



Greetings: I'm Rudy Widmar TEAM President elect 2017/18

As a 28<sup>th</sup> year teacher in the Industrial Arts/Technology field, I am honored to serve as a voice for Technology Education/CTE educators in Missouri.

My education began at Northeast Unified School District in Arma, KS where a strong Woods, Metals and Automotive program fueled my interest in what is now known as Technology Education. Earning a BS in Industrial Arts/Technology Education from Pittsburg State University, Pittsburg, KS allowed me to continue developing student interest in Technology Education. Two (2) additional Vocational Certifications- Vocational Cabinetmaking and Building Trades with additional post graduate hours from MSU and Lindenwood round out my educational pedigree.

My career began in Springfield Public Schools (1990) teaching middle school Technology Exploration modules. Better suited teaching opportunities then took me to Ozark High School/Jr High (1993 - present), Ozark Mo where I have enjoyed teaching a wide variety of Technology based courses from Woodworking, Vocational Cabinetmaking, Materials and Processes, Home Maintenance, Drafting/CADD, PLTW, to Scene Shop for our theater department. While our rolls as educators take us in many directions one constant remains, offer a relevant program with sound educational principals.

I look forward to serving as TEAM President and assisting Missouri Technology and Engineering teachers with maintaining relevant and sound programs of study.

### **A Note from our T&E Ed Director: Relevant? You Know You Are!**



As I expressed at the November 11<sup>th</sup> TEAM Board meeting, I have always had great appreciation for Industrial Technology and the skills students learn. From my days of marginal quality high school shop and drafting projects, through working with my shop teacher cousin, I learned so many practical skills I still use today. I worry about the last few generations of kids who don't always get "practical hands-on experiences" and wonder how and where they learn how to take care their homes, resources, and just be handy around the house. Industrial Technology courses are very practical arts! DESE's Core Data indicates there are still a significant number of Industrial Technology type courses offered across the state. TEAM board members indicate administrators still provide strong local support. The new wave of middle level skills occupations needs are the direct result of fewer hands-on experiences and the prevalent but starting to wane mindset that everyone needs to go to college.

You, better than I, know what TEAM teachers teach is valuable, useful and highly relevant on multiple levels. The question we have to ask is; if we're so relevant, when don't we feel that way? The more important question is what can we do about it? The obvious answer to relevancy is funding. CTE approved programs get it, general Industrial Technology courses do not. That hurdle is going to be hard to overcome as funds are limited and CTE program requirements are very specific and in place. Conversations are being held but it's hard to overcome realities.

The lack of CTE funding requires TEAM members to continue demonstrating relevance to local building and district administrators. A few possibilities:

- Connect with what's currently popular in education. PLTW and CTE programs are good examples of similar yet adequately funded programs. Both offer challenging and engaging curriculum, focus on problem based learning, and prepare students for a variety of high demand jobs. I recently talked with an administrator who strongly supports their drafting courses but is phasing out several current courses for PLTW courses as they, according to her, provide stronger curriculum, clear structure for teachers, raise the level of expectations for students and produce students who are more organized, better thinkers and team players, and demonstrate more effective "employability skills". How do your courses and expectations measure up and connect with standards, expectations and current employment needs? While a high level of talent and skill are needed to produce the projects displayed at the TEAM state conference, is there a demand for those skills and advanced workmanship? How are you connecting to current realities?
- Connect with occupational development. You understand the connection between your work, advanced classes and future employment possibilities. How are you and TEAM communicating that message and connecting those dots for students, parents, and decision makers?
- Connect with relevant standards, for your courses and others. Do you have defined industry based standards and student learning outcomes for each class? Have you reviewed English, math, or science standards to see which you address or which you could address? Are you advocating for the work you do? Are you making these connections yourself? With others?
- Connect with problem/project based learning. This one always brings a smile (actually a smirk) to all CTE teachers. Project Based Learning is drawing renewed attention because it causes students to solve problems and work together. You do this, but how structured are your project design requirements? Are they based on the engineering problem solving process or scientific method? Have you considered using the Engineering by Design (EbD) program to enhance your course structure and extend the connections of your work with other disciplines? Several teachers around the state are.
- Connect with employability skills. Employers are screaming for workers who will show up, be on time, work, be a team player, problem solve and contribute to a solutions based, positive environment. Sound like anything you do with your students? How do you document and evaluate these competencies. How do you promote with your stakeholders?
- Connect professionally. MOACTE has seen extensive changes in the past 5-8 years and TEAM membership and involvement have waned. MOACTE is still the voice of Missouri CTE and a natural connection with fellow professionals. I was very impressed with the quality of projects at the TEAM state conference last spring. Beautiful projects that certainly demonstrated high levels of planning and skill. That conference has merit and a place. With that said, how is TEAM providing professional development, advocacy for programs, and a vision and actions to achieve and maintain relevancy? How are you staying relevant? First and VEX Robotics, PLTW, Technology Student Association, SKILLSUSA, and a wide array of computer science and STEM related programs all hold competitive events and are all growing. Why are students and schools migrating to these programs?

Funding is certainly important, but you are still teaching Industrial Technology courses. Are you relevant? You bet you are! *How* relevant are you and TEAMS? How do you become more so? Like all journeys, it starts with each individual and grows with numbers, vision and actions. The president of MoACTE is a TEAM member! What a great time to rally the troops and strive for greater relevancy! TEAM needs you and you need TEAM! Get involved and let your light shine!

**Tom Schlimpert;** *Director of Engineering and Technology Education  
Missouri Department of Elementary and Secondary Education*

## *Center For Furniture Craftsmanship Introduces Teaching The Teachers Scholarship Program*

In 2018, the [Center for Furniture Craftsmanship](#) is launching a pilot program for a new and different type of scholarship. Instead of being awarded to individual applicants, *Teaching the Teachers* scholarships go directly to educational and service organizations that teach woodworking to economically disadvantaged communities in the U.S. and abroad. The Center's intent is to leverage the education in woodworking and design that it delivers on its Rockport, Maine campus for greater social impact.

Institutions participating in *Teaching the Teachers* nominate their own instructors for fully funded participation in the Maine school's Workshops, Turning Intensives, and Furniture Intensives, as best meets the needs of the institution and its candidate's availability. Scholarships cover all necessary expenses (above and beyond any provided under the partner institution's policies), including tuition, materials, travel, and lodging. In some cases, the Center can also offer per diems for expenses such as meals and lost income.

"Our intent is to give educators new woodworking skills and a vision of the educational woodshop that they can share in their own communities through a lifetime of teaching," says Dick Whittington, President of the Center for Furniture Craftsmanship's Board of Directors.

For 2018, institutional partners for *Teaching the Teachers* are Eastern Maine Community College in Bangor, ME; Greater West Town Community Development Project in Chicago, IL; Kids Making It in Wilmington, NC; Machias Memorial High School in Machias, ME; and North Salem High School Woods Manufacturing Program in Salem OR.

Through *Teaching the Teachers*, the Center for Furniture Craftsmanship is also teaming up with advocacy organizations that promote woodworking education for vocational training and economic development. The first two institutional affiliates of the program are the Michigan Industrial and Technology Education Society and the Wood Career Alliance of North America.

The Center for Furniture Craftsmanship intends to expand *Teaching the Teachers* in future years and invites inquiries from potential institutional partners and affiliates. For more information, please contact Amy Williams, the Center's Director of Advancement.

Contact: Amy Williams  
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### **About The Center for Furniture Craftsmanship:**

Founded in 1993, the Center for Furniture Craftsmanship is a 501(c)(3) non-profit woodworking school in Rockport, ME. Its mission is to provide the best possible education for people who want to design and build functional, beautiful, and expressive work out of wood to the highest standard of craftsmanship. Programs are for novice, intermediate, and advanced woodworkers who seek an inspiring learning experience in a supportive environment. With an outstanding international faculty and topnotch facilities, the Center provides exceptional training in furniture making and design, woodturning, carving, marquetry, and related skills to more than 400 professional-track and a vocational students per year.

**TEAM State Contest / Engineering Exposition and Awards Program**  
**May 7<sup>th</sup> and 8<sup>th</sup> @ TanTar-a Resort, Osage Beach, Missouri**  
**For the link to the: TEAM Awards Program Guide go to the TEAM Homepage at**  
**<http://www.moteam.org/>**

There will be a few minor changes at this years contest.

**Participant Eligibility:** Has not changed, refer to the TEAM Contest Home page for the guideline for participations.

Minor revisions in Divisions - Classifications - Groups will take place; final changes will be reflected on the scoring guides downloaded after April 1<sup>st</sup>.

We are dropping PE-2 Small engine shootout due to low participation and difficulty in finding a coordinator for the event.

In the Exposition Engineering Challenges we will be bringing back “West Point Bridge Design” competition. Guidelines will be posted by April 1<sup>st</sup> but will be the same as previous guidelines.

A complete list of the STEM Engineering events can be found at the contest homepage.

For additional questions please contact: Steve McNaught at < s.mcna55@gmail.com >

**District Contest Chairman**

**Northwest District**  
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**Now for Membership:**

There has been a dues structure change at MOACTE but TEAM cannot change the dues without a vote of its members based on the bylaws of the Organization, stated in the TEAM Constitution. This has been brought to my attention and I don't feel I can collect the MOACTE/ACTE dues until the conflict has been addressed. The constitution reads as follows:

**Section 2. Executive Board Authority.**

**ARTICLE XX: AMENDMENTS**

Section 2. EXECUTIVE BOARD AUTHORITY: *The Executive Board may, upon two-thirds (2/3) vote of the entire board, amend the Bylaws, without submitting the amendments to the membership for vote, **provided that:***  
**C. The dues structure is not altered.**

I in good conscience I cannot collect the ACTE/MOACTE dues until the TEAM membership votes to change its dues structure. So that being said Tech. Ed. teachers need only pay TEAM dues to me until the vote has taken place, and this is all that I will require to participate in future TEAM sponsored activities and events.

Currently I am going to post a membership renewal form that only collects TEAM dues but encourage all members to join MOACTE and ACTE which is required by them to do so jointly. The dues question will have to be resolved during the next Exec. Bd. Meeting.

The Constitution/Bylaws are posted on the TEAM Home at <http://www.moteam.org/>

Have a great return to school in 2018.

Thanks for your Efforts!



**Membership/Renewal Form**

\_\_\_\_\_  
(Last Name) (First Name) (MI)

\_\_\_\_\_  
(Address) (\_\_\_\_\_ check if new address.)

\_\_\_\_\_  
(City) (State) (Zip) (Mobile Phone Number)

\_\_\_\_\_  
(School Name) (School City) (TEAM Dist.)

\_\_\_\_\_  
(Email Address)

Make checks payable to TEAM  
and mail to:

TEAM	\$25.00 ____ / Office Use	TEAM
TEAM—Student	\$ 5.00 ____ / CK _____	co: Steve McNaught
TEAM—Retired Teacher	\$ 5.00 ____ / C _____	412 Brittany Court
	Total: _____	Aurora, MO 65605

***\$20 Processing & Handling Fee for a Purchase Order***

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