

**State University of New York at Oswego**

Department of Career and Technical Educator Preparation

Spring 2024

# **MANUAL FOR STUDENT TEACHERS**

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***Adapted from 2007 manual***

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**This manual is designed to ensure that you explore as many aspects of the school and the program you are student teaching in, as possible. Many of the assignments are things you will be doing while you teach; you just need to keep track of them so you can attach them to this document when you hand it in.**

**Please complete all the items in the attached manual. If there is something you don’t have or can’t do in your student teaching location, confer with your college supervisor to make accommodations for that item(s).**

**Please complete on the following timeline:**

**By the end of student teaching, please submit to your Oswego supervisor in whatever format is preferred by your supervisor (print or electronic)**

**Please remind your cooperating teacher to complete the required forms for the School of Education on TK20 at the mid-term and end of the semester.**

**All students will be completing a Capstone TPA\*\* using TK20 (for help with accessing this, contact Trinity Engle at** **trinity.engle@oswego.edu** **or tk20@oswego.edu. All student teachers are responsible for the completion of the Capstone TPA\*\* for graduation; this is not a NYS requirement, it is a SUNY Oswego requirement.**

**APPENDICES – please look these through – there are helpful information and a self-evaluation form that is due twice during the semester.**

**Your Oswego Supervisor will review your progress on the manual at each meeting with you during your student teaching experience.**

**Manual should be submitted via e-mail (unless otherwise specified by the supervisor).**

**THANK YOU!**

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BUDGETING AND PURCHASING PROCEDURES

***Answer the following questions after discussing them with your cooperating teacher.***

1. What is budgeting and how is it accomplished? What are some of the limitations when budgeting?

2. What are the procedures to follow when purchasing machines, equipment, tools, materials, and supplies?

3. How are machines, computers, equipment, tools, materials, and supplies selected?

4. What are the procedures to follow in using petty cash? What is the maximum amount that can be used?

**CARE OF TOOLS, INSTRUMENTS, MATERIALS, AND SUPPLIES**

***Answer the following questions after discussing them with your cooperating teacher.***

1. How are the tools, equipment, computers, lab equipment, instruments, materials, and supplies protected from damage, loss, and abuse?
2. What precautions are used to avoid loss or breakage of tools, equipment, and, instruments and waste of supplies and materials?
3. What method is used to maintain an inventory of tools, equipment, instruments, materials, and supplies?
4. Who has access to the storage of tools, equipment, instruments, material, and supplies?
5. How often is an inventory of tools, equipment, instruments, material, and supplies conducted?

# **CLASSROOM AND/OR LABORATORY RECORDS AND REPORTS**

***Answer the following questions after discussing them with your cooperating teacher.***

1. What types of records and reports are kept for each of the students? *Attach examples of record sheets.*
2. What other types of records and reports are kept by the teacher? *Attach examples of record sheets.*
3. What is the procedure to follow when the student requests to see her/his record file?

DISCIPLINE

**Answer the following questions after discussing them with your cooperating teacher.**

1. What procedure is to be followed in case of discipline problems*? Attach a copy of the school discipline code.*
2. What types of discipline problems will result in the removal of the student from the class? Explain the procedure to be followed.
3. What are the teacher's supervisory duties when her/his students are out of the classroom and/or lab but within the school?
4. What are some of the methods employed by the teacher to maintain discipline in her/his classroom and/or lab?
5. Does the teacher use any type of discipline report sheet to maintain a record of incidents? If so, how does she/he use the discipline reports collected? *Attach a copy of the discipline report sheet with this assignment.*
6. How does the teacher recognize signs of discontent or disinterest among her/his students? When she/he recognizes these signs, what does she/he do?
7. What is the procedure to be followed in case a student is caught using drugs? *Attach a copy of the school drug policy.*

EQUIPMENT AND PHYSICAL CONDITIONS

***Answer the following questions after discussing them with the cooperating teacher.***

1. What is the procedure for maintenance, repair, and housekeeping of the equipment, apparatus and machines?

2. What are the rules for using delicate, hazardous or heavy equipment, apparatus and machines?

3. What is the procedure to report an inadequacy of temperature, ventilation and/or lighting? *If any forms are used for this purpose, attach a sample.*

4. How often is an inventory of tools, equipment, computers, apparatus, and machines conducted?

 INCLUSION

***Answer the following questions after discussing them with your cooperating teacher.***

1. What types of students with special needs can be served by the program, without any modifications?
2. Does the program have any students with special needs? If so, identify their special needs.
3. Is it or was it necessary to alter the objectives of the program in order to accommodate students with special needs? If so, explain why and how.
4. What are the prerequisites for entrance into the program? Are these prerequisites any different for students with special needs?
5. Does the teacher meet periodically with special education personnel to discuss the needs of special needs students?
6. Is the instructor involved in developing individualized educational programs (IEP) for her/his students? If so, what is her/his function?
7. Is the job placement of students with special needs any different than the job placement of typical students? If so, explain the differences.

**SCHOOL ORIENTATION**

***Answer the following questions after discussing them with your cooperating teacher.***

1. How is attendance taken, what are the recording procedures, and to whom is it reported?
2. Explain the type of the report card used and explain the procedures to follow for its completion.
3. What deadlines and reports must be met by the teacher during the year?
4. With what school staff members does the cooperating teacher’s classroom duties necessitate interaction? Example: resource room teacher, math teacher, etc.
5. How many job-related meetings does the teacher have to attend per month and what are the natures of these meetings?
6. What type of public relations is expected from the teacher? What are the program promotional activities?
7. What types of copying facilities are available to the teacher?
8. With the help of the teacher, draw a school organizational chart.
9. What professional readings are done by the teacher? How many hours per month?
10. Does the teacher visit local schools in an attempt to recruit interested students? If so, how many schools per year? (for BOCES CENTERS ONLY)
11. How much theory and how much lab time are provided to the students each day?
12. Are students given homework assignments? If so, what types and how much?
13. How does the teacher determine if one of her/his students have reading problems? What is done about it?
14. What reward system(s), other than grading, does the teacher utilize?
15. How often and by what are the students evaluated/assessed?
16. Describe how grades are derived?
17. How often does the teacher conduct follow-ups on former students? Is this information shared and with whom?
18. Does the teacher visit business/industry as part of her/his work? If so, how many visits per year and what are the purposes of these visits?

**SAFETY AND HYGIENE**

***Answer the following questions after discussing them with your cooperating teacher***.

1. What safety rules and regulations are in place for the classroom & laboratory?
2. How is it determined if a student is permitted to use a given piece of hazardous or expensive equipment?
3. What is the procedure employed in case a student is injured while in the classroom or lab?
4. How many different types of alarm systems are in the classroom and/or lab? What is the significance of each alarm system?
5. What types of accident/incident report forms are used by the teacher? *Attach copies of these forms.*

Draw a schematic layout of the classroom and/or laboratory floor plan, show the path(s) that the students must follow in case of a fire alarm. Mark with a red pencil the various electrical switches that discontinue the flow of current in the classroom and/or laboratory and with a green pencil mark where the fire extinguishers are located. Attach a separate sheet if necessary.

# **MEETING WITH THE PRINCIPAL AND/OR THE CTE DIRECTOR**

*Answer the following questions after discussing them with the principal and/or the CTE director.*

1. What does the principal or CTE director expect of you during this student teaching experience?
2. What does the principal or CTE director expect of her/his teachers?
3. What is the principal's or CTE director's expectation of the teacher regarding:
4. student discipline
5. professionalism
6. out of class faculty responsibility
7. quality and standards
8. How does the principal or oCTE director expect the teacher to establish priorities when working on the annual budget?
9. What traits does the principal or CTE director look for when selecting a teacher?
10. To what professional organizations does the principal or CTE director expect the teacher to belong?
11. What is the principal's or CTE director's view on student placement into a CTE program?
12. What type of contractual agreement is extended to the teachers? How does the promotional system work?
13. What types of discipline problems will result in the removal of the student from the school? Explain the procedure to be followed.
14. According to the principal or CTE director, what type of individuals with special needs can be served by the program in which you are student teaching, (without any modifications)?
15. How are inclusive ed students selected for the program in which you are student teaching?
16. Does the principal or CTE director encourage periodic meetings between the CTE faculty and the special education faculty? If so, explain how the principal or CTE director encourages such meetings.
17. Is it necessary to alter the objectives of the CTE program in order to accommodate special needs students? If so, explain why.
18. Is the job placement of special needs students any different from the job placement of other CTE students? If so, explain the differences.
19. Request the principal or CTE director to observe one of your lessons and complete an evaluation.

**ASSIST WITH TEACHER ASSIGNED DUTY**

***You are to assist your cooperating teacher or another person in charge during at least one assigned duty, such as bus, cafeteria, security, study hall, in-school suspension***.

After completing this duty, write a short report explaining what you learned from this experience.

# **MEETING WITH THE SCHOOL COUNSELOR**

***Answer the following questions after discussing them with the school counselor.***

1. What type of assistance can the counselor give to the teacher when dealing with the following student issues:
* Discipline
* Career and Educational Information
* Drug Abuse
* Finances
* Personal, Family and Social
1. How are the students selected for the program in which you are student teaching?
2. How does the counselor assist in redirecting students that have been placed in an inappropriate program?
3. What community agencies does the counselor use in referring students with problems?
4. What services does the counselor offer to the CTE student?
5. What types of special needs students can be included into the program in which you are student teaching?
6. Is it necessary to alter the objectives of the program in order to accommodate students with special needs? If so, explain why.
7. Is the job placement of students with special needs any different from the job placement of other CTE students? If so, explain the differences.

# **MEETING WITH THE SCHOOL PSYCHOLOGIST**

Request that the school psychologist explains his/her role in working with the student. Ask for explanations of the meaning of test scores or other material typically found in a student folder. After this meeting, write a short report explaining what you learned and how that information can better help you work with students.

**ADVISORY COMMITTEE MEETING**

***After attending at least one advisory committee meeting, answer the following questions:***

1. Who was present at the meeting? Include the name of the committee member, their job title, place of employment, and their position on the committee.
2. Describe what you learned from this meeting.
3. List the agenda items and the resolutions reached for each agenda item.

4. How will your cooperating teacher use the results of this meeting for program improvement?

BULLETIN BOARDS, DISPLAY TABLES, AND POSTERS

***Early in your student teaching experience, you should ask the teacher for permission to maintain the bulletin board, display tables and posters.***

The teacher should assist you in determining the themes to be presented and how often they should be rotated. Be imaginative and take the initiative (use the art class, write to the safety council for posters, etc.) to create effective displays. Don’t forget about promoting a career in your area!

After having been in charge of the bulletin boards, display tables, and posters, answer the following questions:

1. How many different central themes were presented on your bulletin board and/or display table? What were these themes?
2. What themes were presented in the posters? How often were they changed?
3. What techniques were used to verify that the students read the bulletin boards tables displays, and posters?
4. Attach a picture (digital or hard copy) of the displays that you have created.
5. Please describe any feedback from students, parents or other faculty you may have received on your display.

**FACULTY MEETINGS**

***You are to attend at least two faculty meetings.***

In the space below write a short report of each meeting. Describe what you learned in each meeting.

*FIRST MEETING:*

What was the purpose of the meeting?

What did you learn at this meeting?

*SECOND MEETING:*

What was the purpose of the meeting?

What did you learn at this meeting?

CTE STUDENT ORGANIZATIONS

***Assist the teacher or person in charge of the student organization(s) in the school, and then answer the following questions****.*

1. With which organization did you assist?
2. What are the teacher's responsibilities in the student organization?
3. How is the calendar of activities developed and what factors were taken into consideration?
4. What are the duties of the organization's president, vice-president, secretary, treasurer, parliamentarian, historian, and members?
5. Were student officers selected or elected?
6. What steps are to be taken in starting a local student organization chapter?
7. What is the involvement and support of the school principal?
8. What is the support and involvement of the teachers?
9. What extrinsic or intrinsic rewards are available for supervisors (teachers)?

**LESSON PLANNING**

Please attach the following; (NOTE: These can be the same or different than what you include in your Capstone TPA)

* 5 Informational Lesson Plans(Cognitive and/or Psychomotor
	+ include a description of how the lesson went and what you would do differently the next time
* 1 Assignment Sheet
* 1 Information Sheet
* 1 Project Sheet
* 2 PowerPoint Presentations
* 1 additional teaching aid (other than PowerPoint – i.e. charts/graphs/maps/etc)

**ASSESSMENT**

Please attach the following:

* 1 rating scale
	+ Include a description of any difficulties you encountered in grading student work with this instrument
* 1 rubric
	+ Include a description of any difficulties you encountered in grading student work with this instrument
* 1 example of each type of quiz (one quiz may serve as an example of up to two types of questions:
	+ Multiple choice
	+ Matching
	+ Completion
	+ Problem Solving or Case Study

**GUEST SPEAKER**

***You are to arrange for a guest to speak to one of your classes***.

Select a topic in which a guest speaker can be utilized. Secure the approval of the teacher prior to making the arrangements.

In the space below describe:

* The topic you wish the guest speaker to address
* What you expect the students to gain from the speaker
* What instructional aids the students will need to complete
* What steps you plan to follow in arranging for this speaker
* What would you do if another teacher wants his/her class to listen to the speaker?

Follow the school's policy regarding guest speakers and consult with the teacher for assistance

**OR**

**FIELD TRIP**

***You are to arrange for and take one of your classes on a field trip.***

Identify a field trip site and secure the approval of the teacher prior to making all appropriate arrangements.

In the space below describe:

* The place you plan to visit
* What you expect the students to gain from the field trip
* What instructional aids the students will need to complete as part of the field trip
* What steps you plan to follow in arranging the trip
* What you will do with students who cannot attend the field trip
* What arrangements will be made for meals

Follow the school's policy regarding field trips and consult with the teacher for assistance.

**OPEN HOUSE**

***You are to participate in and assist the cooperating teacher in making the arrangements for a school open house.***

Attach a description of the procedures followed, your participation in the open house, and what you learned from this experience.

If no open house is held during your experience, please describe what usually occurs at an open house and the teacher's responsibility during the open house.

# **PARENT TEACHER CONFERENCE**

***Attend a parent/teacher conference with your cooperating teacher; this may be done in person, by phone or virtually.***

Write a brief summary of the conference. Describe the topics discussed and what you learned by attending the conference.

**WRITE A NOTE TO A PARENT**

***Choose a student that has done something good or extraordinary and send a note to the student’s parent(s).***

Tell the parent what the student has done and how it provided a positive experience in the classroom.

*Attach a copy of the note and describe any reaction from the parent or student.*

**ATTEND A STUDENT ACTIVITY**

***Attend an activity of a student with******whom you have had a difficult relationship.***

Wait a week and note any changes in how the student relates to you. Write a short summary of any changes in the student and how that student now relates to you.

**THANK YOU LETTERS**

***You are to send thank you letters to the principal or the CTE Director where you did your student teaching*** ***and your cooperating teacher.***

Use the Block business letter style (look online for this if you do not know what it is).

Attach copies of the letters that you are sending.

Capstone TPA

**All students will be completing a Capstone TPA using TK20 (for help with accessing this, contact Trinity Engle at** **trinity.engle@oswego.edu** **or tk20@oswego.edu. All student teachers must complete a Capstone TPA for graduation; this is not a NYS certification requirement, it is a SUNY Oswego graduation requirement.**

Using TK20 is the only way the Capstone TPA will be accepted.

APPENDICES

Appendix A………… Lesson Planning

Appendix B……….... Thank You Letter Content

**APPENDIX A**

**Lesson Planning:**

You have learned about several formats for lesson plans. In addition to using those, you will want to talk to your cooperating teacher to identify further formatting requirements or suggestions.

Your lesson plan should include:

* Your name
* Course Title
* Type of Lesson
* Time Allocated
* Lesson Title
* SPO (Student Performance Objective)
* Instructional Materials and Teaching Aids
* Students’ Preparation
* How you will adapt your lesson or accommodate students in the class with special needs
* Presentation:
* Steps to follow/Key Points to Emphasize
* Summary of Lesson
* Application
* How you will Check Results
* Student Work Sheet
* Evaluation

***Assignment Sheet*** – provide an application for instruction and are frequently used as a follow-up to a related/theory or demonstration type lesson. The assignment sheet contains specific directions as to what is expected of the student and to how the assignment is to be completed, what resources are to be used, etc.

***Information Sheet*** - usually contain cognitive information similar to that found in textbooks. The information supplements the teacher’s instruction and is presented in a factual and interesting manner. Includes terms and definitions, statistics, data, explanations, introductory, and background information, etc.

***Project Sheet*** – outlines steps to be taken when completing a major project or work activity. The learning activity is usually of the skills type (psychomotor) and involves a complex task, procedures, processes, or the construction of a product. Job Sheets contain diagrams, steps to be followed, materials and equipment needed, specifications, etc.

***Operation Sheet*** –are used with a complex assignment or activity and instructs the student on how to proceed step by step. An operation sheet gives the purpose of the operation when to use the operation, materials and tools required, precautions, and criteria for quality and accuracy.

APPENDIX B

***CONTENT FOR THE STUDENT TEACHER THANK YOU LETTER***

1. Date

2. Name and address of the principal or director

3. Body

Thank the principal or director or cooperating teacher for the opportunity of having been able to student teach in that institution.

 b. State the positive aspects of the experience.

 c. Express the usefulness of the experience and professional growth.

 4. Closing

5. Signature

1. Copies (cc:) Cooperating Teacher; Other appropriate personnel