



**International Technology and Engineering
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NEWS RELEASE For Immediate Release

ITEEA President Urges Profession to Become Leaders in New Science Framework

RESTON, VA., SEPTEMBER 7, 2011 – With the release of the recent National Research Council (NRC) publication, *A Framework for K-12 Science Standards: Practices, Crosscutting Concepts, and Core Ideas*, a significant new direction was taken to include technology and engineering in future science education curricula. This has created considerable attention from technology and engineering educators as this newly proposed direction affects their subject area. (To view the report, go to www.nationalacademies.org/bose.)

The International Technology and Engineering Education Association's (ITEEA) President, Dr. Thomas P. Bell, DTE, has called this a significant publication with which all STEM educators should familiarize themselves—regardless of whether or not they agree that technology and engineering should be a part of the science curriculum of the future. Bell noted, “Just as technology and engineering teachers teach some science, this science framework is now placing a stronger emphasis on science teachers teaching more and more about technology and engineering.”

The NRC publication acknowledges that, “Many high schools already have courses designated as technology, design, or even engineering that go beyond the limited introduction to these topics specified in the framework.” The report further states, “We simply maintain that some introduction to engineering practice, the application of science, and the interrelationship of science and technology is integral to the learning of science for all students.” The Framework is “...not intended to define course structure, particularly at the high school level.”

In a recent letter to ITEEA members and advocates, Bell suggests that technology and engineering educators read the report to gain an understanding of this new direction for science educators, work with colleagues in developing a strategy for discussing this Framework, talk to key officials about the leadership that technology and engineering educators can bring to the situation, and continue this advocacy strategy for at least three years. Bell further suggests that each educator should be talking with his/her own



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superintendent, school board, and administrators about the leadership role of technology and engineering educators with this new science direction.

Bell urged technology and engineering educators to be the real leaders in this movement and to take this opportunity to teach technology and engineering more widely than just their own program. He noted that, **“Being the maker of the rules is more important than having them made and put upon you.”**

Technology and engineering teachers should become one of the greatest assets involved in the Science Framework and exercise their leadership like never before.

To view *A Framework for K-12 Science Standards: Practices, Crosscutting Concepts, and Core Ideas*, go to www.nationalacademies.org/bose

For more information about ITEEA, go to www.iteea.org.