

INTRODUCTION

The Professional Field Experience (candidate teaching) semester will very likely be one of the most significant experiences of your college career. As a student in the Department of Technology, it is important for you to realize that this program enjoys an excellent reputation with the many public schools and agencies whose personnel have participated in its development. The people with whom you will be working in the cooperating centers give generously of their time and energy because they realize that a well supervised professional field experience is essential in the preparation of good teachers.

Candidate teaching carries important personal and professional responsibilities. This semester is intended to assist you in making the transition from the college classroom, as a student, to that of a teacher. In short, you will be given every opportunity to start establishing a professional reputation for yourself based on your demonstrated ability in working with students in the dynamic real life situation of the Technology Education laboratory.

Learning to teach is often an intricate, painstaking, time consuming task. There are no easy shortcuts. Like all acts of performance, one learns to teach by teaching. To facilitate this process you will be assigned to an educational situation where you will have adequate opportunity to teach under the guidance of a master teacher. The college has selected this person because of professional competence and a desire to work with young prospective teachers. A necessary corollary to the concept of doing, or practice, as a goal in candidate teaching is the need to study--to become, in fact, a student of teaching. Candidate teaching should be thought of as a time to study teaching as well as practice teaching. It is a time to put untried ideas to the test in a variety of real situations and to evaluate the results.

The factors of: what to teach, how to teach it, and why teach it, are equally important and inseparable in the teaching process. You should reflect on these continually as you carry out your candidate teaching assignments. The candidate teaching program is designed to offer a continuously enlarging experience with these factors under the guidance of an experienced teacher.

This Handbook is designed to explain the policies and procedures governing Oswego's Technology Education candidate teaching program and to provide a guide to the candidate teacher. The various requirements have been selected and designed from of input received from the field. The requirements, as closely as possible, parallel those duties and responsibilities you will be expected to eventually assume as a full-fledged teacher.

It is important to recognize that candidate teaching is not a terminal experience; but rather an experience which will motivate and contribute toward making you, the prospective teacher, a life-long student of education.

The college stands ready to assist you in every way possible to make this semester a most worthwhile and rewarding professional experience. You will be assigned to two different candidate teaching experiences in two different school districts. As candidate teachers you are guests in your assigned centers. It is expected that you will think and act as teaching professionals. With this in mind you should review and internalize the "**CANDIDATE TEACHER CODE OF ETHICAL PRACTICES**".

Field Experience Handbook Revised 1989 by Dr. Vincent C. D'Ambrosio, Updated Spring 1995, Summer 2002, 2005

CANDIDATE TEACHER CODE OF ETHICAL PRACTICES

- Never reveal confidential information about students to anyone except authorized persons, such as those teachers and administrators concerned.
- Maintain a dignity necessary to earn the respect of students. Act as an adult.
- Show enthusiasm for each area of the Technology Education curriculum that you teach.
- Be understanding and courteous in relations with all students and parents.
- Be certain your disciplinary measures conform to the policies and practices of the cooperating school teacher.
- Be a good example to your students in every way--physically, mentally, and ethically.
- Be as interested in, and just as ready to assist with, the improvement of the classes you are responsible for as if they were your own.
- Recognize each student as an individual. Consider their individual abilities, interests, and capacities for learning.
- Be impartial in dealing with students. Strive to be fair while judging a student's actions.
- Try to always direct your attention to the students and what is happening to them.
- Refrain from imposing your own biases or beliefs on students.
- Consider yourself a member of the community and the school in which you are assigned. Act accordingly.
- Try to become acquainted with and get to know your cooperating teacher as a person and a professional colleague. Let her/him get to know you.
- Show a sincere interest in your cooperating teacher's laboratory and program by offering to assist in improving it in any way possible.

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PART I

THE PROGRAM OF CANDIDATE TEACHING

A. Purpose and Objectives

The candidate teaching program of the Department of Technology at the State University of New York College at Oswego has been developed to give each candidate teacher an opportunity to experience firsthand the many facets of the teaching profession under a guided internship. The program consists of two consecutive quarter assignments in each of two dissimilar schools for a total experience of one semester of candidate teaching. This experience should reflect the multitude of responsibilities inherent in teaching in the Technology Education laboratory. The candidate teacher is expected to become a part of the school and community and to take part in all the activities of the Technology Education teacher within the limits of the time and existing situation. Candidate teachers should feel able and qualified, at the completion of their experience, to assume the full-time responsibilities of a Technology Education teacher.

B. Candidate Teacher Qualifications

The following is a summary of the qualifications for assignment to candidate teaching. In order to qualify, the student must have:

1. completed a minimum of eighty (80) semester hours of credit (usually first semester or second semester senior),
2. a minimum cumulative index of 2.50,
3. successfully completed ENG 102,
4. successfully completed the Communications cognate COM 210 requirement,
5. successfully completed all Core Requirements and at least two Systems Labs, (see Department Record of Progress Sheet),
6. "C" grade or better in at least two Systems Labs,
7. "C-" grade or better in Professional Education requirements:
TED 201 Introduction to Teaching Technology Education
TED 206 Introduction to Technology Education Curriculum
TED 306 Methods of Teaching Technology Education

"S" grade in Professional Educational requirements:
TED 211 Field Experience I - Observation and Participation in a
Technology Education Environment
TED 216 Field Experience II - Assisting in a Technology Education
Environment
TED 316 Field Experience III - Methods of Teaching Technology
Education Practicum

Professional Education courses and the accompanying practicum courses (See Department Record of Progress Sheet) are completed sequentially. Each student is responsible for completing practicum courses in order and removing “IP” grades in a timely fashion.

8. Obtained all the following non-credit certificates OR complete *SSHS 1020 Safe Schools Healthy Students* (non-credit on-line seminar SUNY Learning Network) -
 - a) Identifying and reporting suspected child abuse and maltreatment certificate (section 3004 of the Education Law)
 - b) Instructing students for the purpose of preventing child abduction certificate (section 803-a of the Education Law)
 - c) Preventing alcohol, tobacco and other drug abuse certificate (section 804 of the Education Law)
 - d) Providing safety education certificate (section 806 of the Education Law)
 - e) Providing instruction in fire and arson prevention certificate (section 808 of the Education Law)
9. Valid standard Red Cross First Aid card.
10. Submitted all required candidate teaching application forms to the Field Placement office by the specified deadline.
11. No “Inc.” or “IP” in any course.

C. Your Assignment to Candidate Teaching Centers

As a student, you may be assigned to a candidate teaching center by the Coordinator for Field Placement after you have (a) made application for assignment and completed a preference questionnaire and (b) met all academic requirements as prescribed by the College catalog and the Department of Technology's handbook for undergraduate students. (www.oswego.edu/tech/)

Candidate teaching assignments are confirmed as soon as possible. Should your assignment need to be changed, you will be notified, in writing, as early as possible.

Prior to the start of your first candidate teaching assignment, an orientation meeting will be held by the Department to explain procedures, answer questions, and provide an opportunity for you to meet with your college supervisor. You will be notified of the date and time for this meeting while in TED 306. Your attendance at this meeting is mandatory.

As a candidate teacher you must be a registered student at the college. TED 410/411 Professional Field Experience and TED 414 Professional Topics and Problems are co-requisites. Students not listed on official class lists will not be allowed to report to their assigned centers until enrollment requirements are met.

PART II

ROLE RESPONSIBILITIES

The successful completion of the candidate teaching experience involves a close professional relationship of all members of the candidate teaching team. The team consists of public school personnel and college personnel. The public school personnel includes the cooperating teacher, the department chairperson, the building principal, other teaching staff, and non-teaching personnel. The college personnel consists of the college supervisor, the field placement coordinator and the department chairperson. The two major team members are the cooperating teacher and the college supervisor. These two individuals have a closer and more personal working relationship with the candidate teacher.

The candidate teacher, the cooperating teacher, and the college supervisor have major responsibilities to insure that the candidate teacher has a successful candidate teaching experience during both quarters of candidate teaching. It is important that these three individuals understand their respective responsibilities. Each individual's responsibilities closely overlap the other's responsibilities.

A. The Role of the Cooperating Teacher

The cooperating teacher holds a significant and enviable position among teacher educators and public school personnel. Studies made of the graduates of teacher education programs, asked to evaluate their college preparation, reveal that candidate teaching has had a profound influence in determining the kind of teacher the student becomes. One of the most significant factors that influence these people during the candidate teaching period is the cooperating teacher.

The Department of Technology considers each cooperating teacher to be an actual extension of the full-time on-campus staff of our department. In this context, each cooperating teacher is deeply engaged in the process of undergraduate teacher education.

1. Special Demands of the Role

Cooperating teachers, serving as important teacher educators, share with all members of the teaching profession the need for understandings, skills and abilities which lead to the effective learning within the Technology Education laboratory and school.

It is well to recognize that all good teachers do not make effective cooperating teachers and that all good students do not make good teachers. The cooperating teacher is in the unique position of being expected not only to effectively demonstrate the ability to teach and work with students in the laboratory, but also to explain and talk with the candidate teachers about the process of teaching and learning as it applies in each situation. The prime requisites for fulfilling the role of the cooperating teacher are:

- a. To be a master in the teaching profession.
- b. To have a genuine interest in teacher education.
- c. To be able to deal with theoretical concepts, principles and generalizations that apply to the teaching-learning situation.
- d. To be flexible and receptive to new ideas and innovative procedures for improving the learning situation.

2. Responsibilities of the Cooperating Teacher

The skills and attitudes that the candidate teacher develops during candidate teaching hinge largely upon the skill, cooperation and professional attitude of the cooperating teacher as the candidate teacher is assisted in assuming progressively more responsibility for full-time teaching. It must always be remembered, however, that the cooperating teacher's duties and responsibilities are to the cooperating school and to the students assigned to the cooperating teacher. In addition, the cooperating teacher must assume the added obligation of directing the candidate teacher through meaningful experiences.

In the candidate teaching program, the cooperating teacher is specifically responsible for:

- a. Getting acquainted with the candidate teacher as a person through information provided on the "Candidate Teacher Personal Data Form" and through preliminary correspondence, visits, or conferences.
- b. Preparing center students and faculty for the introduction of the candidate teacher.
- c. Furthering the acceptance of the candidate teacher as a responsible teacher in the eyes of the students.
- d. Supporting the candidate teacher in matters of policy, management, and discipline.
- e. Making provision for the candidate teacher to assume major responsibility for one or more classes in the regular schedule.
- f. Scheduling a planning conference with the candidate teacher at least once a week. The first planning session should be during the first or second day of the first week of the assignment. In addition, several impromptu conferences may occur depending upon the time available and the candidate teacher's needs.
- g. Assisting the candidate teacher in becoming familiar with all available resources and teaching aids which are available for use in the center.

- h. Providing opportunity for the candidate teacher to learn and practice new skills that the candidate teacher did not have the opportunity to develop in college courses.
- i. Assisting the candidate teacher in understanding the total school program and the place of Technology Education in that program.
- j. Assisting the candidate teacher in selecting appropriate goals and learning experiences to be reached with students and ways these may be achieved and evaluated.
- k. Checking short and long-range plans of the candidate teacher through review of daily plan book, unit instruction plan, Technology Learning Activities, and lesson plans.
- l. Providing opportunity for the candidate teacher to experiment with new teaching procedures and approaches.
- m. Providing verbal and written critiques of the candidate teacher's lessons and demonstrations.
- n. Presenting exemplary demonstration lessons from time to time that the candidate teacher may use as an example and discuss with the cooperating teacher.
- o. Providing the college supervisor with an appraisal of the candidate teacher's progress at the time of supervisory visits.
- p. Submitting a final written assessment of the candidate teacher's performance on college forms provided to the Department of Technology.

B. The Role of the Candidate Teacher

1. Responsibilities of the Candidate Teacher

- a. During the TED 306 Methods of Teaching Technology Education class, the student will become acquainted with the requirements for candidate teaching as presented in the **Field Experience Handbook**.
- b. Prior to arrival at the candidate teaching center, the candidate teacher will provide the cooperating teacher with the following personal information:
 - 1) candidate teaching address and phone number
 - 2) previous experience with students
 - 3) specific college preparation

- 4) student's personal behavioral objectives for the candidate teaching experience
 - 5) talents
 - 6) strengths and/or deficiencies
 - 7) types of hobbies
 - 8) transportation available
- c. By the end of the first week of candidate teaching, the candidate teacher will be able to identify:
- 1) the educational resources available for use by the candidate teacher
 - 2) the socio-ethnic background and history of the community
 - 3) the other teaching staff, administrators and non-teaching personnel at the center
 - 4) other instructional experiences available
 - 5) his/her role as a candidate teacher at the center
 - 6) policies, services, procedures, and curriculum of the district
 - 7) the cooperating teacher's Technology Education program and other instructional responsibilities
 - 8) her/his instructional responsibilities within the cooperating teacher's instructional program
 - 9) how he/she will meet all the requirements for candidate teaching, as presented in the **Field Experience Handbook**, for that particular quarter of candidate teaching.
- d. At the completion of the candidate teaching experience, the candidate teacher:
- 1) should be willing to provide, when requested, an assessment of the candidate teaching experience
 - 2) should be willing to participate in the discussion of professional topics encountered during the candidate teaching experience

C. The Role of the College Supervisor

1. Responsibilities of the College Supervisor

A college supervisor, when assigned a candidate teacher, has these responsibilities:

- a. Observation and evaluation of the candidate teacher according to criteria established by the candidate teaching program.
- b. Commitment to the principle that the college supervisor's role is to assist the candidate teacher in achieving the objectives of the candidate teaching program.

To this end the college supervisor shall:

- a. Provide an orientation for the candidate teacher. This should include such areas as:
 - 1) determining and outlining expectations for the candidate teaching experience
 - 2) clarifying criteria by which the candidate teacher is to be assessed.
- b. Observe the candidate teacher in a teaching situation during one supervision visit to the candidate teaching center per quarter and provide verbal and written critiques of the candidate teacher's lessons and demonstrations. Additional supervision visits may be required when candidate teacher performance is below average.
- c. Review and critique all materials developed by the candidate teacher to meet the requirements for candidate teaching experience
- d. Submit a written reference of the candidate teacher on college forms provided to the Department of Technology for placement in the candidate teacher's placement folder at the College's Office of Career Planning and Placement.
- e. Maintain contact with the cooperating teacher concerning the candidate teacher's achievement.

PART III

INDUCTION INTO RESPONSIBLE TEACHING

A. Observation and Participation

Your orientation into the candidate teaching experience can be accomplished best through observation and participation.

During the first week, it is highly desirable for you to observe your cooperating teacher's instruction in order that you may view teaching techniques and establish standards against which you may gauge your own performance. You are also encouraged to observe the techniques of other exemplary teachers. You should seek your cooperating teacher's assistance in obtaining permission to observe in other classrooms.

Your participation in regular class activity and instruction, under your cooperating teacher's supervision, should begin as soon as possible. Participation may take the form of checking class work, checking homework assignments, preparing instruction sheets, instructing individual students, preparing grades, recording grades, preparing written materials and other activities which will help you become familiar with the whole system of teaching at the center.

This type of participation should take the greater part of the first week, during your first quarter of candidate teaching. During the second quarter of candidate teaching you will be expected to accept teaching responsibilities somewhat earlier.

B. Taking Responsibility for Teaching

Responsible teaching and growth in professional competency is the real goal of this program. To this end, it is desirable that you take advantage of every opportunity to enter into planning, teaching, and the responsible conduct of classes as early as possible.

A gradual increase in responsibility is to be expected. During your first quarter of candidate teaching the cooperating teachers will assign you one class, as a major responsibility, for the first few weeks. Your teaching load will gradually increase until you are carrying as much of the full load as you and your cooperating teacher see fit.

During your second assignment you should expect to assume a greater degree of responsibility until, during the last few weeks, you can demonstrate your ability to assume a full teaching load.

The more opportunity you have to carry a substantial teaching load under the cooperating teacher's guidance, the better prepared you will be to assume the responsibilities of your first teaching job. These opportunities should contribute much to the development of your self-confidence and poise.

Class responsibility should be assumed by you as quickly and fully as possible. Your cooperating teacher is expected to maintain control of the learning situation through pre-and post-teaching conferences and her/his presence, but your cooperating teacher will gradually withdraw to the background.

PART IV

CENTER RESPONSIBILITIES

This section of the handbook is devoted to an explanation of those responsibilities and reports, which you will be expected to complete and which are directly related to the work in your assigned center. Most of these responsibilities will be carried out after consulting with your cooperating teacher. They will also be reviewed by your supervisor on her/his visits. (see Appendix C, pg. 60)

Purpose of Assigned Responsibilities: The responsibilities outlined in this section have been selected and designed to provide you with those types of experiences that most closely parallel the kinds of professional activities which regular Technology Education teachers are expected to perform with competence.

A. Supervision of Your Work

1. **THE COOPERATING TEACHER** is responsible for the direct supervision of your work in the center. This supervision will consist of the general review and approval of your assigned teaching responsibilities. You should seek and arrange a weekly conference for this purpose as well as short critiques of your daily work. Thursday or Friday is recommended for this unless your cooperating teacher prefers another time.
2. **YOUR COLLEGE SUPERVISOR** will schedule a visit to you during your assignment at which time he/she will expect to observe you teaching lessons and conducting classes in the normal manner. As much time as possible will also be spent reviewing your candidate teaching materials such as: weekly reports, instructional plan, lesson plans, term problem, reports of visits and laboratory planning. All candidate teaching materials should be on hand and properly organized for this conference.

B. Center Policies and Procedures

One of the first things you should do after meeting your cooperating teacher and school principal is to learn what the school hours are and when you are expected to be on the job. Next you should find out, as much as you can, about the policies and procedures applying to candidate teachers in your center. Some schools have prepared handbooks and some cooperating teachers have prepared guides for candidate teacher use. If these are available, you should acquaint yourself with their content as soon as possible after your arrival.

C. **Instructional Plan**

1. During each candidate teaching assignment you are expected to develop an instructional plan which should cover the period you will be in the center unless your cooperating teacher requests it to cover a different period. You should plan this instructional plan for one of the classes for which you are primarily responsible. Your cooperating teacher may have started the class already and, in this case, you may take over the instruction and begin your planning from that time. The plan which you develop should be reviewed and approved by your cooperating teacher. This plan should be put into operation by the end of your second week at your center. Your college supervisor should see your plan in typed draft form and in operation on his/her first visit. Using your plan as a guide, you should make your specific plans for each week in your daily plan book. It may be necessary to make some adjustments and revisions in your plan as you work from it week by week. Appropriate notes of changes, which become necessary should be made and incorporated in the final form for evaluation by you during his/her visit, through weekly letters or mailed to her/him before the end of the quarter.
2. Organization and format of the plan should follow these guidelines:
 - a. Heading including:
 - 1) School
 - 2) Location
 - 3) Date
 - b. Specific Course -- A brief description of the course in which this plan will be taught, and where that course fits into the school's Technology Education sequence.
 - c. Modules to be taught
 - 1) Identify module(s), by title, to be covered in the instructional plan and the length of time in days.
 - 2) Identify, by title, the Learning Activity Briefs to be developed for this plan.
 - d. Evaluation of Student Achievement -- rationalize and describe at least the following:
 - 1) Methods and techniques
 - a) weekly quizzes
 - b) unit tests
 - c) projects
 - d) others
 - 2) Criteria
 - a) achievement levels (percentages?)
 - b) design, craftsmanship, etc.
 - 3) Final grade determination (How is final grade arrived at?) Example percent of grade for: projects, tests, work habits, cooperation, etc.)
 - e. Learning Activity Briefs -- attach all Learning Activity Briefs developed and taught when teaching his instructional plan.

INSTRUCTIONAL PLAN ASSESSMENT

An assessment of the Instructional Plan will anticipate a thorough accounting of headings found on this sheet.

- ___ 1. Title Page - Be specific. Reflect the purpose of the unit.
- ___ 2. Specific Course - Occurrence in program, sequence, prerequisites.
- ___ 3. Modules to be Taught - All modules identified by title, Learning Activity Briefs identified.
- ___ 4. Evaluation of Achievement - Items affecting grades, %, discussion.
- ___ 5. Learning Activity Briefs (LAB)
 - ___ a. Title - Title of activity
 - ___ b. Time - Number of class periods
 - ___ c. Syllabus Connections - Title of course, module title and number, specific performance objectives
 - ___ d. Goal - Overall goal of activity
 - ___ e. Overview - Introduction to activity and descriptions of what students will be doing
 - ___ f. Special Resources Needed - Identify special items, where used and supplier
 - ___ g. Lessons - Title and content of each lesson
 - ___ h. Daily Plan - Activities of teacher, student
 - ___ i. Going Beyond/Enrichment Possibilities - Additional or alternative
 - ___ j. References - Selected articles/books related to topic
 - ___ k. Appendices - Each identified and attached to LAB

D. Technology Learning Activity Briefs

Each candidate teacher is expected to develop at least one Technology Learning Activity Brief (TLAB) per candidate teaching assignment. The candidate teacher should develop the TLAB within the framework of the Long Range Instructional Plan. The TLAB should be prepared and presented for the cooperating teacher's approval by the end of the second week.

**TECHNOLOGY
LEARNING ACTIVITY BRIEF**

**SUGGESTED FORMAT
for the
Department of Technology
State University College
Oswego, New York**

I. TITLE: (Title of the activity)

II. TIME: (State number of class periods and length of periods in minutes)

III. SYLLABUS CONNECTIONS:

Title of course: (Example: Introduction to Technology Education)

Module Title and Number: (Include the total number of performance objectives in the module as found in the syllabus.)

Performance Objectives Covered: (Give specific PO#s followed by an abbreviated form of each objective as found in the syllabus.)

IV. GOAL: (State the overall goal or mission of this activity.)

V. OVERVIEW: (Two or three paragraphs providing an introduction to the activity and describing what the students will be doing.)

VI. SPECIAL RESOURCES NEEDED: (Using 2 columns, list each special item and indicate what it is to be used for and its suggested supplier. Special items are materials which are not usually available in the laboratory.) Example:

A. The Technology of Trash" video tape (free loan) from Modern Talking Picture Service, 5000 Park Street, North, St. Petersburg, FL 33709

VII. LESSONS: (Give a number and exact title for each lesson followed by the type of lesson in parenthesis. List in single words or incomplete sentences the content to be included in the lesson.) Example: Lesson 1 - Common Soil Pollutants and Their Sources (discussion). Pollutants: heavy metals, radioactive wastes, carcinogens, pesticides, PCBs, acids, oils, bacteria, and sludge. Sources: humans, animals, and industry

VIII. DAILY PLAN: (Use either Format A or Format B)

Format A:

(In 4 columns, give the number of the day, the teacher activity, the student activity, and the required resources.) Example:

DAY	TEACHER ACTIVITY	STUDENT ACTIVITY	RESOURCES
6	Lesson #2	Watch & take notes	A
7	Lesson #3	Participate in Discussion	

Format B:

Day 6	Teacher Activity	Lesson #2
	Student Activity	Watch and take notes
	Resources	A
Day 7	Teacher Activity	Lesson #3
	Student Activity	Participate in discussion
	Resources	

IX. GOING BEYOND/ENRICHMENT POSSIBILITIES: (List several additional activities which might be used as alternatives to this Brief and still meet the Performance Objectives and Goal of the Activity.)

X. REFERENCES: (List several appropriate articles and books, which relate directly to the Brief topic. Use A.P.A. or M.L.A. format.)

XI. APPENDICES: (List each by letter and title and attach.) Example: Appendix B Introduction to Pollutants (instructor prepared)

Please Note:

Technology Learning Activity Briefs have been discussed and developed in all Professional Studies courses completed by prospective candidate teachers to date.

E. Daily Plan Book

Most schools have daily plan books for your use. If not, make one using 8.5" x 11" paper with class periods of the day listed vertically and days of the week horizontally. Show a week's time on each page. When using the daily plan book, implement the following suggestions:

- A. At the weekly conference with your cooperating teacher, fill in lesson Topics or activities for all classes at least one week in advance. Use your **Long range instructional plan** for one class. (See example that follows.)
- B. Record reminder notes for class management (Example: "collect notebooks, set up demonstration, check clean-up in finishing room, etc.")
- C. Record all duties (assigned or elected), appointments and meetings to ensure punctuality.
- D. Check and record information and schedule changes from weekly administrative bulletins.
- E. Record test and exam days.
- F. Note when school will be closed for special and national holidays.

Daily Plan Book Example

Monday	Tuesday	Wednesday	Thursday	Friday
Lesson: Tools for Sheet Metal Layout Assign responsibility for bulletin board display, occupational information. See Frank and Sue about incomplete assignments.	Assign text reading pages 128-132. Work on list of layout tools, look up prices.	Lesson: Lay out a simple sheet metal box. Begin layout on heavy paper.	Student reports on occupational information. Assign text reading pages 152-154.	Lesson: Types of Sheet Metal Seams, Allowances, Purposes. Announce test for Monday.

F. Lesson Presentations

1. First Lessons

Following the period of orientation (not more than one week) you should begin planning and presenting formal lessons.

2. Required Number of Lessons

The number and extent of lessons taught will vary from one center to another, depending upon the program and class schedule with each center. Under normal classroom conditions, it is reasonable and desirable to expect that you will have the opportunity to give from twenty-five to fifty formally planned lesson presentations consisting of both demonstrations and information type lessons. In

candidate teaching centers where long lesson periods are used, you will undoubtedly give fewer lessons than would be the case in centers using the ten-minute daily lesson approach. Presentations made to both the class as a whole, and to small groups working in various areas of the Technology Education laboratory, are essential to learning how to administer an educational program. Small group lessons may be counted as long as you have prepared and typed lesson plans that have been approved by the cooperating teacher.

3. Lesson Critiques

Your cooperating teacher and college supervisor will critique your lesson presentations. See example of a lesson presentation critique form.

G. Lesson Plans

1. **ALL LESSONS** taught to a class or group (unless it is a short impromptu lesson) should be presented from a plan, which has been reviewed and approved by the cooperating teacher. Drafts of the lesson plans must be submitted to the cooperating teacher, when possible, for approval, suggestions, and revisions, at least **FOUR DAYS IN ADVANCE** of the day of lesson presentation. Final copies of the typed lesson plans must be submitted to cooperating teacher for approval and signature at least **TWO DAYS IN ADVANCE** of the day of lesson presentation. This will enable you to benefit from suggestions received and will let your cooperating teacher know what and how material will be presented. All lesson plans should bear the cooperating teacher's signature and date as evidence of final approval, before the lesson is presented to students.
2. **ORGANIZATION:** See suggested lesson plan format.
3. **COPIES:**
 - a For Center--Lesson plans will be typed and prepared in duplicate - the original for your own file, and the copy for your cooperating teacher.
 - b. For Supervision Visit(s)--You will prepare your lesson plans in triplicate for the lessons to be observed by your supervisor during his/her supervision visit. You will provide your college supervisor with the third copy when she/he arrives to observe your teaching.
4. **NOTES FOR FUTURE REFERENCE:** Appropriate notations for improving the lesson in terms of sequence, content or aids to be used, may be made on your plans after use for future reference.

Field Experience Handbook - Department of Technology -SUNY Oswego
SUGGESTED LESSON PLAN FORMAT

"Title of Lesson"

- I. **OBJECTIVES:** These should be stated in terms of student behaviors which can be evaluated.
- II. **RESOURCES:** List the tools, materials, teaching aids and new terms. (These are the items to be brought to the lesson location - you should not include major items of equipment.)
- III. **INTRODUCTION:** (in outline form)
 - A. Questions or statements to arouse interest - establish need for lesson - review previous lessons or experiences.
 - B. Bring out: industrial aspect - consumer knowledge - what you expect students to gain - application to problem and student work.
- IV. **PRESENTATION:**
 - A. Reduce to simplified procedure.
 - B. Use block outline form - short concise phrases - indent for emphasis.
 - C. Logical step-by-step sequence - clearly defined.
 - D. Indicate student participation; use of aids.
 - E. Integrate safety - may be emphasized by underlining (in red).
 - F. Relate to other appropriate technology understandings, e.g., good design, consumer knowledge, job opportunities, etc.
 - G. Care of equipment - storage, proper use, etc. (Use questions to encourage student thinking.)
- V. **TERMINATION:**
 - A. Summarize briefly - hit key points.
 - B. Ask questions to check learning and application - questions should check students' ability to transfer the knowledge to new situations.
 - C. Check for understanding based on objectives of lesson.
 - D. Indicate activity for putting the new knowledge to work, e.g., project, research, production.
 - E. Present problem or situation for solution using material taught in lesson.
- VI. **REFERENCE MATERIALS:** One or two of the most pertinent resources.
- VII. **TEST QUESTIONS:** Compose several key questions for future tests.
- VIII. **CHALKBOARD SKETCHES AND TRANSPARENCIES:** (may be on separate sheets)

WRITING OBJECTIVES

The ABCC's (Actor, Behavior, Conditions, Criteria)

A good objective must include four components. They are:

1. **Actor.** By putting the words "The student will be able to:" at the top of a list of objectives, you have easily identified the actor to be (answers "who") the student, and not the teacher.
2. **Behavior.** The behavior is indicated by the verb chosen for the objective. A very careful selection should be made, trying to use the highest (answers "what") level of Bloom's Taxonomy. Keep this list handy when writing objectives, to find the "best" behavioral verb.
3. **Conditions.** There should be a phrase in the objective that states under what (answers "where" or "how") conditions the student will demonstrate the behavior. "On a laboratory project", on a unit exam", "while working in the laboratory", are a few general examples, although you should be as specific as possible.
4. **Criteria.** There should be a professional judgement to the "level" or (answers "how much") "amount" of behavior demonstrated. "To the satisfaction of the instructor" is a general phrase, but does not say much. The "minimum Performance level" is a good technique. Simply write (MPL =80%) after the objective. Of course 60%, 70%, 90%, 100%, and other judgements are yours. Safety should always be 100%. Naming the parts of a machine correctly could be somewhat less.

Example

The student will be able to:	(Actor)
Operate the band saw safely	(Behavior is <u>operate</u> ; application level of Bloom)
while working in the laboratory on various woodworking projects	(Conditions)
(MPL = 100%)	(Criteria)

Verbs for Behavioral Objectives

<u>Knowledge</u>	<u>Comprehension</u>	<u>Application</u>	<u>Analyze</u>	<u>Snythesis</u>	<u>Evaluation</u>
tell	translate	relate	breakdown	create	judge
list	change	utilize	uncover	combine	decide
cite	reword	solve	look into	build	rate
choose	construct	adopt	dissect	compile	prioritize
arrange	render	utilize	examine	make	appraise
find	convert	employ	take apart	structure	assay
group	expand	use	divide	reorder	rank
label	transform	avail	simplify	reorganize	weigh
select	alter	capitalize on	reason	develop	accept
match	vary	consume	include	produce	reject
locate	retell	exploit	duce	compose	determine
name	quality	profit by	sylogize	construct	assess
offer	moderate	mobilize	check	blend	referee
omit	restate	operate	audit	yield	umpire
pick	infer	ply	inspect	breed	adjudge
quote	define	handle	section	cause	arbitrate
repeat	explain	manipulate	canvass	effect	decree
reset	construe	exert	scrutinize	generate	rule on
say	spell out	exercise	sift	evolve	award
show	outline	try	assay	mature	criticize
sort	annotate	devote	test for	make up	censure
spell	expound	handle	survey	form	settle
touch	account for	wield	search	constitute	classify
write	project	put in action	study	originate	grade
underline	propose	put to use	check	conceive	
point to	advance	make use of	screen	formulate	
tally	contemplate	take up			
transfer	submit				
underline	advance				
recite	offer				
identity	calculate				
hold	scheme				
check	contrive				

Outlining Lesson Presentations

Introduction

The ability to outline material quickly and thoroughly can make teaching much easier. There are several skills to learn in order to outline effectively.

Types of outlines

1. Alpha-numeric. Uses Roman numerals, letters, and numbers in a traditional format. An example:
 - I. Resources for Technology
 - A. Classifications
 1. People
 2. Knowledge
 - (etc.)
2. Point-numeric. Uses number of decimals only. An example:
 - 1.0 Resources for Technology
 - 1.1 Classifications
 - 1.1.1 People
 - 1.1.2 Knowledge
 - (etc.)

“Thought lines” or “Bullets”

Sometimes it is not necessary to letter or number under a category, if the objective is only to provide a reminder of content to be covered. Then a “thought line” dash or a “bullet” (dot) can be used. An example:

- I. Resources for Technology
 - A. Classifications
 1. People
 - labor
 - management
 - consumer
 - producer
 - careers
 - (etc.)

Rules for Outline Content

1. Levels of specificity. Levels of specificity are the number of categories delimited in an outline. For instance, the first alphanumeric example above has three levels (I., A., 1.). A lesson usually has at least three, but may have four, five, six, or more depending on how “rich” the content seems to be. Professional judgement required here!

2. Order of magnitude. All content on the same level should be about the same order of magnitude. In other words, all the content identified by a capital letter (2nd level of specificity) should be about the same in power. See if you can find the item below that is not the proper order of magnitude.
 - I. Power Sources
 - A. Solar
 - B. Wind
 - C. Nuclear
 - D. Rubber bands (Hint: this is it!)
3. Mutually exclusive. Content should be grouped so that it is only displayed once, for the sake of efficiency. Try to arrange categories to keep replication to the absolute minimum.

Hints

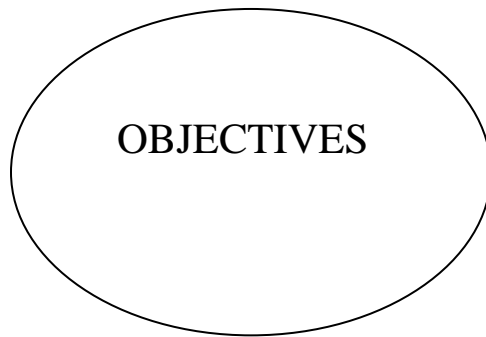
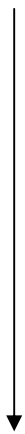
1. If you are outlining a lesson, think of it first like writing a textbook. How many chapters should there be, and what are their names? From there you can add the subheadings.
2. Use scrap paper to rough out your work. Outlines never come out correct the first time. Cut and paste, lick and stick, jam and cram!
3. Once you learn how to outline well, it can also be used for other situations. Lecture notes, research papers, course outlines, and almost all writing projects are best begun with a detailed outline. In fact, publishers usually ask for a complete outline with at least three levels of specificity, before they give the go ahead on a textbook.

A GENERAL MODEL OF INSTRUCTION

THE LESSON BEGINS WITH: **THE LESSON ENDS WITH:**

SET
INDUCTION/
INTRODUCTION

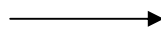
CLOSURE/
TERMINATION



**DURING THE LESSON THE
EMPHASIS IS ON:**

EARLY IN THE LESSON WE:

SHARE THE
OBJECTIVES



QUESTIONING
TECHNIQUES

REINFORCEMENT

CUEING

STIMULUS VARIATION

REPETITION AND
EXAMPLES

This form or a similar form will be used by college supervisors.

Lesson Presentation Critique

Date _____ Visit No. ____ Candidate teacher _____

Supervisor _____ Cooperating Teacher _____

Grade 6 7 8 9 10 11 12 No. Students _____

Lesson Title _____ Center _____

OVERALL OBSERVATION OF LESSON -- Poor, Good, Very Good, Excellent

=====

PREPARATION (Lo) 1 2 3 4 5 (Hi)

- Lesson Plan - available and complete
- Lesson Materials - neatly arranged and easily accessible
- Class Arrangement - class in contact for control, all can see and hear
- Classroom Conditions - temperature and background noise

=====

INTRODUCTION (Lo) 1 2 3 4 5 (Hi)

- Begins instruction promptly - without delay
- Objective, Need, Application - states purpose and importance of topic
- Interest Arousing - stimulated rather than threatened
- Tie-in - builds upon previous learning when possible

=====

PRESENTATION (Lo) 1 2 3 4 5 (Hi)

- Logical Sequence - easy to follow, not lost in words
- Alert to Class - views class, looks for reactions not reading lesson plan
- Maintains Appropriate Class Control - handles confrontational events confidently
- Emphasize Key Points - uses adequate reinforcement
- Instructional Aids - uses skillfully when needed, clear, neat, readable
- Safety - indicated at point of need
- Technically Correct - principles accurate, obvious knowledge of subject, skilled, relevant examples or too slow
- Class Participation - students made a part of lesson, attempt to gain feedback
- Writes Legibly and Correctly for Learners

=====

CONCLUSION & SUMMARY (Lo) 1 2 3 4 5 (Hi)

- Check & Review Main Points - instruction sheets, questions from students, asks direct questions
- Follow-up - gives assignment or clear directions for future action
- Asks other than simple recall questions

=====

TEACHING MANNER & APPEARANCE (Lo) 1 2 3 4 5 (Hi)

- Speech, Diction, Tone - clear, good volume, lacks distracting idiosyncrasies, voice has enthusiasm

H. Teaching Log

1. **A RECORD** of all formal lessons taught and tests given to each class should be kept. Comments in the column on "Suggestions for Improving Lessons" should also be noted on your lesson plans for future reference. A form for your use is provided.
2. **THE DECISION** regarding what lessons you are to teach will be determined somewhat differently depending upon your center and the amount of experience you have had. In general, your cooperating teacher will probably assign the topics for the first few lessons. Later you and he/she will cooperatively plan the topics as you fill out your plan book. Topics which you list in your Long Range Instructional Plan will be primarily your decision, subject to the approval of your cooperating teacher.

TEACHING LOG

Candidate teacher _____ Quarter _____

Center _____

Topic

Suggestions for Improving
and
Strong Aspects of Presentation

(If additional space is needed, duplicate this page.)

Copy needed for each center.

I. Experience Log

You are encouraged to obtain, under the guidance of your cooperating teacher, as broad a range of professional experiences as possible at each center. These experiences may range from the use of various teaching media to attendance at faculty meetings. A checklist is provided to guide you in developing a profile that will illustrate the range of professional experiences that you were able to incorporate into your candidate teaching experience at each center. No attempt has been made to make this list all inclusive; it is simply a convenient means of summarizing some of the common specific professional experiences you should try to engage in during each assignment. Directions for use are provided on the Experience Log.

EXPERIENCE LOG

Listed below are some of the equipment and techniques you should use to develop and deliver instruction. As a candidate teacher you should show competence in using equipment, computers, software and peripherals to obtain high level outcomes. It is expected that you will attend various professional meetings. Check below to record your experiences.

EQUIPMENT

- _____ “Xerox” machine
- _____ Digital cameras
- _____ Video camera
- _____ Eye ball camera
- _____ Computer scanner
- _____ Mp3 player/recorder
- _____ Cd player/recorder
- _____ DVD player/recorder
- _____ Multi media projector (computers and video tapes)
- _____ Large screen monitors
- _____ Digital document camera
- _____ Computer, Mac and Windows platforms
- _____ Cassette player/recorder
- _____ Standard overhead projector
- _____ LCD overhead projector

INSTRUCTIONAL PRODUCTS

- _____ Manually edit and dupe audio and videotapes
- _____ Digitally edit and dupe audio and video tapes
- _____ Digitally capture, sound, stills, text and video
- _____ Write to a cd for instructional use or portfolio use
- _____ Make an overhead using a computer printer
- _____ Make an overhead using a Xerox
- _____ Scan and manipulate text using OCR software
- _____ Set up bulletin board
- _____ Set up display case
- _____ Print a banner
- _____ Prepare an instruction/information sheet
- _____ Prepare a student direction sheet
- _____ Design and administer a test using electronic scoring
- _____ Design and use a “power point” type presentation

DELIVERY

- _____ Use White Boards
- _____ Use chalkboard diagrams
- _____ Text sensitive board with printer
- _____ Prepare and use 3 dimensional teaching aid
- _____ Give a library assignment
- _____ Give class text assignment with study guide and exam
- _____ Lead the class through a web site using a multi media projector
- _____ Use guest speakers
- _____ Conduct field trip

PROFESSIONAL

- _____ Attend student school functions
- _____ Attend Technology Education professional meetings
- _____ Attend workshops/conferences
- _____ Attend parents night

OTHER

- _____ Use 16 mm movie projector
- _____ Use film strip projector
- _____ Use record player
- _____ Use a backup plan if equipment fails
- _____ Use a scientific or graphing calculator
- _____ Utilize experts to solve problems
- _____ 35mm slide projector
- _____
- _____

COMPUTER SOFTWARE

Indicate specific computer software you have expertise in and use on a regular basis.

Revised 5/01 - Mr. Philip Horan & Mr. Gordon Turner

Copy needed for each center.

J. Term Problem

All teachers have to constantly analyze their instructional problems and needs and develop materials and procedures for overcoming them. The purpose of the term problem is to give you an opportunity to demonstrate the ability to recognize a need and execute additions or improvements in the cooperating teacher's instructional program, and to plan and organize the time needed to successfully carry the problem to completion. You are expected to complete a term problem in each of your two centers.

1. The term problem you select should be a learning experience that will provide you the opportunity to demonstrate your ability to identify and analyze means of improving the instructional program.
2. In candidate teaching centers, where a candidate teacher may be working with two cooperating teachers, only one term problem will be required. In such cases, the cooperating teachers are asked to decide with whom the candidate teacher will work, to complete the term problem requirement.
3. You should consult with your cooperating teacher to discuss ideas and upon his/her advice proceed to initiate, plan and carry out a term problem which results in an improvement in the instructional program. The term problem might be: the writing of one or more Technology Learning Activities; the development of new student laboratory activities; the establishment of a new area of instruction. Extensive repair or refurbishing work is not appropriate.
4. The identification of the term problem, and the plan for completing the term problem by the last week of the candidate teaching assignment, should be submitted to your cooperating teacher for his/her signed approval by the end of the second week. The plan should be based on working drawings, sketches, and/or outline descriptions of what is to be done. Work on the term problem should be started by the third week of the candidate teaching quarter. The approved term problem plan is to be reviewed and approved during the college supervisor's first supervision visit, to see that the purpose of this requirement is being met. The approved term problem plan may be mailed with your weekly letter before your supervisor's visit.
5. Where it is appropriate, and with your cooperating teacher's approval, you may make use of student assistance in carrying out some of the details of completing the term problem. You should remember, however, that the evaluation of this activity will reflect your ability to analyze the problem and to plan and carry it to completion.
6. The cooperating teacher is the judge of whether or not the term problem has been satisfactorily completed. The college supervisor is to be notified in writing that the term problem has been completed to the cooperating teacher's satisfaction.

K. Self-Assessment and Critiques

1. Lesson and performance critiques

You should keep in your files and review from time to time the lesson and performance critiques prepared by your cooperating teacher and supervisor.

2. Self Evaluation

You will be provided four assessment sheets for use in assessing your own performance and for comparison with your cooperating teacher's assessment of your performance. You should review the items on these sheets so you will know the principal criteria on which your performance will be assessed. Prior to your college supervisor's visit you should assess yourself using one of the Technology Education Midterm/Final Cooperating Teacher Assessment forms. At the same time you should give another copy to your cooperating teacher, ask him/her to assess your performance, and arrange a time for a conference within the next day or two to compare the two evaluations. **PLEASE NOTE** that this is not the official final assessment to be submitted by your cooperating teacher, but will serve to inform you of your strengths and weaknesses, at this time, and enable you to correct certain weaknesses while there is time to do so.

Assessments should be available for review by your college supervisor at the time of her/his supervision visit, unless the supervisor requests the assessments at another time. The second set of assessments should be completed in the same manner prior to the end of the quarter with a comparison conference to follow in one or two days.

PART V

RESPONSIBILITY AND LEGAL OBLIGATIONS

A. The Cooperating Teacher & Candidate teacher Responsibilities

Your cooperating teacher realizes that your presence in any class does not relieve him/her of full legal responsibility for the classes. However, you are expected to conduct yourself as a professionally responsible person, watching out for the welfare of pupils and the quality of instruction. You are expected to keep the cooperating teacher informed of your activities as they pertain to your center and any and all events relating to the school.

As a general rule your cooperating teacher is requested to remain in the room while you are teaching. During the latter part of the term, your cooperating teacher may occasionally leave you alone for brief intervals. Such practice will assist you in developing initiative and resourcefulness in matters of laboratory management. Regulations pertaining to this matter, in individual candidate teaching centers, should govern the practice.

B. Safety

All safety measures and procedures should be checked very carefully with your cooperating teacher, upon your arrival in the center, to minimize the danger of accident to pupils and to yourself.

C. Safety Glasses

New York State Public Law 409-a states "...in accordance with regulations of the Commissioner, that every student and teacher participating in any such program wear eye safety devices at all times and under the conditions prescribed in such regulations." See Appendix A, pg 58.

D. The Candidate Teacher

You should acquaint yourself with all rules and policies affecting the management and control of individual pupils, whole classes, and/or the total school.

Your own legal liability covering negligence in case of pupil injury is covered by p3023 of section 1958 of the New York State Education Law. This section of the law is designed to "save harmless" and protect all teachers and candidate teachers from financial loss arising out of any claim demand or suit, by reason of alleged negligence resulting in bodily harm or injury to a student, while acting in the normal discharge of assigned duties within the school. See Appendix B, pg. 59.

Personal injury and hospitalization insurance to cover injuries to yourself should be carefully considered for this semester. Few, if any, school districts carry insurance, which covers the candidate teacher. All candidate teachers are advised to carry accident and hospitalization insurance which is available to all college students at a group rate.

PART VI

EXTRA CURRICULAR ACTIVITIES

A. Attendance at Meetings

You are expected to attend all faculty meetings. You are also encouraged to attend, where possible, local P.T.A. meetings, regional Technology Education Association meetings, school social and athletic events, etc.

B. Club Activities

You are expected to assist in club activities and, in some instances, may have special abilities that will enable you to sponsor additional clubs with the approval of the administration in the candidate teaching center. Any new clubs started by you should be organized to terminate at the end of the candidate teaching assignment, unless arrangements are made for continuing the activity by someone else.

C. Other Activities

You should take advantage of all opportunities extended to gain experience in conducting educational trips, working with adult night classes, keeping class registers, proctoring home rooms, handling routine matters of tardiness and assisting in activity periods.

PART VII

ATTENDANCE AT YOUR ASSIGNED CENTER

A. Daily Attendance

The official calendar of dates for beginning and ending each assignment is established by the SUNY Oswego Official College Calendar after consultation with appropriate individuals. All other dates, such as public school conference days, holidays, breaks and vacations are established by each cooperating center. The candidate teacher will follow the Department of Technology's established beginning and ending dates and the center established dates in between.

You should be guided by the daily schedule of the center and cooperating teacher for your daily schedule requirements.

Regular attendance is expected of you at all classes and assignments. Cooperating teachers and college supervisors cannot grant permission for absences except on designated holidays of the school or when you are conducting field visitations. Any special circumstances **must be** cleared by your college supervisor, cooperating teacher, **and** by the Department of Technology's Chairperson.

B. Reporting Absences

If you are going to be absent, due to illness, the cooperating teacher or the building principal **should be notified as early as possible the morning of the day of the illness** to cause as little inconvenience as possible to the cooperating teacher's instructional program. The cooperating teacher should expect you to follow the same policy for absences that all teachers at the candidate teaching center have to follow. This also means that if the candidate teaching center faculty must supply documentation for illness of more than one day, then you should be expected to do the same.

You must explain all absences, supported by documentation, in your weekly letter to your college supervisor. The college supervisor will discuss all absences with the Department of Technology Chairperson. If necessary, you will be called back to SUNY Oswego for an achievement assessment.

If you are absent for any reason without notifying the cooperating teacher or the principal, the center has been requested to notify the Department of Technology Chairperson at once.

C. Tardiness

You are expected to arrive at the center at the same time that the teaching staff is required to report unless the cooperating teacher identifies a different time. You are expected to be on time and prepared to work with students in the Technology Education classes assigned as part of the candidate teaching responsibilities, present to assist in the other Technology Education classes that are part of the cooperating teacher's instructional program, and present to assist the cooperating teacher with other instructional and extra-curricular activities. **The cooperating teacher should be notified as soon as possible if you will be unavoidably delayed.**

Cooperating teachers have been requested to report, as soon as possible, excessive tardiness to the college supervisor.

D. Supervisor's Visitation

If an emergency absence should occur on the same day as a scheduled visit by your college supervisor, immediately notify the supervisor by phone. If unable to contact the college supervisor you are to call the Department of Technology at the college by telephone. This must be done so that your supervisor can be contacted and a difficult situation avoided.

PART VIII

GENERAL POLICIES

The purpose of this section is to outline those policies and procedures that have been developed for your guidance while completing Professional Field Experience assignments. Any question pertaining to these policies should be discussed with your college supervisor and/or cooperating teacher.

A. Commuting

Commuting to candidate teaching centers is expected. Students can anticipate a 45 minute to one hour drive.

B. Outside Work

Candidate teaching is considered a **full time responsibility**. Therefore outside work during candidate teaching is discouraged. When personal circumstances make it necessary to work, on a limited basis, you must inform both your college supervisor and the cooperating teacher.

You are not to request, nor should permission be given, to leave the candidate teaching center, for work reasons, prior to the time the center has identified as the official time for faculty to leave at the end of the school day.

Cooperating teachers have been requested to notify, immediately, the college supervisor if it appears that outside work is interfering with a candidate teacher's performance.

C. Substitute Teaching

The maximum benefit of candidate teaching accrues when candidate teachers work under the supervision of carefully selected cooperating teachers. Since this type of supervision is very unlikely in the usual substitute teaching situation, SUNY College at Oswego policy discourages the use of candidate teachers as substitutes for any prolonged period.

It is recognized, however, that there are definite benefits to the candidate teacher to have the opportunity to assume full responsibility where he/she has the confidence of the cooperating teacher and has demonstrated the necessary competence. In view of the serious nature of some emergency situations, and the scarcity of qualified Technology Education substitutes, substituting may be permitted under the following conditions:

1. Substituting will be permitted only in the Technology Education classes to which the candidate teacher is assigned.

2. The total number of days of substituting may not exceed five in any one candidate teaching assignment period. Any days in excess of this must be approved in writing by the Department of Technology Chairperson.
3. The assignment to substitute teach must have the prior approval of the college supervisor, and all of the following candidate teaching center personnel: the building principal, the Technology Education department chairperson, and the cooperating teacher. In all cases, when requested to substitute, the candidate teacher should check the legal responsibilities and liabilities with the building principal.
4. Compensation for substitute teaching is governed by the candidate teaching center district policy and is at the discretion of the school authorities in each center.

D. Strike Policy

If you are assigned to a district which goes on strike, the following procedures and policy should be followed:

1. In case a strike is anticipated, you should notify your college supervisor via the weekly letter. In case a strike is put into effect the cooperating teacher should notify immediately, by phone, the Department of Technology Chairperson.
2. You are not to take part in any strike activities in the district.
3. Cooperating teachers have been notified that the candidate teachers have been advised not to enter the school building during a strike without first obtaining the permission of: the cooperating teacher, the school administrator, and the president of the local teacher's association. If it is necessary for you to enter the building, your cooperating teacher should assist you in obtaining the necessary approval of all parties.
4. During a short term strike (1 to 5 days), you should utilize your time by completing visitations to other schools, preparing lesson plans and other instructional materials and gathering information for college reports.
5. If it appears that the strike might become prolonged, it may be necessary to reassign you to another center.

PART IX

COLLEGE RESPONSIBILITIES

This section is devoted to a general description of the purpose and an outline of those reports which you are expected to complete in each center. Except where noted, reports are to be based upon your observations and study within your candidate teaching center or in those schools and industries you visit. These reports will be reviewed by your college supervisor during her/his visit or mailed to him/her with your weekly letter. You should plan your time and specific tasks so that these reports are **completed by the fourth week of each candidate teaching quarter.** (see appendix C, pg. 60)

A. Immediate Attention Items

The following items should have priority during your **FIRST WEEK** in the teaching center:

- ___ 1. Send living address and phone number, on card provided, to Department Chairperson.
- ___ 2. Send copy of class schedule and school calendar to your supervisor with your first weekly letter. Fill it out according to the directions on the form provided at the orientation session.
- ___ 3. Develop a rough draft of a Long Rang Instructional Plan for your class. Start following this plan during your second week in the center.
- ___ 4. Begin consideration of, and planning for, your Term Problem after consulting with your cooperating teacher.
- ___ 5. Plan your visitation schedule with the help of your cooperating teacher.
- ___ 6. Develop Daily Plan Book for second week's activities.
- ___ 7. Compose your first weekly letter to your supervisor.
- ___ 8. Organize your notebook or other method of filing for your candidate teaching materials.

B. The Candidate teaching Notebook Or File

A notebook or set of file folders containing all records, reports, and instructional materials prepared while candidate teaching shall be kept by each candidate teacher. Folders shall be properly labeled as to contents or, if a notebook is used, separate divisions with tabs for each type of material should be provided for keeping the material in good form for inspection and reference at all times.

This notebook or set of folders should be used exclusively for the purpose of organizing and filing candidate teaching materials. Organization of this material should follow the numerical sequence of the Candidate Teaching Supervisor's Inventory (Appendix D, pg. 61).

Materials to be included in your notebook or file folders are explained and outlined in the sections that follow. Each item should be filed in a separate notebook section or file folder, properly labeled for easy identification.

C. College Correspondence

1. Living Address: During the first or second day in each of your assigned centers, you should inform the Department of your living address and telephone number, using the address card provided.
2. Schedule and School Calendar: With your first weekly report from each center, you should send your college supervisor your class schedule, **USING THE FORM PROVIDED**. Also provide the school calendar for the period of time you will be assigned, showing particularly any days when school is not in session.
3. A weekly report in the form of a typed business letter on 8 1/2 x 11 " paper should be forwarded to your college supervisor at the end of each week so it will be on Monday or Tuesday of the next week. Some supervisors require a weekly report by email as well as a hard copy report. Be sure to discuss this requirement with your supervisor during the first week of each assignment.

All letters should be carefully proofread to eliminate errors. Be sure to sign all correspondence.

Your report should be prepared in duplicate. The original is to be sent to your college supervisor, and a copy in your candidate teaching file or notebook for review by any college supervisor. In general, a good, informative report will pretty well fill a single-spaced typewritten page (double space between paragraphs).

The purpose of these weekly reports is to maintain contact with your college supervisor and provide useful information prior to and following supervision visit for the following purposes:

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- a. To summarize the nature of the teaching experiences and activities in the center and identify some of the more important things which you have learned from these experiences.
- b. To acquaint your supervisor with your progress and to identify any major problems or difficulties encountered and how you plan to overcome time.
- c. To identify some of the reactions and conclusions you have been able to arrive at as a result of your observations and discussions about the Technology Education program, the school, and the community.
- d. To assist you in developing insight into the problems of teaching and to improve your ability to express yourself in a succinct manner.

Your letter should not be merely a record of events. It should focus more on what you have gained from your experiences of the week.

As you consider what to include in your weekly letter to your supervisor, a review of this list might be helpful. Your letter could include a couple of paragraphs about one of these issues that you experienced during the past week.

General impressions of teaching.

Technology philosophy as you have seen it in practice - general education.

Student reactions and impressions.

Nature of teaching responsibilities.

Problems related to long rang planning.

Ideas gained from planning conference with cooperating teacher.

Summary of impressions from visits.

Problems and successes with your teaching and class management.

Progress on term problem and other reports.

Professional meetings attended - impressions gained.

Community activities and events.

Techniques and efforts to motivate students - displays, bulletin boards, project examples.

Other assigned duties and responsibilities - cafeteria, hall, bus duty, study hall.

Comments concerning teaching situation in general which tend to affect your work - relations with others, illness, family, etc.

Possible teachers or schools which might serve as candidate teaching centers - reasons.

Comments about the school or Technology Education Department and their attention to affirmative action to achieve educational equity.

D. Technology Education Program (Middle School Assignment)

1. Purpose: This unit is primarily intended to direct your attention to the overall Technology Education program. It will then focus specifically on the courses and program being conducted by your own cooperating teacher. You will investigate several aspects of her/his work and program that might not be evident from casual observation.
2. Procedure: This report is to be based on information gathered in your center.
3. Content:
 - a. Overall School or District Technology Education Program
 - 1) Extent of the program - elementary, middle and senior high school levels
 - 2) The Technology Education courses, indicating:
 - (a) Sequence
 - (b) Prerequisites
 - (c) Percentage of student enrollment (compared to total school and Technology Education enrollment)
 - (d) Type of credit - regents or non-regents
 - 3) Evidence of overall coordination and/or supervision
 - b. The Cooperating Teacher's Instructional Responsibilities - Describe the following:
 - 1) Teacher load - number of classes, extra- curricular, other assigned duties
 - 2) Evidence of organized course of study. To what extent is the course of study actually used?
 - 3) Procedures used for selecting student activities and projects.
 - 4) Teaching procedures used with students such as: problem solving, experimentation, mass production, research, etc.
 - 5) Extent and nature of out-of-class assignments
 - 6) Techniques used in measuring pupil progress.
 - 7) Instruments used in measuring pupil achievement.

- c. Instructional Materials - Comment on the following:
 - 1) Print resources used such as textbooks, workbooks, etc. (list)
 - 2) Other media and materials used such as models, mockups, videotapes, films, slides, charts, etc.
 - 3) Library utilization
 - 4) Microcomputer usage

- d. Safety Program - Describe the following:
 - 1) Planning to implement safety regarding:
 - (a) Floor space
 - (b) Traffic aisles
 - (c) Power controls
 - (d) Fire safety
 - (e) Heating and ventilation
 - (f) Lighting
 - (g) Color coding
 - (h) Dust collection
 - 2) Instruction to inform students regarding safety.
 - 3) Implementation techniques used to enforce safety practices.

- e. Pupil Personnel System - Describe the following:
 - 1) Pupil personnel system
 - 2) Supervision of the personnel plan and its effectiveness.

- f. Teaching - Learning Environment - Describe:
 - 1) The procedures used by the teacher to motivate students for learning.
 - 2) Positive and negative features of the physical setting.
 - 3) Techniques used to promote educational equity and overcome bias.

- g. Write a summarizing statement of approximately fifty words identifying the strongest features of the program and any program improvements you would recommend.

E. Student Case Study (Middle School assignment)

- 1. Purpose: This report is intended to develop your awareness of the many factors affecting student behavior and provides an opportunity to learn of the many information sources available to teachers.

As you enter teaching, you will be confronted with many types of students, each having their own personality traits and patterns of behavior. It will become evident that some students are experiencing difficulties in adjusting to the school climate or having problems in terms of their peer, social and teacher-student relationships, and that these difficulties represent abnormal behavior. As a teacher, you are expected to be able to recognize individual student needs and differences and to attempt to meet

these needs through your relationship with the student as a teacher and through your instructional program.

The case study method is an effective technique for identifying such a student and working towards helping him/her. This assignment is designed to make you sensitive to patterns for student behavior and provide you with the opportunity to develop an understanding of the factors that determine this behavior.

NOTE: All information about this student must be strictly confidential and may only be discussed with your cooperating teacher, the school administration and your college supervisor.

2. Procedure:

- a. Select a student in your center that you feel exhibits a personality or behavioral tendency that requires in-depth study.
- b. It is imperative that you do not let the student determine that you are studying her/him, as this will definitely alter his/her regular pattern of behavior.
- c. Collect data pertaining to the student. Information should be obtained through direct contacts and observations of the student in various school settings, from the guidance and counseling personnel, and records at your center. Gather the following types of information and data.
 - 1) Personal Data - this should include items such as age, grade level, physical appearance, personality, and any other pertinent information.
 - 2) The Problem - the general nature of the problem should be summarized. Include such items as the student's personality and behavioral pattern that caused you to select this individual for study.
 - 3) Educational Background - schools attended, educational test scores, past teacher comments and other appropriate data should be consulted.
 - 4) Family Background - should include such items as the educational background of the parents and siblings, social and economic standing, and other information relevant to the individual.
 - 5) Physical and Health Conditions - any physical or health conditions should be noted. Data concerning physical development, attitude towards health and health history can be important when making a diagnosis or prognosis.
 - 6) Personality and Development - the results of any personality or adjustment tests as well as any overt personality characteristics that are observed should be noted for possible bearing on the problem.
 - 7) Social Adjustment - this may be indicated by the number of friends, adjustment with peers, recreation interests, and participation in curricular and extra curricular activities.
 - 8) Vocational Status - the goals, ambitions, interests, and work experience concerning the student under study should be explored.

- d. Prepare the study using the general category headings above, being careful not to identify the student or any member of his/her family by name. Refer to the case study as "**Student X**" and be **gender neutral** in the report. The following suggested procedure should be followed after the data has been collected:
 - 1) Assemble data
 - 2) Compare the assembled data and look for trends and other information that will give an indication how the student can be helped.
 - 3) Describe suggested remedial measures.

F. Budget and Requisitioning Procedures (Middle School assignment)

1. Purpose: This unit is intended to focus your attention on and provide opportunity to investigate some of the common procedures used by Technology Education teachers and departments in the preparation, submission, and utilization of budget data.
2. Procedure: Information pertaining to the major points in this unit may have to be obtained from all of the following sources: (1) school business office, (2) department chairperson, (3) cooperating teacher. Since the information needs to be gathered from various sources, it will be advisable to begin work on this report during the first week of your candidate teaching assignment.
3. Content:
 - a. What are the major categories of the total school budget (i.e., Administration, Transportation, Instructional Staff, etc.)?
 - b. What is the proportional distribution of funds for each category identified under a.?
 - c. What proportion of the budget is allocated to Technology Education?
 - d. When must budget requests be prepared and submitted?
 - e. What was the average per-pupil cost in Technology Education last year and how was it computed?
 - f. How do costs in Technology Education compare with other subject areas?
 - g. Are all supplies provided to students or is there a system used to recover part of cost of supplies used?
 - h. If students are charged for supplies, how are funds deposited and used?
 - i. Identify the major categories under which the Technology Education department receives budget allocation:

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- 1) Capital expenses
 - 2) Instructional supplies
 - 3) Texts and workbooks
 - 4) Audio-visual
 - 5) Other
- j. Is there any limitation placed on each category or the total?
- 1) What are the limitations?
 - 2) How is this determined?
- k. Is there any long range plan in use for replacement and/or addition of equipment?
- l. What provision is made for repairs and maintenance?
- m. What types of items must be submitted for bids?
- n. What provision is made for unanticipated emergency expenditures?
- o. How does your cooperating teacher collect information for preparing requests?
- 1) Inventory of supplies
 - 2) Want list
 - 3) Quotes in advance
- p. Describe form on which request is submitted.
- q. Is the budget submitted for the department or by individual instructors?
- r. Briefly describe any centralized or uniform procedure used within the department. Is this statement descriptive enough of what is intended?
- s. How are items eliminated from the budget request?
- 1) Business office or purchasing agent
 - 2) Department chairperson
 - 3) Individual teacher
- t. After the school budget is approved and allocations made, who is responsible for preparation of requisitions?
- 1) Business Office
 - 2) Department chairperson
 - 3) Individual teacher
- u. Is there any system of central purchasing used in the district or department?
- v. Identify the form used for requisitioning and describe the type of information the teacher has to submit.

- w. Is there any provision for local purchase outside of the normal requisition procedure?
- x. What type of records does the Technology Education teacher have to keep?
 - 1) Supply inventory
 - 2) Financial

NOTE: Wherever possible, effort should be made to obtain copies of the following items and include them as appendices in connection with unit report:

- a. School Budget
- b. Bid Submission Forms
- c. Requisition Forms
- d. Inventory Form

G. Teacher Work Sample (High School assignment)

A Teacher Work Sample (TWS) is a product that documents your ability to plan, deliver, and assess a standards-based sequence; to document student performance; and then to reflect on the effects of your instruction on student learning. Candidate teachers have previously been involved with Teacher Work Sample during their successful completion of TED 306 and 316. A detailed explanation, guidelines for preparation and scoring rubric is provided. (See Appendix E, pg. 62-69)

H. School and Industrial Visits

1. Purpose: During your professional semester you will be given the time to make observation visits to a minimum of **three** Technology Education laboratories and **one** industry during the middle school assignment and **two** Technology Education laboratories during the high school assignment. The purpose of these visits is to provide an opportunity to observe practices that might be somewhat different from those in your own center and therefore provide a broader view of the teaching field. Additional visits may be made with the approval of your cooperating teacher and/or supervisor.
2. Procedure: Each visit should last at least one-half of the school day, with the majority of time spent in **one** of the Technology Education laboratories. The Technology Education teacher regularly assigned to that lab is your "host" teacher. He/she must have approved your visit prior to your arrival. This individual will sign your visit log just before you leave his/her school. Use the Log of Candidate teaching Observation Visits. (See Appendix F, pg. 63).
 - a. Selecting schools and industry to visit should be done with the help of your cooperating teacher and/or supervisor who is familiar with the best opportunities in your area. He/she should be consulted also with regard to the dates of your visits. With his/her permission you may make two visits in one day if the two school districts are close enough together to permit this, or you may visit one

school and return to your center for the other half-day. Almost any plan is permissible as long as you make the required minimum number of visits.

PLEASE NOTE: Visits should be made early in each candidate teaching assignment so that information and ideas gained from the visits may be utilized in the current candidate teaching center.

- b. Permission to visit must be secured before the visit is made. The suggested procedure is to prepare a typed letter to the principal of the school you wish to visit. The original copy is mailed to the principal, with a copy in a separately addressed envelope mailed to your host Technology Education teacher. An example of the desired style of the letter may be found in Appendix G. Compose your letter carefully. Proof read each letter to be sure that spelling, grammar, etc. are correct. Provide the address and telephone number of both your school and home. Notice that a reply is not required unless the visit would be inconvenient. Keep a copy of the letter in your file for your supervisor's review.
 - 1) In any case, no less than six working days notice must be provided to the school or industry to be visited to permit time for a reply to reach you in case the visit is inconvenient.
 - 2) If for any reason you are unable to make a scheduled visit, you should telephone the office of the principal of the school or the personnel office of the industry and inform them that you will not arrive. The good will of the public school personnel and the business and industrial personnel who cooperate in this observation program is extremely important and they merit courteous treatment.
- c. Upon arrival at a school you should first report to the principal's office. You should make yourself available in case the principal wishes to see you. If he/she does not, you may go directly to your host teacher's lab. You should plan to see the entire Technology Education department, but visits to laboratories other than that of your host teacher and visits to any other part of the school should be made only with your host teacher's permission.
- d. Candidate teachers may make visits together, but no more than two may visit a school or industry (unless a larger group is required) together at one time.
- e. It is possible to use a visit to the local Board of Cooperative Educational Services (BOCES) center as one of your required school visits. However, only one such visit may be made during the candidate teaching semester. If you elect to visit a BOCES center the major portion of your time should be spent reviewing the services that BOCES offers such as programs for special needs children, media center, occupations center, etc. and the overall program.

3. Content -- Visitation Reports -- Schools

- a. A typed report is to be prepared based on each half-day visit made to either a public school Technology Education laboratory or a BOCES center. These reports should be prepared with the purpose in mind of recording and describing as much objective information as possible which may be of value to you in developing your own Technology Education laboratory and teaching program. You should:
- 1) Gain information primarily from a single lab.
 - 2) Be specific in noting unusual and outstanding features.
 - 3) Make sketches and take photos where appropriate.
 - 4) Obtain examples of instructional materials and outlines for future reference.

NOTE: The report must be typed in paragraph form using the topics listed below as a general guide for things to observe and about which to gather worthwhile information and ideas. Each report should be primarily based upon information from a single Technology Education laboratory.

- b. Introduction
- 1) Name of school, principal, and host teacher
 - 2) Lab visited and Technology Education activity areas represented
 - 3) Classes observed - grade level, number of students and activities observed.
- c. Planning
- 1) What evidences of curriculum are present? (Course of study, TLAs/TLABs, lesson plans, etc.)
 - 2) Are courses broken down into identifiable units, modules, TLAs/TLABs?
 - 3) Is there use made of a daily plan book?
 - 4) Does the instructor make use of lesson plans?
 - 5) Does the instructor make use of TLAs/TLABs?
- d. Teaching - comment on the following:
- 1) The teaching techniques used by the host teacher
 - 2) Manner of leading classroom discussions (questions, responses)
 - 3) Ways the instructor controls classroom activities
 - 4) Evaluation procedures and techniques used- cite examples
 - 5) Record keeping procedures being used - cite examples
 - 6) Instructional resources used (texts, modules, lab manuals, TLAs)
 - 7) Your reaction to the overall teaching-learning environment
- e. Lab Management - comment on the following:
- 1) The physical organization of the lab (use photos and/or floor plan)
 - 2) The physical condition of the lab
 - 3) Evidence of a safety program and its administration
 - 4) Utilization of bulletin boards, display cases and other media

- f. A summarizing statement of approximately fifty words evaluating the center visited emphasizing the positive as well as correctable shortcomings.
4. Content -- Visitation Reports -- Industry
- a. Ideally, the visit to an industry in your area should be planned so that it is related to, and reinforces, an area that you are teaching in your center. Your cooperating teacher and/or supervisor should be able to assist you in making the necessary contact for this visit. Where practical, it may be possible for two or three candidate teachers to go as a group. The visit should be made with the following objectives in mind:
- 1) To gain an understanding of how the industry is organized and to find out what the major elements of the industry are such as: personnel, engineering, production, marketing and finance.
 - 2) To acquire knowledge and understanding of some newer technical processes and materials which may be able to be interpreted or incorporated into Technology Education.
- b. The typed report for the industrial visit should include most, if not all, of the following points:
- 1) Name of company and address.
 - 2) Product or service produced.
 - 3) Principal processes, raw materials and types of specialized machines.
 - 4) Plant organization - departments and functions.
 - 5) Employees - number and type, employment practices and employee benefits, union or non-union.
 - 6) Safety - organized safety program, instruction, personal equipment.
 - 7) Type of production - continuous, intermittent, flexible, computer aided, etc.
 - 8) Working environment - interpret in your own words.
 - 9) Future developments, growth anticipated, problems.
 - 10) Industrial relations - employment procedures, job rating and classification, employee training opportunities.
 - 11) Summarize what the students in your classes could learn from a field trip to this industry.

PART X

COLLEGE SUPERVISORY VISITS

A. Supervision

Supervision visit(s) are scheduled for each candidate teacher by the college supervisor. Notification of a visit will be sent in advance to you in care of the cooperating teacher (unless a meeting is requested by the cooperating teacher to address a problem or an assignment detail). Where there is a problem that needs to be discussed with the chairperson for Technology Education or with the building principal, the cooperating teacher should notify these persons of the college supervisor's visit and an appointment made for the college supervisor to confer.

During the supervision visit(s), as much time as possible will be spent in the observation of your teaching. Some college supervisors may prefer to confer with the cooperating teacher prior to holding a conference with the candidate teacher.

B. Information Desired

The college supervisor will wish to discuss all phases of your efforts in the Technology Education laboratory and classroom. Your supervisor should be made aware of any weaknesses or problems that have developed and will appreciate knowing of any strengths or special contributions you have made. Effective supervision can be accomplished only to the extent that all the facts are made known. Review Appendix D - Candidate Teachers Supervisor's Inventory.

C. Candidate Teacher's Preparations for Supervisor's Visit

You should prepare and present at least two lessons during your supervisor's visit. You should have all material related to candidate teaching on hand and in good order for the conference with the college supervisor. The material should include a copy of the lesson plan for each lesson to be observed by the college supervisor.

PART XI

ASSESSMENT OF CANDIDATE TEACHERS ACHIEVEMENT AND PROGRESS

You will be supplied with copies of the Technology Education Midterm/Final Cooperating Teacher Assessment used for recording the final evaluation of his/her progress. This Cooperating Teacher Assessment should also serve as a continuous guide against which both your cooperating teacher and you can review your progress. This Cooperating Teacher Assessment should be reviewed periodically with your cooperating teacher to identify your strengths and weaknesses. To this end it is recommended that:

1. Prior to the college supervisor's first visit you should discuss, with your cooperating teacher, your performance to date and make a list of strengths and weaknesses. This should be a preliminary review of your candidate teaching performance to date. The college supervisor will review the list during the supervision visit.
2. During the fifth or sixth week another copy of the Cooperating Teacher Assessment should be independently marked by your cooperating teacher and one copy by you and then compared in conference. The college supervisor will review these during the supervision visit.

Near the end of the candidate teacher's assignment to the candidate teaching center, the cooperating teacher will receive copies of the Technology Education Midterm/Final Cooperating Teacher Assessment and copies of the Technology Education Candidate teaching Reference form for the College's Career Planning and Placement Office. **One copy of each of these forms is to be filled out by the cooperating teacher and returned to the Department of Technology Chairperson during the last week of your assignment period.**

PART XII

CANDIDATE TEACHING GRADES

A full semester of satisfactory ("S") candidate teaching is required of all candidates for the B.S. degree, major in Technology Education, at the State of University of New York College at Oswego. Each quarter of candidate teaching carries 6 semester hours of credit.

A. Final Grade

The final grade for candidate teaching is determined by the college supervisor, and reported to the Department of Technology, after reviewing all evidence concerning the candidate teacher's work, including final assessment sheets prepared by cooperating teachers.

B. Performance Deficiencies or Problems

When a candidate teacher's performance comes into question, it is important that the Department Chairperson be made aware of the problem at the earliest possible time. A request for assistance can be initiated by the candidate teacher, the cooperating teacher or the college supervisor. Early awareness of a problem will allow it to be dealt with most effectively. Procedures have been established to assist in their resolve.

C. Failure

A student who fails to perform satisfactorily during the first half of the candidate teaching semester will be denied the privilege of continuing in candidate teaching for the remainder of the semester, and a grade of "U" will be recorded.

A student who has received a "U" may be assigned again to candidate teaching in some subsequent semester. This is not automatic and shall depend upon a recommendation by the Department of Technology Chairperson considering:

1. A thorough study of the conditions of failure.
2. New evidence to show that the student is prepared to accept a new assignment.

The final decision will be made by the Chairperson of the Department of Technology after consulting with the student's advisor and others with knowledge of the student's abilities and progress.

D. Satisfactory First Assignment - Failure in Second Assignment

A student who satisfactorily completes the first assignment of candidate teaching but who fails in the second assignment will receive an "incomplete" for candidate teaching. This "incomplete" may be removed **ONLY BY DOING AN ADDITIONAL QUARTER OR SEMESTER OF SATISFACTORY CANDIDATE TEACHING**. The period of reassignment to candidate teaching in such instances shall depend upon the conditions listed in C (1,2) above.

E. Conditional Pass

In certain instances where circumstances beyond the candidate teacher's control have prevented the full completion of all responsibilities or where acceptable performance develops very late in the first assignment a student may receive a "**CONDITIONAL PASS**." Reasons for a conditional pass will be presented in writing by the college supervisor. The final grade for the assignment will depend upon satisfactory performance during the second assignment.

F. Conditional Pass First Assignment and Failure in Second Assignment

A student who performs at an unsatisfactory level in the second assignment shall be regarded as an unconditional failure. Such cases shall be reconsidered only on the basis of **very exceptional** evidence and after personal presentation of the case by the candidate teacher before the college supervisor, the Department of Technology Chairperson and when deemed pertinent the cooperating teacher.

G. Appeal

The *Academic Appeal Process* is described in detail in the State University of New York College at Oswego Student Handbook and Undergraduate Catalog. Refer to *College Standards and Policies* (undergraduate catalog) or *The Judicial System* (student handbook).

PART XIII

CAREER PLANNING AND PLACEMENT OFFICE SERVICES

During your field experience semester, you will make many valuable professional contacts. Reference letters written by those with whom you have worked are usually requested and carefully reviewed by employers to determine your past performance and future potential. It is important that your work be of such quality that professionals will be willing to write reference letters to support you in obtaining employment.

The Career Services office provides a reference folder mailing service. Your references may be sent to this office and, upon request, the office will send your references to schools or other organizations where you are applying for employment. A fee is charged to defray costs of duplication, paper and postage.

The "Technology Education Midterm/Final Cooperating Teacher Assessment", will be completed by each cooperating teacher. This special form is provided by the Department of Technology and must be returned to the Department of Technology Chairperson for review.

General reference forms are provided by the Career Services office for obtaining references from individuals other than your cooperating teacher or college supervisor. During each field experience assignment, give careful consideration to other professionals in your center who are familiar with your work. You might invite the principal or chairperson of Technology Education to observe some of your lessons. If you have worked with a guidance counselor, coach, assistant principal or special education teacher, these individuals might be willing to write a letter of reference for you. It is your responsibility to request these references and to provide the form and a stamped envelope addressed to the Career Services office. You should check with the Career Services office to make sure that the references have been received and filed in your reference folder.

Before distributing your general reference forms, you must decide whether your reference will be confidential or non-confidential. Please note the following explanation of the different types of references.

1. Confidential Reference

- a. Advantage: Many employers have indicated to us that they prefer confidential references since they believe confidential letters will provide a more honest evaluation of the candidate.
- b. Disadvantage: You waive your right of access to see what has been written about you. The reference writer may write non-supportive or incorrect statements about you without your knowledge.

2. Non-Confidential Reference

- a. Advantage: The contents of the non-confidential letter is open to you for inspection, providing you with knowledge of what has been written about you.
- b. Disadvantage: Because many employers prefer the confidential letter, some of them may view a non-confidential letter as "suspicious" or without credibility.

Whichever letter of reference you choose, you must read and sign the statement at the top of the letter before giving it to your reference writer.

Details and instructions about establishing your reference folder will be explained at the candidate teaching orientation meeting by a representative of the Career Services office. You may wish to contact the Career Services office for additional information.

In addition to the reference folder mailing service, the Career Services office provides many other services to assist you in seeking employment and/or admission to graduate school. It is highly recommended that you become aware of and make full use of their services.

APPENDIX A

EDUCATION LAW

§ 409-a. Eye safety devices for certain students and teachers.

1. The board of education, trustees, principal or other person in charge of every public or private school or educational institution within the state, wherein shops or laboratories are conducted providing instructional or experimental programs involving:
 - a. Hot solids, liquids or molten metals; or
 - b. Milling, sawing, turning, shaping, cutting, or stamping of any solid materials; or
 - c. Heat treatment, tempering, or kiln firing of any metal or other materials; or
 - d. Gas or electric arc welding; or
 - e. Repair or servicing of any vehicle; or
 - f. Caustic or explosive chemicals or materials, shall arrange for and require, in accordance with regulations of the commissioner, that every student and teacher participating in any such program wear eye safety devices at the times and under the conditions prescribed in such regulations.

2. The commissioner shall by regulation prescribe the safety standards to be met before the use of any eye safety device may be required and shall include in such regulations requirements relating to the times and conditions when and under which such eye safety devices shall be worn.

3. Visitors to such shops or laboratories shall be furnished with and required to wear such eye safety devices at the times and under the conditions prescribed in such regulations while in such shops or laboratories.

APPENDIX B

SAVE HARMLESS LAW

(EXTRACT)

Laws of New York - EDUCATION LAW 3023

§ 3023. Liability of a board of education, trustee, trustees or board of cooperative educational services. Notwithstanding any inconsistent provision of law, general, special or local, or the limitation contained in the provisions of any city charter, it shall be the duty of each board of education, trustee or trustees, in any school district having a population of less than one million, and each board of cooperative educational services established pursuant to section nineteen hundred fifty-eight of this chapter, to save harmless and protect all teachers, practice or cadet teachers, authorized participants in a school volunteer program, and members of supervisory and administrative staff or employees from financial loss arising out of any claim, demand, suit or judgement by reason of alleged negligence or other act resulting in accidental bodily injury to any person within or without the school building, provided such teacher, practice or cadet teacher, authorized participants in a school volunteer program, or member of the supervisory or administrative staff or employee at the time of the accident or injury was acting in the discharge of his duties within the scope of his employment or authorized volunteer duties and/or under the direction of said board of education, trustee, trustees, or board of cooperative educational services; and said board of education, trustee, trustees or board of cooperative educational services may arrange for and maintain appropriate insurance with any insurance company created by or under the laws of this state, or in any insurance company authorized by law to transact business in this state, or such board, trustee, trustees or board of cooperative educational services may elect to act as self-insurers to maintain the aforesaid protection. A board of education, trustee, board of trustees, or board of cooperative educational services, however, shall not be subject to the duty imposed by this section, unless such teacher, practice or cadet teacher, authorized participants in a school volunteer program, or member of the supervisory and administrative staff or employee shall, within ten days of the time he is served with any summons, complaint, process, notice, demand or pleading, deliver the original or a copy of the same to such board of education, trustee, board of trustees, or board of cooperative educational services.

APPENDIX C

LIST OF TASKS AND REPORTS

This list is provided to help you organize and plan. There are other items that you, the cooperating teacher or college supervisor may identify that need your attention.

A. Center Responsibilities

Instructional Plan, IV.C., Pg. 15

Technology Learning Activity Brief, IV.D, pg. 16

Daily Plan Book, IV.E, pg. 19

Lesson Plans, IV.G, pg. 20

Teaching Log, IV.H, pg. 28

Experience Log, IV.I, pg. 30

Term Problem, IV.J., pg. 32

Self Assessment and Critiques, IV.K., pg. 33

B. College Responsibilities

Correspondence with College Supervisor, IX .C., pg. 41

Technology Education Program, IX.D, pg. 43

Case Study, IX.E., pg. 44

Budget and Requisitioning, IX.F., pg. 46

Teacher Work Sample (TWS), IX.G., pg. 48; Appendix E

School and Industrial Visits, IX.H., pg. 48; Appendix F

Visitation Request Letters, IX.H., pg. 49; Appendix G

Visit Reports, IX .H.3-4, pg. 50

APPENDIX D

CANDIDATE TEACHING SUPERVISOR'S INVENTORY

Present Supervisor

Next Quarter Supervisor

Student Teacher _____ Coop. Teacher _____

Center _____ Date _____

Summary to be prepared by college supervisor for review/references by next supervisor. Detailed report on special cases should be reviewed.

Assignments Both Centers

	ITEM	EXC.	SATIS-FACTORY	NEEDS ATTN.	REMARKS
1	Correspondence				
2	Instructional Plan				
3	Technology Learning Activity Brief(s)				
4	Daily Plan Book				
5	Teaching Log				
6	Lesson Plans				
7	Term Problems				
8	Experience Log				
9	Self & Coop. Evaluations				

Middle School Visit Reports

High School Visit Reports

(1)					(1)
(2)					(2)
(3)					
(4)					
	Completed visit log				Completed visit log

Middle School Assignments

Technology Education Program				
Student Case Study				
Budget & Requisition				

High School Assignment

Teacher Work Sample				
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SUGGESTIONS AND REMARKS:

APPENDIX E



SCHOOL OF EDUCATION · SUNY OSWEGO

Teacher Work Sample

Guidelines for Preparation & Scoring Rubric¹

Guidelines Revised October 2004 · Rubric Revised August 2005

To print the Teacher Work Sample, click on the following link:

<http://www.oswego.edu/~educate/twsguide&rubric.pdf>

APPENDIX F

LOG OF CANDIDATE TEACHING OBSERVATION VISITS

Student _____ Quarter _____

Center _____

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To Technology Education Teachers: Oswego appreciates your cooperation in accepting our candidate teachers to observe your program. Will you please sign this sheet at the end of the student's visit, after other information has been filled in by the student? Please feel free to add any appropriate comments or suggestions you care to. Thank you.

=====

Technology Education
Teacher Comments and
Suggestions:

School visited: _____ Date: _____
Hours of visit ____ to ____
No. of days notice given to school: _____
Signature of
teacher visited: _____

School visited: _____ Date: _____
Hours of visit ____ to ____
No. of days notice given to school: _____
Signature of
teacher visited: _____

School visited: _____ Date: _____
Hours of visit ____ to ____
No. of days notice given to school: _____
Signature of
teacher visited: _____

School visited: _____ Date: _____
Hours of visit ____ to ____
No. of days notice given to school: _____
Signature of
teacher visited: _____

Copy needed for each center

APPENDIX G

VISITATION REQUEST LETTER

Enter your
School address

The date

Name and Title (usually the Principal)
plus the address
of the person to
whom you are writing

Dear (Whomever):

In this first paragraph you will indicate that you are a candidate teacher and that one of your requirements is to visit other schools while you are in the field.

At this point, you indicate which teacher, facility, day, date and time of the requested visit.

You need to indicate where and how you can be reached if the above specifications are not appropriate or cannot be accommodated. **BE SURE TO INCLUDE BOTH YOUR SCHOOL AND HOME TELEPHONE NUMBERS.**

Finally, you will want to thank them for their willingness to allow your visit.

Sincerely,

Type your name
(but be sure to sign)

cc: In this space, you indicate to whom courtesy copies are being sent.
ALWAYS the teacher who will be visited
and
A Department Head, subject supervisor or
Chairperson, if there is such a position