



ENGINEERING TEACHER PROFESSIONAL DEVELOPMENT ENDORSEMENT (ETPDE)

Document #4: SELF RATING ON PROGRAM QUALITY INDICATORS

Please Print Clearly:

Organization Name from Official Program Summary: _____

Program Name from Official Program Summary: _____

Date of Submission: _____

Instructions: Follow the instructions in “Required Components for Endorsement Application” to complete this descriptive self-rating. Note that to be considered for ASEE Engineering Teacher Professional Development Endorsement, a program must exhibit moderate to high emphasis on all rows for Standard E.

Standard E: *Alignment to Research, Standards, and Educational Practices: Professional development for teachers of engineering should be aligned to current educational research and student learning standards. It should:*

	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.1 : Be developed and refined in collaboration with experts in the fields of engineering, engineering pedagogy, and teacher professional development;	The professional development is designed and refined with input from relevant experts in all three of these fields: engineering, engineering pedagogy, and teacher professional development.	The professional development is designed and refined with input from relevant experts in two of these fields: engineering, engineering pedagogy, and teacher professional development.	The professional development is designed and refined with input from relevant experts in one of these fields: engineering, engineering pedagogy, and teacher professional development.	The professional development is designed and refined without input from relevant experts in any of these fields: engineering, engineering pedagogy, and teacher professional development.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				
	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.2: Be developed and refined in collaboration with stakeholders (e.g., state education agency personnel, school administrators, teachers);	The professional development is designed and refined with input from all stakeholder groups.	The professional development is designed and refined with input from multiple stakeholder groups.	The professional development is designed and refined with input from one stakeholder group.	The professional development is designed and refined without input from stakeholder groups.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				

	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.3: Enable participants to experience the curriculum that they will teach;	The professional development engages participants actively in all steps of all learning modules of the curriculum that they will teach.	The professional development engages participants actively in all steps of some of the learning modules of the curriculum that they will teach. Participants engage in the key components of the remaining modules.	The professional development engages participants actively in some of the learning modules of the curriculum that they will teach. Participants receive information about the remaining modules.	The professional development does not engage participants actively in the learning modules of the curriculum that they will teach.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				
	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.4: Model effective engineering teaching practices;	Professional development providers always employ effective engineering teaching practices while facilitating engineering activities.	Professional development providers regularly employ effective engineering teaching practices while facilitating engineering activities, but sometimes explicitly step outside of such practices.	Professional development providers occasionally employ effective engineering teaching practices while facilitating engineering activities.	Professional development providers do not employ effective engineering teaching practices while facilitating engineering activities.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				
	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.5: Employ differentiated instruction techniques;	The professional development provider gathers information about the participants' background or experience in content and pedagogical content knowledge. The professional development implements fully differentiated instruction to meet each participant's individual needs.	The professional development provider gathers information about the participants' background or experience in content and pedagogical content knowledge. The professional development targets the average participant and provides general suggestions for others.	The professional development provider gathers information about the participants' background or experience in content and pedagogical content knowledge. The professional development targets the average participant.	The professional development provider makes no attempt to assess or account for the participants' background or experience in content and pedagogical content knowledge.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				

	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.6: Be guided by formative assessment;	The professional development includes formative assessment or checks for participants' understanding, and the professional development is modified for each participant based on these individual results.	The professional development includes formative assessment or checks for participants' understanding, and the professional development is modified based on these aggregated results.	The professional development includes formative assessment or checks for participants' understanding, but the results do not shape or modify the professional development.	The professional development does not include formative assessments or checks for participants' understanding.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				
	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.7: Encourage risk-taking by participants;	The professional development provides a safe place that encourages ongoing intellectual risk taking by the participants.	The professional development provides a safe place that encourages occasional intellectual risk taking by the participants.	The professional development does not overtly encourage intellectual risk taking.	The professional development discourages intellectual risk taking.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				
	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.8: Be longitudinal; and	The professional development requires continued engagement with participants over time.	The professional development offers multiple opportunities for continued engagement.	The professional development offers limited opportunities for continued engagement.	The professional development does not offer opportunities for continued engagement.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				

	HIGH EMPHASIS	MODERATE EMPHASIS	LOW EMPHASIS	NO EMPHASIS
E.9: Evolve through a process of continuous improvement that employs ongoing evaluation, assessment and revision.	Professional development provider collects sufficient and relevant data before, during and after the professional development; analyzes these data; and employs the results of this analysis to inform improvements.	Professional development provider collects sufficient and relevant data before, during and after the professional development.	Professional development provider collects data before, during and/or after the professional development, but it is insufficient to inform improvements.	Professional development provider does not collect data to inform improvements.
Justification of why you chose this level of emphasis:				
Link to supporting documentation or video:				