Old Dominion University

ODU Digital Commons

2006

Best Practice: Identifying Exemplary Technology Teachers

Philip A. Reed
Old Dominion University

G. Eugene Martin (Ed.)

Christopher M. Martin (Ed.)

Follow this and additional works at: https://digitalcommons.odu.edu/stemps_fac_pubs

Part of the Educational Technology Commons, and the Other Teacher Education and Professional Development Commons

Original Publication Citation

Reed, P. A. (2006). Best practice: Identifying exemplary technology teachers. In G. E. Martin & C. M. Martin (Eds.), *Best Practices in Technology Education: A Collection of 21st Century Best Practices in Technology Education* (pp. 71-72). Technical Foundation of America. https://secureservercdn.net/72.167.25.126/109.d94.myftpupload.com/wp-content/uploads/2016/03/Best-Practices-In-Tech-Ed.pdf

assignments. A Palm (PDA) based system of portable grade collection is employed for on the spot feedback to students.

Student progress should be assessed using a variety of tools and measures. Assessment should be non-linear. Opportunities for student achievement and success must match the diverse nature of our students. A broad array of measures, combined with one-on-one teacher feedback, provides opportunities for every student to be their very best.

Key Contact Person:

Lemuel "Chip" Miller, DTE
Technology Education
Summit High School
Bend – La Pine School District
2304 Clearwater Drive
Bend, OR 97701
Telephone: 541.322.3204
Email: lemiller@bend.k12.or.us

Best Practice: *Identifying Exemplary Technology Teachers*

Best Practice Nominator: Philip A. Reed

Description of Best Practice: There are several significant studies that highlight what an effective teacher does in the classroom. For example, Flanders' interaction analysis categories (1970, *Analyzing Teaching Behavior*) show how effective teachers interact with students. More recently, five key behaviors and five helping behaviors explain what teachers can do to have a significant impact on student learning (see Borich, 1999, *Effective Teaching Methods*). In the technology education classroom, however, the learning environment is complex and exemplary activities extend outside the school. There are 'great' technology teachers but what makes them great? Obviously, some of the characteristics would include participation in local, state, and national/provincial associations, active involvement in student associations (e.g. Technology Student Association), curriculum development, and presenting at professional functions. A model for technology education teachers would be helpful for teacher education programs and for providing strategies to in-service teachers. The first step is to identify teachers that are recognized for being exemplary. Many such teachers are identified in this book. The second step would be to ask them how they do it and to get them to put their ideas into a form that could be shared (i.e. video, publication, and workshop). One teacher who frequently shares her successes through presentations and state association involvement is Andrea Adams.

Key Contact Person:

Andrea H. Adams
1226 South Crescent Road
Harrisonburg, VA 22801
Telephone: 540.568.6568
Email: adamsah@jmu.edu

<div align="center">

Best Practice: *Technology Days*

</div>

Best Practice Nominator: Bill Paige

Description of Best Practice: Technology Days is an activity that is designed to help the people who live in a community become more technologically literate, better understand what technology education is and is not, and encourage students to consider teaching technology education as a career path. Students teach technology education lessons covering topics in communications, transportation, and manufacturing. Participants are solicited by an advertisement in the local newspaper. Technology Days allows classroom teachers to showcase their technology education program and it is a wonderful public relations tool. It also provides students an opportunity to "show their stuff" to adults in the community.

Key Contact Person:

Karen Sue Harris
Department of Industrial Technology
Purdue University
Rm 377-D Knoy Hall of Technology
401 N. Grant St.
West Lafayette, IN 47907
Telephone: 765.496.2383
Email: ksharris@purdue.edu

<div align="center">

Best Practice: *Team 384*

</div>

Best Practice Nominator: Sharon A. Brusic

Description of Best Practice: Since 1989, school teams from around the United States and the world have competed in FIRST (<u>F</u>or <u>I</u>nspiration and <u>R</u>ecognition of <u>S</u>cience and <u>T</u>echnology) Robotics tournaments. These events "team professionals and young people to solve an engineering design problem in an intense and competitive way. The program is a life-changing, career-molding experience" (FIRST, 2005, http://www.usfirst.org/robotics/). Team 384, creators of Sparky 6.0 (the robot), would assuredly agree with this statement. Students (about 40 of them) at John Randolph Tucker