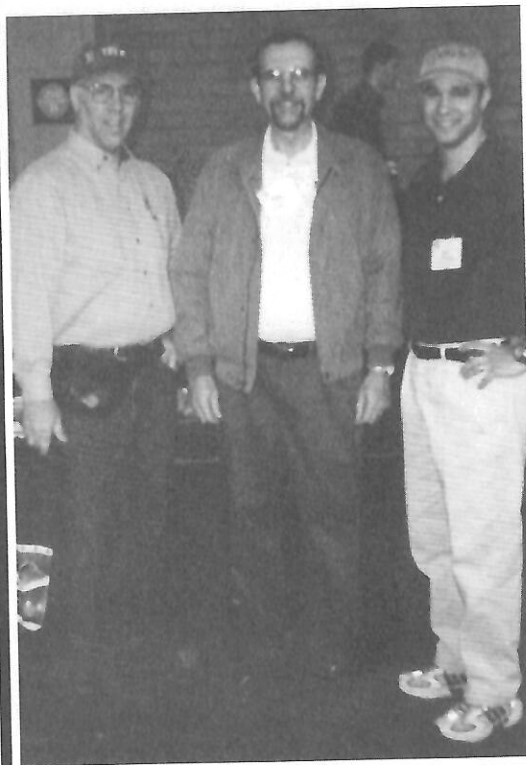
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FROM THE ITEA CONFERENCE



Top left: Leon Copeland and Brigitte Valesey. Above: ITEA President Barry Burke, Kim Weaver, Marquita Friday, and Ken Smith. Below left: Larry Ryan, Bob Gray and Sam Ellis.



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The following articles are from ITEA's **TrendScout** a service provided by ITEA to keep members up to date with the latest information, directions, and activities of the technology education profession. For information about other member benefits including journals, grants and scholarships, job placement, curriculum materials, products/services directory, career mentoring, reduced fees for ITEA's annual conference and exhibits, and much more, visit the ITEA Web site at <http://www.iteawww.org>.

PowerPoint Presentations on Standards

Three presentations made in Salt Lake City pertaining to the Standards for Technological Literacy can be found on ITEA's website. Visit: <http://www.iteawww.org>. Caution: These files are large and may take a few minutes to download and you need to note to which directory file you store the presentation on your computer. In addition, you will need PowerPoint 2000 in order to view them. Once the presentation is downloaded to your computer, you will need to open your PowerPoint program and then open the presentation in order to view it at your computer.

American Association of Colleges for Teacher Education

ITEA is initiating discussions with AACTE pertaining to their Standards-Based Teacher Education Project work. This project is working in conjunction with the Council for Basic Education and includes work in Georgia, Maryland, Indiana, and Kentucky. ITEA's CATT's Consortium initiatives are also in Kentucky and Georgia. Therefore, there will be potential to coordinate efforts for the betterment of all concerned. These discussions resulted from ITEA's current standards work. The third phase of the ITEA Standards Project will have selected work at the teacher education level.

National Association Education & Technology Education

If you are a classroom teacher and NEA member, please take a moment to send a short note to the NEA Program Consultant on Teaching & Learning, Pamela E. Matthews. We have a friend here, but she needs to hear from you. Please tell her that- "you are a NEA member and that you would appreciate any good work that she can do through NEA to advance technology education." She is aware of our field, the Standards for Technological Literacy, and wants to be of value to you. However, she needs to hear from you since she has already heard from ITEA. Write to her at: PMatthews@nea.org. A couple of lines FROM YOU can make a big difference. For those of you who are members of the American Federation of Teachers, we are working with them also. We will let you know if we need a little assistance there.

Biotechnology Curriculum

A website that provides hands-on, student-centered learning activities for 5th-12th grade students exists as part of the Technology Education Biotechnology Curriculum. Many of the activities can be modified for grades one through four. Students are presented with Problem Scenarios that require the student teams to research, design, and develop solutions to real-life situations.

Contact: <http://www.te-biotech.wvu.edu>.

Washington Post Identifies Technology Lab as Being Science

In an April 24th article on Schools & Learning, the Washington Post described technology labs "as the science labs equipped with modular workstations and wired for technology." ITEA took exception to the mistake and continued its on-going task of informing the press that technology is a content area and more than the wiring or hardware/software part of a school. ITEA members are encouraged to be aggressive in calling similar mistakes to the attention of those who have made them in order to continue the positioning of technology education as an important subject in the schools of the future.

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Teaching Technology Education in a Virtual World

This is the theme of the coming March 22-24, 2001 ITEA Conference in Atlanta. If you are doing work with this area or any of the following strands, please share it with your colleagues by applying to present at this conference. The strands include:

- Strand 1- Providing Virtual/Real World Experiences
- Strand 2- Developing Standards-Based Curriculum
- Strand 3- Strategies for Perceptual Learning
- Strand 4- Creating Linkages/Partnerships

Applications should be received by June 15, 2000. Application forms can be found on ITEA's website. Colleagues without electronic mail can call 703-860-2100 and request a copy. Become a virtual presenter!!

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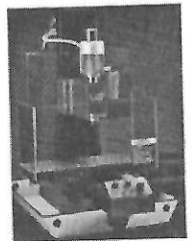


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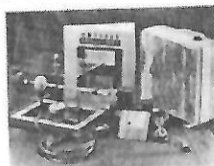
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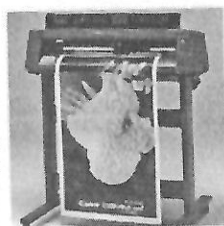
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STUDENTS EXCELL AT MARYLAND ENGINEERING CHALLENGES

The Maryland Engineering Challenges, co-sponsored by TEAM, The Baltimore Museum of Industry and the Engineering Society of Baltimore were held on four Saturdays this year. Congratulations to all the participants and their coaches. Technology Education was again well-represented in this event. TEAM's special event, The Tractor Pull, was coordinated by Rick Avondet of Oxon Hill High School in Prince George's County. A team of students from Queen Anne's County High School exceeded the all-time record for this event in winning for the second straight year.



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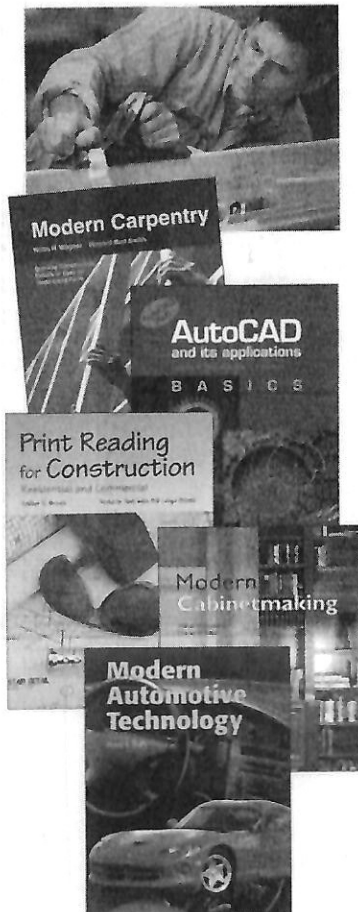
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BOOK REVIEW

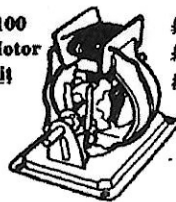
The Schools Our Children Deserve by Alfie Kohn
Boston: Houghton Mifflin. 344 pp, 1999, \$24.00
Reviewed by Lynne M. Gilli and Angelo C. Gilli

The main text of Kohn's book is divided into two parts. 'Standards Versus Better Education' is the title Kohn assigns to the first part, which consists of six chapters. He begins by systematically attacking many of the prevailing views on public education, which becomes the focal point of this work. Kohn focuses in on what he calls 'five fatal' flaws of contemporary education including:

1. Continuing the preoccupation with achievement;
2. Favoring old-school teaching (basic skills or core knowledge);
3. Using standardized testing as criteria for 'excellence and 'higher standards';
4. Imposing specific requirements; and
5. Pursuing the belief that 'harder is better'.

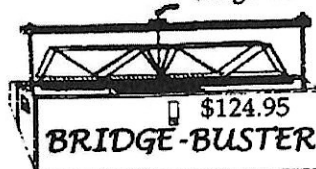
Kohn contends that these flaws make up what is usually considered quality education. Throughout his book, he indicates what he sees as the fallacy behind each 'flaw'. However, he doesn't do this with mere rhetorical comments. At strategic points he puts forth findings to support his contentions. Among the notable examples he draws upon is research which shows that school grades fail to predict later-life success. Outcomes of several studies, which he carefully cites, have repeatedly failed to demonstrate that school grades have strong predictive value for such highly important measures of occupational performance such as income, job satisfaction, and ratings of effectiveness at work. He uses this evidence, among others, as reasons for revising the manner in which schools are operated. Another finding he presents is that utilizing competency tests as a basis for graduation or retention has a counter effect of increasing the dropout rate. Ironically, according to Kohn, many failing students are individuals who reject the school system for viewing them as 'dispensable'. Furthermore, he observes that when students are coerced to heighten their concern about test scores, they like school less. . The author also claims that employment of tougher standards has a further adverse effect. It often contradicts the notion of intrinsic versus extrinsic motivation. Again drawing upon research, this time in social psychology, he cites that: 'the more you reward people for doing something, the more they tend to lose interest in whatever they had to do to get the reward.' People's interest in a task plummets when they are acutely aware of

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being evaluated on their performance. Such pressures interfere with intrinsic interests, along with the achievement of excellence. In other words, the 'carrot and stick' approach is counter to the idea of promoting excellence in education. Kohn's skillful use of documentation based upon research increases the strength of his contentions.

The second part of the book is entitled 'For The Love of Learning'. Four chapters are devoted to addressing ways to replace the 'fatal flaws' he describes earlier. He opens this part of the book in Chapter Six. Kohn concisely summarizes how the notions of American traditional educators (as listed in his five 'fatal flaws') are precisely the opposite to what really occurs. The argument is backed up by comparing the ways in which Japanese education differs radically from the American system with regard to tracking, retention, testing, the role of academics, and types of instruction. In each of these cases, he points out how the Japanese approach results in more successful education because it encourages the love of learning.

A strong feature in this book is that the author goes beyond merely criticizing the present education system. He offers details on alternatives. Upon reviewing the drawbacks in present day schools, it is refreshing to find that Kohn willingly proposes solutions that would seem reasonable to many people. The four chapters devoted to this treatment are highly constructive. Furthermore, as Kohn carefully points out, the suggestions he makes are in harmony with research findings and with social psychology. Virtually all of his suggestions are centered upon the value of intrinsic learning. Kohn is likely aware of the fact that his positions are counter to many contemporary views on public education. In anticipation of this, he provides 64 pages of notes. These are carefully keyed into the pages to which they refer. Furthermore, in many instances, he adds additional helpful comments in support of the original statements. In addition, 31 pages of references are added for those interested in more details on various aspects of the subject. The Appendix, on the other hand, is a bit skimpy.

In conclusion, the book is a well-balanced treatment of a controversial subject. He writes like the parent and former teacher that he is; one who knows his way around the public schools and is keenly aware of their drawbacks or faults. His writing style is free of the educational jargon. Parents as well as teachers and school administrators will enjoy this book. Kohn has provided a well-balanced treatment on the subject of improving schools. In addition to being a good read, the book makes an important contribution to the literature on education reform.

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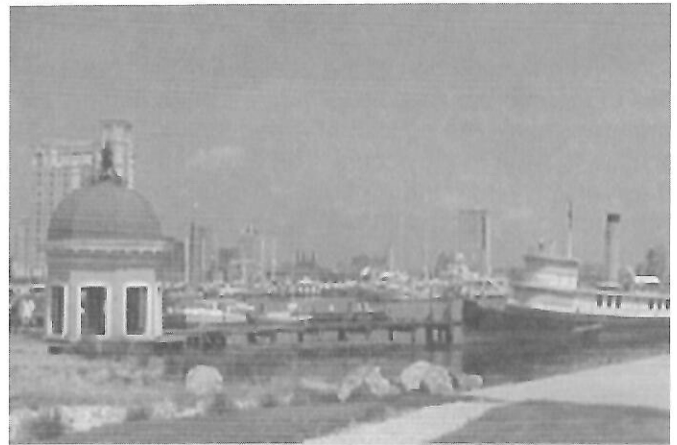
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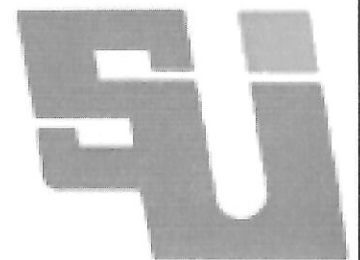
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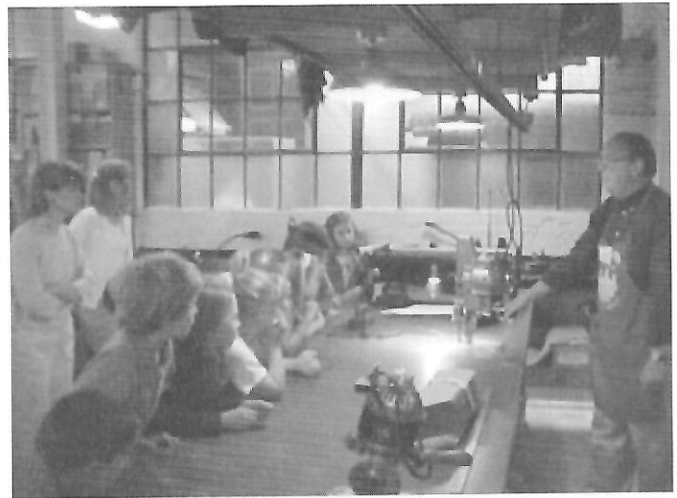
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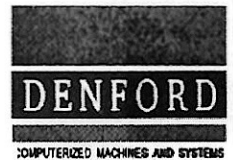
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