MTEEA AND ITEEA VIRTUAL CONFERENCES

This year both the MTEEA and ITEEA conferences went “Virtual”. The September MTEEA Conference was postponed to February 5th. Over 60 MTEEA members took part in the one day content area Professional Development. The “Networking for Student Success” conference featured three strands: Resources, Updates and Engineering.

The ITEEA “Virtual Conference” was held March 22-27. Over 1500 members and guests registered for the annual conference and Professional development. There were a few “Award Winners” from Minnesota. See more on this inside!

Distance Learning

A little over a year ago, we were all thrown into a learning style no one had prepared for. MTEEA worked with other state agencies to help our members and all Technology Educators in Minnesota make a transition into “Distance Learning”. At this point in time, most schools are back to “In Person” learning either Fulltime or Hybrid. And as we all know, this can change at any time! See what our members had to say about Distance Learning!

Another Minnesota ITEEA Regional Director

Chuck Hentges is the newest in a line of ITEEA Region 3 Directors from Minnesota. See what he is looking forward to in this term as and ITEEA Director.

What is the “Value of Membership”

See what your MTEEA Directors have to say about the “Value of membership”, What membership in this professional organization means to them!
MEET A BOARD MEMBER:
HANNAH REISDORF, MOREHEAD HIGH SCHOOL

I joined the board because I want to be a part of the planning process in our ever-changing field. I bring new insights into the what and the how we (MTEE A) do things to reach our members and provide different resources for our members. I also think it is important for members to see the leadership and other opportunities that our members have that exist outside of the metro - If I can be a board member from “way up north” anyone around the state can!

I believe in the value of the MTEE A network and the connections I have made with all of you, and want to create that for all of our members. That is why I (Re)Started the NWMTEE A Affiliate & created the MTEE A Networking Facebook page, reaching all of our members is important to me. Our network and our connections matter, the quality of our organization increases as our network grows; the more experience and expertise we can share with each other the better we all are - don’t be afraid to lend your talents, you are doing really cool things and I would love to see that through our network, especially our private Facebook group.

“If I can be a board member from “way up north” anyone around the state can!”

Election Timelines

March 10th - MTEE A Board of Directors Election Announcement was sent out on the MTEE A Listserv with the application link on our website.

May 1st - Deadline for applications to be sent to Executive Director, Kurt Helgeson.

May 5th - Send out an announcement containing the link for the electronic ballot.

May 21st - Last day to vote.

May 23rd - Send out an announcement with the results from the voting.

Any questions, please contact MTEE A Executive Director, Kurt Helgeson: krhelgeson@stcloudstate.edu

MTEE A BOARD OF DIRECTORS ELECTION NOMINATIONS

The 2021 Board of Directors Election announces four director positions that need to be elected by the MTEE A Membership.

All current MTEE A Members are eligible to be elected to the MTEE A Board of Directors

MTEE A Board of Directors all serve two-year terms.
The board has established the election process so that four or more directors will be elected or re-elected for the Even Numbered Years and four or more directors will be elected or re-elected for the Old Numbered Years.

Election Process

Any MTEE A Member can apply for a director’s position. Go to the MTEE A website homepage (www.mteea.net) to download the MTEE A Board of Directors Application – also attached to email. Fill out the application and your written personal statement and send them, electronically, to Executive Director, Kurt Helgeson: krhelgeson@stcloudstate.edu The board will review all applications to determine who is eligible for a director’s position. The board will create and post an electronic ballot for voting.
"What did you learn from Distance learning?"

We asked you to answer this questions, here is what you said:

“Short answer was it wasn’t fun especially for hands on learners but we made the best of it.

Now here’s the long answer... Last spring I grabbed every free online curriculum I could find including MillerOpen Book, AutoUpkeep, Free OSHA training, Skills USA soft skills...It kept me afloat for the spring but shop kids don’t sign up for online learning and attendance and turning in homework was rough for many.

I teach a variety of classes grades 5-12 and we are small rural school so at the beginning of the school year all of our students were just really glad to be together after missing their classmates since the spring lockdown. I figured I’d better plant a seed early in case we went back to distance learning so I put an informal 3 question survey at the bottom of my syllabus on the first week of school that I have both parents and students sign.

The first question asked “do you have woodworking, or small engine tools at home? ” question #2, ” Is it OK for your son/daughter to work with those tools either with your supervision or unsupervised?” , and the third question is “does your son or daughter have access to a warm workspace either a garage or basement to work on woodworking or small engines?” I also put a note on the syllabus that the school would not be liable for any accidents that happened at home and all students need to wear safety glasses and obey the safety policies while working at home.

We ended up going hybrid and eventually distance for the better part of the first semester. For the 5th graders I had them start the quarter out completing measurement pictures where they measure out and place dots on a piece of paper and then when they connect the dots its a boat, plane, dog...next we made the air skimmer cars and finally mousetrap cars. I sent all of the supplies home and it went fairly well watching student progress in our daily google meets. For my small engines class on Mondays we’d have a PowerPoint slideshow about the weeks learning after that they had review questions and were then encouraged to work on engines at home. We had kids starting snowmobiles, changing clutches on ATV’s, cleaning carbs on ice augers and just getting lawnmowers running and then winterizing them. The best google meets were the days where everybody had something to work on at home and we had everybody start and run something at the end of the hour. The kids would turn in a journal every Friday on what they got accomplished that week and what the needed for parts, tools or a school engine to work on.

For my home improvement class I used the Goodheart Wilcox "Math for carpentry and construction" for our Monday activity and then had the kids find projects around eth house they could work on during the week. Projects included; installing hardwood flooring, building deer stands, painting bedrooms, fixing sheetrock holes, building shelves or workbenches in the garage, putting plastic on windows...once again the best days were when everybody had a project to share on the daily meet. Then there were weekly journals to post progress on Fridays, they got double points for adding pictures.

For woods my class I had the kids brainstorm 5 projects they could work on from home and asked then to try to have at least 2 ready incase they ran short on materials or needed tools. Projects included building icehouses, deerstands, stools for vexilars, firewood racks, dog beds, a bedroom wall, fishing rod racks, refinishing old furniture, pallet wood coffee tables, workbenches, desks, and the class nightstand. Once again progress journals were required to be handed in on Fridays and extra points were given for including pics.

For my 7th grade design and modeling we used google sketch up which sort of worked but wasn’t as user friendly or intuitive in my opinion. I had them draw up dog houses, sketch cubes and then CO2 cars. We used the design process and this class had some of the nicest CO2 cars I have ever seen, I think it was due to having parents help build them and maybe getting a better view of what the competition was building during our google meets. I used the Precision exams pretests in the fall and will have the kids take the post-test in the spring and hopefully we’ll see some growth.

We are back in school full time now and although nobody likes wearing masks we are getting along, I also bought Lincoln full faceshields that help with the safety glasses fogging up, I get about half who prefer the face shields and the other half safety glasses. I also used some of the CARES money to purchase online curriculum from Goodheart Wilcox since they incorporate the precision exams material in their curriculum.

Anyway long story short, it wasn’t much fun and was really difficult if not impossible for some with way too many distractions like; video games, TV, cell phones, pets and siblings but there was also some really cool projects worked on from home and it was great to see some of the parents getting involved with their kids while at home.

- Eli Hill, Henning

Digital Notebooks are my saving grace when it comes to knowing where a student turned in their work. I no longer waste my time looking for assignments once they have been turned in or “turned in”, You know the struggle! Is it in my email? Or my LMS? Is that assignment in the dropbox? I also have opportunities to provide feedback now!

All of those meetings really could have been emails

I learned how much I enjoy the day to day interaction with students. I realized that if I had to stay on as a distance teacher I would need to quit and find another profession. I taught myself how to run and schedule a Google Meet. I became very comfortable with seeing my own face on my computer screen and running a class via Google.

I learned to be careful of what “emoji” to send. Instead sending a “thumbs up emoji, I accidentally sent a “smiley face kiss.” I was quick to send a “my bad” apology to the student. It made for a good laugh!

Making videos for my kids and showing them through edpuzzle is my new favorite thing! I have found that I can then use these video of me teaching in class also so I can use that time as a breather instead of running myself out of breath under my mask when trying to stand up and teach for long periods of time. My kids also pay attentions to videos of me teaching better and there are less interruptions.

“Online” and “woodworking” should never be in the same sentence unless the sentence is “Online woodworking doesn’t work”
MTEEA / ITEEA MEMBERSHIP

MARK GABLE, MTEEA MEMBERSHIP CHAIR

MTEEA is the professional organization for technology, innovation, design, and engineering educators. Our mission is to promote technological literacy for all by supporting the teaching of technology and engineering and promoting the professionalism of those engaged in these pursuits. MTEEA strengthens the profession through leadership, professional development, publications, and classroom activities.

Below are comments from our Board of Directors when asked “What is the value of membership?”

NETWORKING, NETWORKING, NETWORKING!

“Coming from a small school district, with only one tech ed teacher, the networking opportunities through my professional memberships in MTEEA and ITEEA are priceless! I can reach out for help and advice on any topic area and usually have answers within the day! I have also been exposed to many opportunities for professional development that I would have never realized without being a member! “

~Joel Ellinghuysen, Lewiston Altura

“To me the value of the membership is the connections to the profession. Over the years, the people in this organization have become great friends - way more than colleagues. I am always impressed by the dedication of the group. We have real leaders in Minnesota and doing things as good or better than anyone else at the national level.”

~ Kurt Helgeson. SCSU

“As a retired educator, I find MTEEA membership enables me to continue my teacher connections even though I no longer head off to a school classroom on a daily basis. My involvement with this organization keeps me thinking about new educational activities and reminds me that learning never stops.”

~ Mark Gable

“I believe in the value of the MTEEA network and the connections I have made with all of you, and want to create that for all of our members. If I can be an active member from "way up north" anyone around the state can! That is why I (Re)Started the NWMTTEEA Affiliate & created the MTEEA Networking Facebook page, reaching all of our members is important to me. Our network and our connections matter, the quality of our organization increases as our network grows; the more experience and expertise we can share with each other the better we all are - don't be afraid to lend your talents, you are doing really cool things and I would love to see that through our network, especially our private Facebook group.”

~ Hannah Reisdorf

“I believe that the true value of membership is in finding a group of people who understand how you spend your days and encourage you to seek growth.”

~ TJ Hendrickson

This past spring we broke school! Nothing was the same and no one knew what to teach, how to teach and how to grade. MTEEA members stepped forward and offered assistance to anyone teaching Engineering, Technology or CTE through Online learning resources meetings. The leaders and members of MTEEA helped lead instructors out of this dilemma. Being a member made a difference to a lot of teachers last year and this. I was proud to be a part of the solution.

~ Mike Sundblad
CHUCK HENTGES, SCSU BECOMES THE NEW “ITEEA” REGION 3 DIRECTOR

Chuck Hentges, SCSU became the new ITEEA Region 3 Director following the conclusion of the ITEEA conference March 27. Here are a few words from Chuck:

I am grateful to have been elected to the Region 3 directorship and continue on with the great Minnesota representation at the national level. I know the people that have been in this position previously have done a great job and I hope to continue this.

I am looking forward to the continued support and roll out of the Engineering By Design. I know we have some great support across our region. I think this is an opportune time for the growth of this impressive program. As I travel across the state and talk with Technology Education and STEM teachers, some are very excited about curriculum support and professional development and I think Engineering By Design will be very beneficial to many of our Technology Education and STEM teachers.

As we look back at the past few years in our profession, I think we can all say that we have seen many changes. These changes range from a push for more career and technical courses to teaching online for our students. As a profession I think many of our technology education and STEM teachers have really risen to the challenge of our changing times. I look forward to working with ITEEA and continue on with supporting of our teachers. Creating a robust web-site and resources for our teachers to share with others is important for all of us to move forward.

“I am grateful to have been elected to the Region 3 directorship and continue on with the great Minnesota representation at the nation level.” - Chuck Hentges, ITEEA Region 3 Director

ITEEA 2021 AWARD WINNERS

One of the Highlights of the ITEEA Conference is the recognition of Excellence in Technology and Engineering Teaching and commitment to the profession. Each year, MTEEA recognizes it’s members with Teacher Excellence and Program Excellence Awards. These members are then forwarded to ITEEA for National Recognition.

ITEEA Recognized the following members from Minnesota:

Program Excellence:
Shakopee West Middle School
Mike Sundblad, Ashley Fore and Josh Tyson

Teacher Excellence:
HS: Luke Becker, Braham HS

Stem School of Excellence:
Saint Michal Albertville Middle School East
Submitted by: Megan Dolan

Outstanding ITEEA Affiliate Rep
Joel Ellinghuysen

Help us Recognize our outstanding educators!
https://mteea.net/index.php/awards
The Engineering by Design ™ Program is built on the belief that the ingenuity of children is untapped, unrealized potential that, when properly motivated, will lead to the next generation of technologists, innovators, designers, and engineers.

The Minnesota Technology and Engineering Educators Association and Saint Cloud State University have formed a consortium to bring the International Engineering and Educators Association “Engineering by Design” curriculum to Minnesota. As leaders in Technology and Engineering education, MTEEA and SCSU were looking to provide a low cost, flexible, Pre K - 12 engineering program for Minnesota schools. In Engineering by Design we found a program that:

- Provides a standards-based K-12 program that ensures that all students are technologically literate.
- Provides opportunities for all students without regard to gender or ethnic origin.
- Provides clear standards and expectations for increasing student achievement in science, technology, engineering and mathematics.
- Provides leadership and support that will produce continuous improvement and innovation in the program.
- Provides a program that constructs learning from a very early age and culminates in a capstone experience that leads students to become the next generation of engineers, technologists, innovators, and designers.

Click here to visit the ITEEA Engineering by Design website.

"The Engineering by Design™ Program is built on the belief that the ingenuity of children is untapped, unrealized potential that, when properly motivated, will lead to the next generation of technologists, innovators, designers, and engineers."

PRE K -5 ENGINEERING BY DESIGN

The ITEEA STEM Center for Teaching and Learning preK-6 elementary STEM curriculum unit sequence is delivered through a hands-on Technology, Engineering, Environment, Mathematics, and Science (TEEMS) thematic interdisciplinary approach using an engaging, Integrative STEM Education lessons.

See the Pre K-5 EbD TEEMS At-A-Glance here!

MN Engineering by Design Overview Presentation
Middle School (6-8) Engineering byDesign

The grade 6-8 EbD curriculum materials are designed to be 18-week courses. Exploring Technology (Grade 6), Invention and Innovation (grade 7) and Technological systems are the courses at the Middle school level.

Each course is designed around the 6E (ENGAGE, EXPLORE, EPLAIN, Engineer, ENRICH and EVALUATE).

Each unit in the coursework includes project-based learning to provide a hands on – minds learning.

See the Grades 6-8 EbD At-A-Glance here!

Take a look at what the EbD Middle School Program is all about!

MN EbD Middle School Overview Video

High School (9-12) Engineering byDesign

The High School coursework starts with Foundations of Technology has the choice of 4 courses: Technology and Society, Technological Design, Advanced design applications and Advanced Technological Applications. There is a capstone course, Engineering Design.

This coursework is Project Based, Flexible to meet the capabilities of a school’s facilities and can be based on current equipment in the school. The lesson projects are such that they can be adapted to the tools and equipment available to the teacher and students with easily accessible consumable supplies.

While design to be full year courses, curriculum may be modified to shorter length classes if necessary.

See the Grades 9-12 EbD At-A-Glance here!

Take a look at what the EbD High School Program is all about!

MN EbD High School Overview Video
THE FIRST (AND HOPEFULLY LAST) MTEEA VIRTUAL CONFERENCE

MIKE SUNDBLAD MTEEA CONFERENCE CHAIR

First, I have to say I was very concerned with organizing and running a virtual conference. But from all the feedback I had been receiving, I knew we had to offer something to our MTEEA members that would be of value, while knowing that traditional topics for the shop or lab setting were out. Many dedicated professionals came forward to offer sessions that can help move us and our profession forward.

This year’s logo was developed by Ashley Fore for what was originally going to be an in-person conference in September 2020. Who knew how telling that phrase “Networking for Student Success” was going to be. Thank you Ashley for the design and looking forward to next year’s moto, “teaching in the classroom again!”

A big thank you goes out to Dr. Mike Lindstrom who provided our Keynote address at 7:45. Mike’s point was short, profound and timely. You can see his address on YouTube. The link can be found on the MTEEA Conference page by selecting “click here for conference video recordings.” In fact, all the presentations can be found on the same page. I guess that is one big benefit of a virtual conference.

The Resources Strand offered a wide variety of topics for classroom teachers. Josh Tyson presented the use of Planner 5D for those teachers who needed a replacement for software they had been using in Architecture classes. I even got on board and demonstrated the use of TinkerCad to teachers as a web-based software that could be used in all platforms. Roger Bovee provided instruction in OnShape as a 3D design software replacement that students could use on iPads and other devices. Trina Hendrickson demonstrated using Revit with its many options. Mark Gable came out of retirement to offer his Gravity eRacer project (aptly named if you have seen the rubber eraser weight placed on the cars). An easy and inexpensive project that middle school kids enjoy. TJ Brown, Zane Sheehan and Tim Barrett presented the progress on the statewide safety project. This will impact all of our classrooms in the future.

The Update Strand was filled with some great information for Technology Ed, Engineering and CTE teachers. Tim Barrett led off session one with a Minnesota Department of Education update on those topics that impact our field. Kurt Helgeson provided a Tech Talk with the latest information regarding CTE and Tech Ed licensure. Tim Barrett was back to present a session on CTE Programs of Study in session 3. Hannah Reisdorf offered a unique session looking back at what we have learned so far in distance learning. Dawn Sorenson provided another unique session exploring what we can be doing to encourage females into our classrooms and into our profession. Steve Barbato and Phil Reed from ITEEA presented the Standards for Technology and Engineering Literacy. Many states have or are in the process of adopting these standards for public schools. Kurt Helgeson was also host for all Update Strand zoom sessions. Thanks Kurt.

Our Engineering Strand was well attended. There were six sessions overviewing the different engineering offerings that elementary schools, middle schools and high schools can take advantage of in the age of STEM. Thanks to Vic Drier, Jason Bruns, TJ Hendrickson, Ashley Fore, Rachel Johnson and Michael Sandell for their presentations. Mike Sandell also did double duty as he performed the role of host for all the Engineering Strand zoom sessions. Thanks Mike.

Paul Keeney put a great awards ceremony together. Congratulations to all the awards winners. Look for more details in this issue of the MTEEA Journal.

Hope you had the opportunity to visit our vendors. The virtual ballroom was a way to make it seem like a conference while giving as much information from our vendors as we could provide in this setting. The vendor ballroom is still open so visit it from our Conference web page and connect with our vendors. Thanks to Realityworks, H2I, North Central States Regional Council of Carpenters, Alexandria Technical and Community College, Minnesota Renewable Energy Society, MN State Transportation Center of Excellence, Environmental and Technical Studies Department of St. Cloud State University, University of Wisconsin Stout and First Technologies, Inc. Special thanks to Megan Dolan of St. Michael Albertville for arranging the vendors for this year’s conference.
“To all of you who attended, thanks! For those who didn’t attend you can still register for the conference to renew your MTEEA and ITEEA memberships and view all the sessions at your leisure.”
Congratulations to all the teachers who have been working so hard to stay connected to their students and keep on teaching during this pandemic. Also, many thanks to the board members and representatives from MTEEA who helped to support the Trade & Industry community – both middle and high school teachers.

The following are updates concerning developments around Trade & Industry:

**MN House Committee – Industrial Education and Economic Development Finance & Policy** – The Minnesota House of Representatives has convened a new committee focused on Career & Technical Education (CTE) with special attention to Trade & Industry. The committee discusses bills on many education-related topics including teacher preparation, student training projects, rural CTE grant programs, & extended instruction time. You can watch recorded committee meetings and read associated materials at [https://www.house.leg.state.mn.us/Committees/home/92020](https://www.house.leg.state.mn.us/Committees/home/92020).

**Out of Field (OFP) Reminder!**

Due to the pandemic, some districts and teachers neglected to renew their Out of Field Permissions (OFP) for this school year. However, every teacher in any approved Trade & Industry program must have an up-to-date license and/or OFP for the current year. If your license/OFP is not renewed you and your district will not be able to access Perkins and MN CTE Levy funding for this year.

Make sure your licenses/OFPs are current by checking at the License Lookup ([https://public.education.mn.gov/LicenseLookup/educator](https://public.education.mn.gov/LicenseLookup/educator)).

Go to the Professional Educator Licensing and Standards Board (PELSB) website ([https://mn.gov/pelsb](https://mn.gov/pelsb)) and download the appropriate form to renew your licenses or OFPs.

Remember, PELSB will not count OFPs used during the 2020-21 school year towards a teacher’s total allotted OFPs.

**Trade & Industry Frameworks** – Review teams helped update and revise the current Table of Career and Technical Education Programs and Licenses (commonly referred to as Table C) for Trade & Industry. Table C is a list of all Career and Technical Education Programs, Courses, and Teacher Licensure requirements for Minnesota’s program approval and data collection. The new Table C will be posted in April on the Minnesota Department of Education (MDE) website - [https://education.mn.gov/MDE/dse/cte/progApp/](https://education.mn.gov/MDE/dse/cte/progApp/). Check it out!

This summer, additional participants will be needed to expand the Table C elements into a more detailed structure around the final frameworks. The work was put on pause this fall and winter due to the need to address more pressing issues raised by the pandemic. The frameworks are meant to provide teachers with high-quality, rigorous indicators and benchmarks to identify what students should know and be able to do after completing a program of study in any of the Trade & Industry pathways. Stay tuned for more information next fall at the MTEEA conference.

**Safety Guidelines Resource** – Since January 2019, a group of stakeholders has been meetings to develop a state-wide safety resource. This first draft of the resource was share out last summer. The first phase covers safety disciplines, teaching procedures & forms, a glossary and references. The next phase, currently underway, will address common instructional content materials. Another important element will be a statewide advocacy initiative to school administrators, state legislators, industry representatives, and community stakeholders. MTEEA its members, as well as the other state teacher professional associations, will need to be a big part of the advocacy efforts.
St. Cloud State University will be offering several graduate courses this summer. They are excited to announce that they are providing a couple of the courses off campus to make it easier for teachers to attend. They have added Mankato and Cass Lake-Bena as other locations, and of course you can still attend on campus.

ETS 414/514 : Teaching CADD (2 Credit)
Date: June 14-15 – North Mankato – Additional locations
Date: June 21-22 – St. Cloud State
Date: June 28-29 – Cass Lake – Additional locations

Course Description: This course will provide basic Computer Aided Drafting and Design (CADD) knowledge and skills. The focus will be on Autodesk Inventor. Students will learn how to create basic designs, working drawings and assemblies. Intergrading CADD into curriculum will part of the course.

ETS 451/551 : Mobile Lab Equipment and Curriculum (3 Credit)
Date: June 16-18 – North Mankato – Additional locations
Date: June 23-25 – St. Cloud
Date: June 30-July 2 – Cass Lake – Additional locations

Course Description: This course will look at how to use the equipment on the mobile lab. New equipment has been added to the program. Time will also be spend developing and reviewing curriculum that helps to address state and federal science, technology, engineering and mathematics standards. This 3-day workshop will:
Final curriculum project will be due August 1st.

ETS609: Teaching Manufacturing (3 Credit)
Date: July 12-14
Course Description: Study and application of principles of production as they relate to manufacturing. An exploration of different materials and processes in manufacturing to meet human needs and the impact on society and the environment. Curriculum development for students in manufacturing. Final curriculum project will be due August 1st.

ETS609: Tours of Manufacturing (2 Credit)
Date: July 15-16
Course Description: This course will offer students tours of a variety of manufacturing facilities. Tours and conversations with owners and management of these companies will allow teachers to learn about career options for students. Learning about different manufacturing careers will allow you as a teacher to bring real world examples into your classroom.

ETS694: Tours of Construction 2 Credit)
Date: August 5-6
Course Description: This course will offer students tours of a variety of construction sites. Tours and conversations with owners and management of these construction projects will allow teachers to learn about career options for students. Learning about different construction careers will allow you as a teacher to bring real world examples into your classroom.

ETS 690: Teaching Concrete, Masonry and Construction (3 Credit)
Date: August 2-4
Course Description: The course will offer students the opportunity to do hands-on activities in the construction and concrete/masonry industry. Information trends and best practices in the field. The application to the classroom through curriculum will also be part of the course.

ETS588 – Portfolio for Graduate Work and CTE License (1-3 Credit) (2 sections – 3 credit option and 1-3 credit option)
Date: Online
Course Description: This course provides guidance on the development and submission of CTE content portfolios and/or Master’s portfolio. This course is available for 1-3 credits and can be repeated for the different CTE content areas of communication, construction, manufacturing, and transportation.

ETS615 – CTE & TE Lab Safety (3 credits)
Date: July 27-29

Work Based Learning
3 courses required to add WBL license as endorsement to existing license. All 3 courses can be taken over the summer and will run concurrently. There will be flexibility to finish in the courses during fall semester.

ETS595 - Designing Student Experiences for WBL (3 credits)
ETS604 - Managing WBL Settings (3 credits)
ETS695 - Fundamentals of Work Based Learning (3 credits)

For complete course description and Additional Information click this link!
MTEEA AWARDS

MTEEA Has Developed an awards program to recognize MTEEA members for their excellence and dedication to Technology and Engineering education. Each affiliate can make one nomination for each of the awards.

MTEEA Awards Information is HERE!

You can nominate a school or teacher or nominate yourself through your affiliate president. Or send your nomination to Paul Keeney.

Affiliate Contact Information HERE!

Nominations for Teacher and Program Excellence Awards must be received by May 15th.

For information about MTEEA awards contact Paul Keeney, DTE, MTEEA Awards Chairperson. Oak View Middle School 15400 Hanson Blvd. Andover, MN 55304

For information about ITEEA awards check the ITEEA Awards page or contact ITEEA Representative Joel Ellinghuysen, DTE.

2020 Fall (Feb. 2021) Conference Awards Presentation | 2020 (Feb. 2021) presentation with audio and video is here | Previous MTEEA Fall Conference Award Presentations are here

List of MTEEA Awards: (Links to Award Definition)

Teacher Excellence Program Excellence New Teacher Excellence
Technology Education Undergraduate Excellence

At a glance requirements for nomination of Teacher, Program, New Teacher and Undergraduate Excellence candidates

25 Year Distinguished Service
Retirement Service
Professional Support: Administration Recognition
Professional Support: Association Recognition
Professional Support: Business Recognition

We need your help to recognize the excellent Technology and Engineering educators, programs and those who support our programs in and out of our buildings! Nominate someone today!
MTEEA AWARDS “AT A GLANCE”

AT A GLANCE REQUIREMENTS FOR NOMINATION OF TEACHER, PROGRAM, NEW TEACHER AND UNDERGRADUATE EXCELLENCE CANDIDATES

Teacher Excellence
Applicants are generally nominated by an MTEEA affiliated organization.
Applicants must have a minimum of 6 years teaching experience and presently be teaching full time.
Applicants will need to complete a self-evaluation set of questions after they are nominated.
Nominee’s MTEEA membership:
must be a current member of MTEEA when the nomination form is sent to the MTEEA Awards Chairperson.
must also have a minimum of 2 additional membership years during the previous 5 membership years.
A teacher is eligible to receive a Teacher Excellence Award no more than once every five years.

Program Excellence
Applicants are generally nominated by an MTEEA affiliated organization.
Programs will be assessed using the ITEEA Standards For Technological and Engineering Literacy (STEL) as the criteria for assessment. The program must reflect a STEM education philosophy.
Candidates for this award must be characterized as providing technology and engineering education instruction of high quality, learner centered, and relevant to a study of technological literacy.
A minimum of sixty percent (60%) of its department’s technology and engineering teachers:
must have current MTEEA membership when the nomination form is sent to the MTEEA Awards Chairperson.
must also have a minimum of 2 additional membership years during the previous 5 membership years.
After the official nomination is received, the nominee will be sent a final application that will require the submission of a self-study and a detailed school specific curriculum guide which has been written or revised within the last 5 years.
The school is eligible to receive a Program Excellence Award no more than once every five years.

New Teacher Excellence
Candidates must have between 2 and 5 years of teaching experience and presently teaching Technology Education at time of nomination to be considered a candidate.
Applicants are generally nominated by an MTEEA affiliated organization.

Undergraduate Excellence
Candidates must be enrolled in a Minnesota, Wisconsin, Iowa, North Dakota or South Dakota Technology Education teacher program at time of nomination.
Nominees are generally nominated by an MTEEA affiliated organization.
“What we learned from distance learning” continued.

“Learning-by-watching doesn’t work as well as learning-by-doing.”

“We are still in it for the kids!”

“It is interesting just how late in the day a person can stay in bed. I’ve had students who were barely awake come on line at 2pm.”

“Plan everything for distance/on line learning. If we’re in person, teach it directly instead of a screencast. If things switch you’re ready.”

“I have been trying to improve my student engagement (and having them log-on for their video meetings on-time) by starting my “Distance Learning” video meetings by playing a song and having kids type into the Chat what their guess is for the “Word of the Day”. I pick a new song every day that has something to do with what they are doing for the day (like an audio version of a Learning Target). Examples: “Stuck Like Glue” on the day we start gluing their puzzle cube pieces together or “Manic Monday” song to remind them that their assignment is due on Monday. “

"Always assign the students with the smallest vehicles the largest projects. I haven’t bought my own furniture in years."

There isn’t a "teacher shortage." There’s a "master’s-level professionals who will work for $35,000 shortage."