



**International Technology and Engineering  
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## **NEWS RELEASE**

### **For Immediate Release**

#### **ITEEA Responds to New Science Standards' Inclusion of Technology and Engineering**

**Reston, Virginia, May 3, 2011.** Several months ago, the National Science Board and the National Academy of Science, as part of the process of creating a new generation of science standards, released a draft that includes technology and engineering as a major addition to the science content to be taught, presumably, by science educators. These standards were also to be in the direction of "common core" standards that have been a major effort by the National Governors Association, et al, for the language and mathematics subjects. ITEEA members from the field of technology and engineering education on the science framework writing team included: Rodney Custer, DTE, Yvonne Spicer, and Maurice Frazier.

ITEEA was asked to provide input on the first draft of the framework, which occurred via a letter from Executive Director, Kendall N. Starkweather, DTE, Executive Director/CEO on behalf of the Board of Directors. After all input was received, a team of writers began a confidential writing process, which will continue until work is completed, with no specific end date. ITEEA has, again, been asked to provide a listing of questions to be used in analyzing the pending framework.

ITEEA responded with another letter, including questions about the framework specifically in areas of: Delivery of Instruction, Content and Discipline, Laboratory Work, State Licensure, and Teacher Preparation. ITEEA's concerns require a serious approach to implementing these standards, as the new Science Board framework incorporates technology and engineering content and includes it under the umbrella of science content.

ITEEA President, Thomas P. Bell, DTE, noted, "This effort, which adds to science education content, has huge ramifications for the field of technology and engineering education. Does this mean that science educators will be delivering technology and engineering in the future or will technology and engineering

[www.iteea.org](http://www.iteea.org)

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teachers deliver this new science content?" Bell, and ITEEA, further questioned the logistical changes involving state licensure problems, proper teacher preparation, and if science educators would use the experimental methodologies to deliver technology and engineering content.

These questions and concerns will be used to direct internal discussion pertaining to the new science standards. However, the current course has technology and/or engineering included as a major part of the new science framework. It is important to note that while the previous science standards, completed by the National Academy of Sciences, included "design" as a component, it was largely ignored as science educators concentrated on content that was more familiar to them.

Currently, science, technology, and engineering educators are awaiting the next generation science standards framework. Frameworks traditionally have dealt with content and not necessarily how that content will be delivered. Educators from the fields who are involved with this content will then have to make the next move towards implementation. This will be a national, state, and local effort, should educators choose to follow the direction suggested in the standards.

For more information on the content of the letter, go to  
[www.iteea.org/Resources/PressRoom/2011/Apr/KellerLetter](http://www.iteea.org/Resources/PressRoom/2011/Apr/KellerLetter)

For more information about the science standards, go to  
[http://www7.nationalacademies.org/bose/Standards\\_Framework\\_Homepage.html](http://www7.nationalacademies.org/bose/Standards_Framework_Homepage.html)

For more information about ITEEA, go to [www.iteea.org](http://www.iteea.org)

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