DOCUMENT RESUME

CE 010 76 **ED 139 910**

AUTHOR Basualdo, Eugenio A.

TITLE Supervised Student Teaching.

State Univ. of New York. Coll. at Utica/Rome. INSTITUTION

of Vocational-Technical Education.

PUB DATE

141p.: Several pages (containing sample lesso NOTE were copyrighted and therefore removed. They included in the pagination; Some parts may b

marginally legible

MF-\$0.83 HC-\$7.35 Plus Postage. EDRS PRICE

Higher Education; Inservice Teacher Education DESCRIPTORS Instructional Materials: *Manuals: Methods Co

Part Time Students: Preservice Education: *St

Teaching: *Worksheets

ABSTRACT

4...

.,

The three manuals included in this document a results of a project which revised the student teaching cours offered by the Vocational-Technical Education Department at t University College at Utica/Rome (New York). (Project procedu involved the following: (1) Materials and ideas available in department regarding student teaching were identified, (2) an search on student teaching materials was conducted, and (3) 8 persons responsible for student teaching in vocational educat identified in the "1975-76 Industrial Teacher Education Direc and 45 State vocational education directors were requested to ideas/materials related to student teaching.) Each of the man includes sample assignment sheets covering various aspects of teaching, and teacher-related activities (i.e., relationship school staff, student activities, preparing quizzes). The man designed for three student types. "VTE 492 Supervised Student Teaching Directions and Assignments" is designed for full-tim preservice vocational-technical students in a six-semester ho student teaching course. "VTE 468 Modularized Preservice Stud Teaching Directions and Assignments" is designed for part-tim (usually employed) preservice vocational-technical students i semester hour student teaching course. "VTE 467 Modularized I Student Teaching Lirections and Assignments is designed for part-time inservice vocational-technical teachers who are try chtain State certification. (LAS)

********************** Documents acquired by ERIC include many informal unpubl

* materials not available from other sources. ERIC makes ever * to obtain the best copy available. Nevertheless, items of m

* reproducibility are often encountered and this affects the

* of the microfiche and hardcopy reproductions ERIC makes ava

* via the ERIC Document Reproduction Service (EDRS). EDRS is

* responsible for the quality of the original document. Repro * supplied by EDRS are the best that can be made from the ori-

17.4

take the contract of

SUPERVISED STUDENT TEACHING

1.75

BY

EUGENIO A. BASUALDO, D.Ed.
ASSISTANT PROFESSOR
DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION

US DEPARTMENT OF HE SEIM,
EDUCATION & WELF -- E
NATIONAL INSTITUTE OF
EDUCATION
THIS DOCUMENT HAS HELD REPRO
DUCED EVACTLY AT PECEIVED FROM
THE PERSON OR OPGANIZATION ORIGIN
ATING IT POINTS C. VIEW OR OPINIONS
STATED DO NOT NECESSARILY REPRE
SENT OFFICIAL NATIONAL INSTITUTE OF
EDUCATION POSITION OR POLICY

STATE UNIVERSITY COLLEGE AT UTICA/ROME 811 COURT STREET UTICA, NEW YORK 13502

2

INTRODUCTION

This writer was assigned with the task of revising the Student Teaching courses offered by the Vocational-Technical Education Department at the State University College at Utica/Rome. In carrying out this assignment, the following strategy was pursued:

- 1. Materials and ideas available in the department regarding student teaching were identified.
- 2. Materials available through ERIC regarding student teaching were identified.
- 3. Letters were sent to 82 persons responsible for student teaching in Vocational Education or Industrial Arts programs as identified in the 1975-76 Industrial Teacher Education Directory (14th. edition). These educators were asked to assist by sending materials that they were using in their student teaching endeavors.
- 4. Letters were sent to 45 vocational education directors of the Boards of Cooperative Education in New York State. These educators were asked to send the materials or ideas that they may have regarding student teaching.

The materials obtained through these means were studied and the three student teaching manuals were developed for the three distinct groups of students that the Vocational-Technical Education Department at the State University College at Utica/Rome serves.

The first manual entitled, "VTE 492 Supervised Student Teaching Directions and Assignments," is designed to guide full-time preservice vocational-technical students through their six semester hour student teaching course. This course is required by the state of New York for those students seeking state certification to teach occupational (vocational or technical) education subjects in secondary schools and correctional programs. This student teaching course is designed to give the student an apportunity to practice and refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at the State University College at Utica/Rome. This experience is provided in a vocational or technical program under the guidance and supervision of a senior instructor from the cooperating institution and the faculty member designated by the college to supervise the student-teaching experience.

The second manual entitled, "VTE 468 Modularized Pre-Service Student Teaching Directions and Assignments," is designed to guide part-time preservice vocational-technical students through their two semester hour student teaching course. These students are craftsmen who, on a part-time basis are trying to obtain New York state certification. Since these



individuals' work schedules do not permit them to take the six semester hours of student teaching, the department has divided this experience into three distinct courses: 1) Observation Teaching, 2) Demonstration Teaching, and 3) Student Teaching. This two semester modularized pre-service student teaching course is designed to give the part-time student an opportunity to practice and refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at Utica/Rome. This experience is provided in a vocational or technical program under the guidance and supervision of the master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience.

The third manual entitled, "VTE 467 Modularized In-Service Student Teaching Directions and Assignments," is designed to guide part-time inservice vocational-technical students through their two semester hour student teaching course. These students are vocational-technical teachers who, on a part-time basis, are trying to obtain New York state certification. Since these individuals' work schedules do not permit them to take the six semester hours of student teaching, the department has divided this experience into three distinct courses: 1) Observation Teaching, 2) Demonstration Teaching, and 3) Student Teaching. This two semester modularized in-service student teaching course is designed to give the part-time student an opportunity to refine his/her teaching and other skills required for a successful teaching career. These skills should have been obtained from the previous series of Professional Education courses required by the Vocational-Technical Education program at Utica/Rome. This experience will take place in the student vocational shop and classroom under the guidance and supervision of a representative of the Department of Vocational-Technical Education.



STATE UNIVERSITY COLLEGE AT UTICA/ROME 811 COURT STREET UTICA, NEW YORK 13502

VTE-492 SUPERVISED STUDENT TEACHING

DIRECTIONS AND ASSIGNMENTS

DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION

DIRECTIONS

You will be expected to demonstrate your instructional abilities as a vocational-technical instructor during this experience in student teaching. The activities that are a requirement of student teaching will take place in a vocational or technical program under the guidance and supervision of a master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience. You will be expected to assume several specific assignments which you and the master teacher will plan in complete detail. These assignments are described on the sheets which follow.

You are to use the "Student Teaching Schedule" form found on the next two pages to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation of the master teacher and the consultation of your college supervisor if needed.

The number of vocational shop and classroom visitations made by the college supervisor will be at his/her discretion and may v ary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor in consultation with the master teacher and the student teacher.

The student teacher should be phased in gradually to the teaching responsibilities and should be totally responsible for his/her classes for at least one-third of the student teaching experience. The student teaching experience is not limited only to the assignments contained in this manual. Any other assignments that the master teacher deems necessary should be included in the student teaching experience.

At the end of your student teaching experience, you will be required to compile a final report consisting of all the assignment sheets and eight lesson plans together with their respective instructional sheets. Although you are required to prepare lesson plans for each lesson that you are assigned to present, you are only required to hand in four information and four skill lessons together with their respective instructional sheets and your final report.

Two samples of the lesson plan format appear in Appendix A. Choose one of these formats for your lesson plans. Samples of the instructional sheets are found in Appendix B and a sample of the instrument that will be used to evaluate your lesson presentation is found in Appendix C.

The final grade will be determined by the master teacher's evaluation of your student teaching and the completed final report.



Paye	1	of	2

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

STUDENT TEACHING SCHEDULE

Preparation Date No. Time Completed 1. Meet with the Master Teacher and clarify the following points: - Routine and Discipline - Equipment and Physical Conditions - Care of Tools, Stock and Supplies - Budgeting and Purchasing Procedures - Safety and Hygiene Shop Records and Reports - Selection and Organization of Subject Matter and Shop Jobs or Projects 2. Meeting with the School Principal and/or the Vocational Director 3. Meeting with the Counselor 4. Meeting other School Staff 5. Visit to two Vocational Programs Two Group Discussions with 6. Other Student Teachers 7. Bulletin Boards and Shop Posters 8. Faculty Meeting(s) 9. Advisory Committee Meeting(s)

STUDENT TEACHING SCHEDULE (CONT'D)

No.		Date Completed	Preparation Time
10.	Information Lesson #1 (lecture)		
11.	Skill Lesson #1 (demonstration)	4	
12.	Information Lesson #2 (lecture)		,
13.	Skill Lesson #2 (demonstration)		
14.	Information Lesson #3 (lecture)		
15.	Skill Lesson #3 (demonstration)		
16.	Information Lesson #4 (lecture)		
17.	Skill Lesson #4 (demonstration)		
18.	Training Aid #1 (chart or graph)		
19.	Training Aid #2 (transparencies)		
20.	Training Aid #3 (selection of training aid)		
21.	Training Aid #4 (student choice)		
22.	Quiz #1 - (10 matching items)		
23.	Quiz #2 - (10 multiple choice items)		
24.	Quiz #3 - (10 recall items)		
25.	Assessing Students' Skills (projects or jobs)		
26.	Field Trip		
27.	Guest Speaker		
28.	Open House		
29.	Student Organizations		·
30.	Problems and Resources Exercise		



OT.	UDENT: SCHOOL:
TE	ACHING AREA: MASTER TEACHER:
,	COLLEGE SUPERVISOR:
Rot	utine and Discipline
mas	The following questions are to be answered after discussing them with the ster teacher.
1.	How do you verify that the school is closed because of some emergency (snow storm)?
·	
 -	
2.	How do you report an emergency that will keep you from attending school?
-	
3.	How many different classes does the vocational-technical teacher have? How many students are in each class?
•	How is attendance taken and what are the recording procedures? To whom are absenteeism and tardiness reported, and when?
	4



....

Ro	utine and Discipline (Cont'd)	
5.	What are the procedures to follow for completing a report card and what information is contained in it?	
6.	What deadlines and reports must be met by the vocational-technical teacher during the year?	<i>भृतु</i> न्त
7.	With whom does the vocational-technical teacher associate directly with in order to carry out his duties?	
8.	How many job related meetings does the vocational-technical teacher have	
	to attend per month and what are the natures of these meetings?	
	1	
		••
9.	What type of public relations is expected from the vocational-technical teacher? What are the shop promotional activities?	
		•
	10	1
1		



Routine and Discipline (Cont'd)

10.	With	the	help	of	the	master	teacher,	draw	an	organizational	chart.
-----	------	-----	------	----	-----	--------	----------	------	----	----------------	--------

11.	What are some of the "don'ts" that you should be aware of?
	1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 -
-,	
12.	What procedure is to be followed in case of discipline problems?
13.	What are the master teacher's supervisory duties when his/her students are out of the shop but within the school?
	Ask the master teacher for the faculty handbook. Examine it then describe the type of material that is contained in it.
	e:_
	



Rule	Rules and Discipline (Cont'd)							
15.	What type technical	of duplicating teacher?	facilities a	ire available	to the	vocational-		
W.C								
			7.					



STU	DENT:	···················	SCHOOL:		.w *·
		۸٠	MASTER TEACHE	R:	
			COLLEGE SUPER	VISOR:	
Equ	ipment and Physical Cor	ditions		:	•
mas	The following question ter teacher.	s are to be	answered after	discussing	them with the
1.	What is the procedure equipment and machiner		-		ing of the
					
2.	What are the regulator		using the heav	•	and machinery?
	x., ,				
		-			
3.	What is the procedure and/or lighting?			23	ventilation
			4,2,		
			1		
	·	; :====================================	<u> </u>		
			 · · · · · ·	 	



STUDENT:	SCHOOL:			
TEACHING AREA:	MASTER TEACHER:			
	COLLEGE SUPERVISOR:			
Care of Tools, Stock and Supplies				
The following questions are to be a master teacher.	answered after discussing them with the			
1. How are the tools, stock and suppleabuse?				
What precautions are used to avoid waste of materials?				
	· ·			
	·			
3. What method is used to maintain an supplies?	inventory of tools, materials and			
4. Who has access to the storage of to	ools, stock and supplies?			



.

ST	DENT:	SCHOOL:				
TE	ACHING AREA:	MASTER TEACHER:				
			COLLEGE SUPERVISOR:			
Buc	lgeting and Purchasing Procedure	<u>es</u>				
mas	The following questions are to ster teacher.	be	answered after discussing them with the			
1.	What is budgeting and how is i limitations when budgeting?	t ac	complished? What are some of the			
						
2.	and supplies?		e machinery, equipment, tools, materials			
			177.			
3.	How are machines, equipment, t	c ols	, materials and supplies selected?			
		·	:			



ST	JDENT:	SCHOOL:				
TE	ACHING AREA:	MASTER TEACHER:				
		COLLEGE SUPERVISOR:				
Sai	fety and Hygiene					
mas	The following questions are to be ster teacher.	answered after discussing them with the				
1.	What safety rules and regulations	have been adopted?				
2.	How is it determined if a student hazardous equipment?	is permitted to use a given piece of				
3.	What is the procedure employed in	case a student is injured in the shop?				
4.	How many different types of alarm significance of each alarm systems	systems are in the shop? What is the				
	_					
5	In a schematic layout of the school	ol. show the path(s) that your students				

5. In a schematic layout of the school, show the path(s) that your 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 your shop and with a green pencil mark where the fire extinguishers are located in your shop.



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Shop Records and Reports	
The following questions are to be master teacher.	be answered after discussing them with the
1. What type of records and reports	are kept for each of the students?
•	
2. What other types of records and technical teacher?	reports are kept by the vocational-
· · · · · · · · · · · · · · · · · · ·	
	•

17



SCHOOL:		
MASTER TEACHER:		
COLLEGE SUPERVISOR:		
The following questions are to be answered after discussing them with the master teacher.		
1. How is the material to be taught selected by the master teacher?		
2. What is the procedure that the master teacher used to incorporate or delete materials from his teaching?		
r use to select shop jobs or projects?		
tall		





STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Meeting with the School Principal and/or the Vocational Director	
The following questions are to be master teacher.	answered after discussing them with the
1. What does the principal or vocation student teaching experience?	onal director expect of you during your
technical teachers?	nal director expect of his/her vocational
3. What is the principal's or vocation discipline, drugs, family and finar	nal director's stand on student ncial problems?
. How does the principal or vocationa technical teacher to establish pric	l director expect the vocational— orities when working in the annual budget?
i	9



Meeting with the School Principal and/or
the Vocational Director (Cont'd)
5. What traits does the principal or vocational director look for when selecting a vocational-technical teacher?
6. What professional organizations does the principal or vocational director expect the vocational-technical teacher to belong to:
·
7. What are the principal's or vocational director's views on student placement?
,
·
8. What type of contractual agreement is extended to the teachers? How does the promotion system work?



Water for

SI	UDENT:	SCHOOL:
TE	ACHING AREA:	MASTER TEACHER:
***	And the second s	COLLEGE SUPERVISOR:
Me	eting with the Counselor	
∞	The following questions are to unselor.	be answered after discussing them with the
1.	What type of assistance can the teacher when dealing with the f	counselor give to the vocational-technical ollowing student problems:
	a. Discipline:	
ż		ation:
	c. Drug Abuse:	
	1	
	e. Personal, Family and Social:	



Meeting with the Counselor (Cont'd)

2.	How can the counselor assist in redirecting students that have been ill placed in a vocational program?
3.	What community agencies does the counselor use in referring students with
•	problems?
	problems?
	Problems?
	problems?





STUDENT:	SCHOOL:		
TEACHING AREA:	MASTER TEACHER:		
	COLLEGE SUPERVISOR:		
Meeting Other Schoo	1 Staff		
The following other school staff.	uestions are to be answered after discussing them with the		
1. How does this s carrying out th			
2. How do the voca	cional students in your class benefit from this staff member	c?	
3. Describe the jo	of this staff member in the school.		
	1 - 192.		
	Maga		



23



STUDENT	SCH001:
TEACHING AREA:	MASTÉR TEACHER:
	COLLEGE SUPERVISOR:
Visit to a Vocational Progra	<u>m</u> .
with the engistered of your i	nal program write a short report of your trip. master teacher, determine what school you should hat you should look for and what questions you
REPORT:	
V griz	
,	· · · · · · · · · · · · · · · · · · ·
'	
,	
	Het their
	of Ways
2.1	



 $\{ \frac{\partial_{x_{i}} \partial_{x_{i}}^{2} \partial_{x_{i}}^{2}$

調整管を対 検索を対する を表する。			Assignment Sheet #1. Page 1 of 1
	DEPARIMENT OF VOCAL	COLLEGE AT UTICA/ROME TIONAL-TECHNICAL EDUCAT WISED STUDENT TEACHING	TON
	STUDENT:	SCHOOL:	
	TEACHING AREA:	MASTER TEACHER:	
ar,		COLLEGE SUPERVISOR:	
₩¢ St	Visit to a Vocational Program	:	
	After visiting a vocational prog With the assistance of your master t visit, who you should see, what you should ask.	eacher, determine what	school you should
	REPORT:		•
٠.			
i			
			-
			Springers.
	· ·		
. 1 man	s part		
			<i>*</i> .
			*



20

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Group Discussion with Other S	tudent Teachers
After meeting with other	student teachers outline the problems and ld assist you in your student teaching experience
REPORT:	
and the second s	





STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Group Discussion with Other Student T	leachers
After meeting with other student solutions discussed that should assis	teachers outline the problems and t you in your student teaching experience.
REPORT:	
	
*	
	
	:



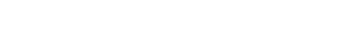
STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Bulletin Boards and Shop	osters
for permission to maintai teacher should assist you often they should be rota	teaching experience you should ask the master teacher the bulletin board and shop posters. The master in determining the themes to be presented and how ed. After having been in charge of the bulletin r three weeks, answer the following questions.
1. How many different central themes were presented in your bulletin board? What were these themes all about?	
2. What themes were pres posters changed?	nted in the shop posters? How many times were these
3. What techniques were board and shop posters	sed to verify that the students read the bulleting
,	



STUDENI:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
>	COLLEGE SUPERVISOR:
Faculty Meeting (s)	
After attending one or more facult from it.	y meetings describe what you learned
REPORT:	
, , , , , , , , , , , , , , , , , , , 	



STUDENT:	SCHCOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Advisory Committee Meeting(s)	
After attending one or more advisory committee meetings, describe what you learned from it.	
REPORT:	
2.7	
,	



25

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Information Lesson #1 (lecture)	
Prepare a lesson plan and appropriate instructional sheets for an information lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:	
What were some of the difficulties the lesson?	that you encountered in presenting
<u>;,</u>	and the second s
2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?	
3. How did the improvements suggested this lesson?	by your master teacher help you in



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Skill Lesson #1 (demonstration)	
lesson which you will present. Study	ur master teacher and make any necessary Under the guidance of your master ut the necessary instructional sheets
1. What were some of the difficulties that you encountered in presenting the lesson?	
	· · · · · · · · · · · · · · · · · · ·
2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?	
3. How did the improvements suggested this lesson?	by your master teacher help you in
	·
3	32



Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME Page DEPARTMENT C VOCATIONAL-TECHNICAL EDUCATION vte 492 - SUPERVISED STUDENT TEACHING

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Information Lesson #2 (lecture)	
mation lesson which you will present.	t the necessary instructional sheets
1. What were some of the difficulties the lesson?	that you encountered in presenting
1,1	
 What would you do to improve your p opportunity to repeat it before and 	resentation if you were given an ther group of students?
	1.5
3. How did the improvements suggested this lesson?	by your master teacher help you in
	,



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Skill Lesson #2 (demonstration)	
Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:	
1. What were some of the difficulties the lesson?	that you encountered in presenting
	<u> </u>
2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?	
3. How did the improvements suggested this lesson?	by your master teacher help you in



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Information Lesson #3 (lecture)	
mation lesson which you will present.	ut the necessary instructional sheets
What were some of the difficulties the lesson?	that you encountered in presenting
2. What would you do to improve your popportunity to repeat it before and	presentation if you were given an other group of students?
3. How did the improvements suggested this lesson?	by your master teacher help you in



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
, М	COLLEGE SUPERVISOR:
Skill Lesson #3 (demonstration)	
Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:	
1. What were some of the difficulties the lesson?	that you encountered in presenting
2. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?	
÷	
3. How did the improvements suggested this lesson?	by your master teacher help you in
₽ -1	



STUDENT:	SCHOOL:	
TEACHING AREA:	MASTER TEACHER:	
	COLLEGE SUPERVISOR:	
Information Lesson #4 (lecture)		
mation lesson which you will present sheets carefully, discuss them with y corrections, additions or deletions.	out the necessary instructional sheets	
What were some of the difficulties the lesson?	es that you encountered in presenting	
	· · · · · · · · · · · · · · · · · · ·	
2. What would you do to improve your opportunity to repeat it before a	presentation if you were given an another group of students?	
3. How did the improvements suggeste this lesson?	ed by your master teacher help you in	
1		





STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Skill Lesson #4 (demonstration,	
lesson which you will present. Study	ur master teacher and make any necessary Under the guidance of your master ut the necessary instructional sheets
1. What were some of the difficulties the lesson?	that you encountered in presenting
	es to
	·
2. What would you do to improve your popportunity to repeat it before and	other group of students?
3. How did the improvements suggested this lesson?	by your master teacher help you in
the contract of the contract o	



STU	DENT:	SCHOOL:
TE#	CHING AREA:	MASTER TEACHER:
		COLLEGE SUPERVISOR:
Tra	ining Aid #1 (chart or graph)	
1.	Construct a chart or graph with you of the assigned lessons which you	ou will use as a training aid during one will teach.
2.	Before starting the construction of your master teacher. In the space description of the proposed aid.	of the training aid, secure the approval pace provided below, prepare a brief
3.	Proposal:	
		124
	Total Control of the	
····		
 -		
	roved by:	
Copy	of the Training Aid requested:	YESNO



SIL	DENT:	SCHOOL:
TEA	CHING AREA:	MASTER TEACHER:
		COLLEGE SUPERVISOR:
Tra	ining Aid #2 (transparencies)	
1.	Construct a set of transparencies during one of the assigned lessons	which you will use as a training aid which you will teach.
2.	Before starting the construction of of your master teacher. In the sp description of the proposed aid.	f the training aid, secure the approval ace provided below, prepare a brief
3.	Proposal:	
	<u> </u>	
Appr	oved by:	.^ .
Сору	of the Training Aid requested:	YES NO



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 492 - SUPERVISED STUDENT TEACHING STUDENT: SCHOOL: TEACHING AREA: MASTER TEACHER: COLLEGE SUPERVISOR: Training Aid #3 (selection of training aid) 1. Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons. 2. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal: Approved by:				Assignment one Page 1 of 1
TEACHING AREA: MASTER TEACHER: COLLEGE SUPERVISOR: Training Aid #3 (selection of training aid) 1. Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons. 2. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal:		DEPARIMENT OF VO	CATIONAL-TECHNICAL EDUCATION	
COLLEGE SUPERVISOR: Training Aid #3 (selection of training aid) 1. Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons. 2. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal:	STUDENT:	artists.	SCHOOL:	,
Training Aid #3 (selection of training aid) 1. Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons. 2. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal:	TEACHING AREA:		MASTER TEACHER:	
 Select an appropriate movie, film strip, or set of slides that you will use in presenting one of your lessons. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. Proposal: 			COLLEGE SUPERVISOR:	er i
use in presenting one of your lessons. 2. Get the approval of your master teacher and make any necessary instruction sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal:	Training Aid #3	(selection of tra	ining aid)	
sheets. In the space provided, prepare a brief description of the film, the type of material you want to put across with it and the necessary instructional sheets. 3. Proposal:	1. Select an ap use in prese	propriate movie, nting one of your	film strip, or set of slides the lessons.	at you will
	sheets. In the type of	the space provide material you want	d, prepare a brief description o	of the film,
	3. Proposal:	•	±.	
	•			
			·	
Approved by:	·		<i>f</i>	
Approved by:	,			
Approved by:				
Approved by:			,	1,:
Approved by:				
Approved by:			: ·	
Approved by:				
	Approved by:			



STU	DENT:	SCHOOL:
TEA	CHING AREA:	MASTER TEACHER:
1		COLLEGE SUPERVISOR:
Tra	ining Aid #4 (student choice)	
1.	Construct a fourth teaching aid (straining aid during one of the ass	student choice) which you will use as signed lessons which you will teach.
2.	Before starting the construction of your master teacher. In the spreadescription of the proposed aid.	of the training aid, secure the approvoace provided below, prepare a brief
3.	Proposal:	
	-	
		
-		
	11.00	
Appr	coved by:	
Copy	of the Training Aid requested:	YESNO



STUDENT:	SCHCOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Quiz #1 - (10 matching items)

- You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
- 3. After doing an item analysis of this quiz answer the following about each item.
 - a. What is the difficult factor for each item?
 - b. What is the difficult factor for the total quiz?



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
• .	COLLEGE SUPERVISOR:

Quiz #2 - (10 multiple choice items)

- 1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- 2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
- 3. After doing an item analysis of this quiz answer the following about each item.
 - a. What is the difficult factor for each item?
 - b. What is the difficult factor for the total quiz?





And The second

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Quiz #3 - (10 recall items)

- 1. You are to prepare a ten item recall quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- 2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
- 3. After doing an item analysis of this quiz answer the following about each item.
 - a. What is the difficult factor for each item?
 - b. What is the difficult factor for the <u>total</u> quiz?





3/17/364

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 492 - SUPERVISED STUDENT TEACHING

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Assessing Students' Skills (projects of	or jobs)
classes. Consult your master teacher	ed by each of the students in one of your for guidance and authorization. After by each student in his or her project or statements:
1. Describe the type of projects or	jobs that your students were working on.
2. What criteria did you have to meas level of achievement?	_
3. What problems did you encounter in level of achievement?	n grading the students' progress and
The second secon	,

46

	STUDENT:	SCHOOL:
	TEACHING AREA:	MASTER TEACHER:
		COLLEGE SUPERVISOR:
	Field Trip	
	proper arrangements, get the approval below, prepare a brief description of to gain from the trip and what steps	e one of your classes. Before making the doing to the space of your master teacher. In the space the company, what you expect the students you plan to follow in arranging this trip licy regarding field trips and the guidance
e [‡]	Proposal:	
		·
		:
,		
	ŀ	
		<u>,</u>
		A CONTRACT OF THE PROPERTY OF
	The second secon	
		· · · · · · · · · · · · · · · · · · ·
	:	
٠	Approved by:	47
z · * 4 m v		· -



	oneses, premiore policies y final policies (see a comment policies)			Assignment snee Page 1 of 1
		DEPARTMENT OF V	SITY COLLEGE AT UTICA/ROM OCATIONAL-TECHNICAL EDUCA UPERVISED STUDENT TEACHING	PION
	STUDENT:		SCHOOL:	
	TEACHING AREA:	· · · · · · · · · · · · · · · · · · ·	MASTER TEACHER:	······································
	en de la companya de La companya de la co	•	COLLEGE SUPERVISOR:	
	Guest Speaker			
	space below, pre address himself/ for this speaker	gements, get the pare a brief desc herself. Also li . In making the	may utilize a guest speaked approval of your master to cription of the topic you lest the steps you plan to arrangements, follow the master teacher for assist	eacher. In the want the speaker to follow in arranging school's policy in
	Proposal:		2	,
-mag e 1				
en e				
			,	
Hera (± € 1		7 17 17 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		,
				
	A STATE OF THE STA			
· -				
•				
	Approved by:		48	



STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Open House	
Assist your master teacher in making house. In the space below give a brief involvement in it.	ng the arrangements for a school open f description of the procedure and your
Description:	
	





STUDENT:	SCHOOL:
TEACHING AREA:	COLLEGE SUPERVISOR:
Student Organizations	→
During your student teaching, assist the student organization. Then answer the	ne master teacher or person in charge with the following questions:
1. What are the teacher's responsibili	ities in the student club?
`	
2. How is the calendar of activities of consideration?	developed? What factors were taken into
	•
•	
3. What are the duties of the student Treasurer, Parliamentarian, Histori	club's President, Vice-President, Secretary, an and members?
· e	
the company whereas are	
4. What steps are to be taken in secur	ing a local student organization chapter?
Lance Community	



DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 492 - SUPERVISED STUDENT TEACHING

Page 1 of 1

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Problems and Resources Exercise

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

PROBLEMS PACHER PROBLEMS PACHER PROBLEMS PACHER PROBLEMS PACHER ANALIVER NALIVER NALIVE	In-School Resources Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Nurse	Special Education Coord.	Out-of-School Resources Advisory Committee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information														.,						
Classroom Discipline																				
Communicable Diseases				_																
Drug Usage																				
Educational Information			-												n.					
Emotional										_					(
Family/Marital																				
Financial								•												
Job Development and Placement								,									k.g.:		.47**	
Motivational																				
Personal/Social										ī	41									
Physiological													- ·				*		ı	
Potential Dropout						·														
Potential Runaway																				•
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism																				



APPENDICES

MODEL LESSON PLAN FOR INFORMATION LESSON

	•	Unit:
The state of the s	,	Lesson:
CONCEPTS (or princip	les):	
AIM (or purpose):		· · · · · · · · · · · · · · · · · · ·
EQUIPMENT:		
MATERIALS:		
TEACHING AIDS:		
REFERENCES:		****-a
I. PREPARATION (o	f the students):	For Designation Control of the Contr
II. PRESENTATION (of the concepts	or principles)
. Steps to be fo	llowed	Key points (terms or things to remember to say or do)
III. APPLICATION (o	f concepts or pr	inciples under supervision)
	MPS	· .
IV. CHECKING RESUL	rs	ı
Suggested Reading or	assignments for	the students:



MODEL LESSON PLAN FOR SKILL LESSON

	Unit:
'	Lesson:
JOB (or operation):	
AIM (or purpose):	
TOOLS AND EQUIPMENT:	
MATERIALS:	
TEACHING AIDS:	
	÷
REFERENCES:	
I. PREPARATION (of the students)	
, •	
II. PRESENTATION (of the skills):	
Operations or Steps	Key Points (things to
e e e e e e e e e e e e e e e e e e e	remember to do or say)
•	
·	
III. APPLICATION (practice by stude	ent under close supervision):
	,
IV. TEST (performance of skill to	acceptable standards):
•	erionista de la companya del companya de la companya del companya de la companya
Suggested Reading for the students:	



Pages 50 and 51 contained copyrighted material (lesson plans) from the Teacher's Manual -- Sheet Metal Series (Delmar Publishers, Inc.) and were therefore removed.

SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate

Job Sheet #6

COURSE TITLE: Machine Shop Practice

Page 1 of 1 Page

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

Shaper Shaper tool holder Micrometers Brass hammer Parallels Mill file

Tool bit

MATERIAL:

3 1/4" x 6 1/4" x 12 1/4" cast iron

PROCEDURE:

1. Check machine for proper running condition.

2. Grind tool bit for roughing cast iron (round nose).

3. Clamp work in shaper vise flat side down and parallel to ram travel.

4. Adjust stroke of shaper to proper length.

Take rough and finish cut on surface.

6. Repeat for opposite side leaving .012" to .015" grinding stock.

7. Finish all four edges to dimensions plus .010".

8. Remove from shaper vise and break all edges lightly with file.

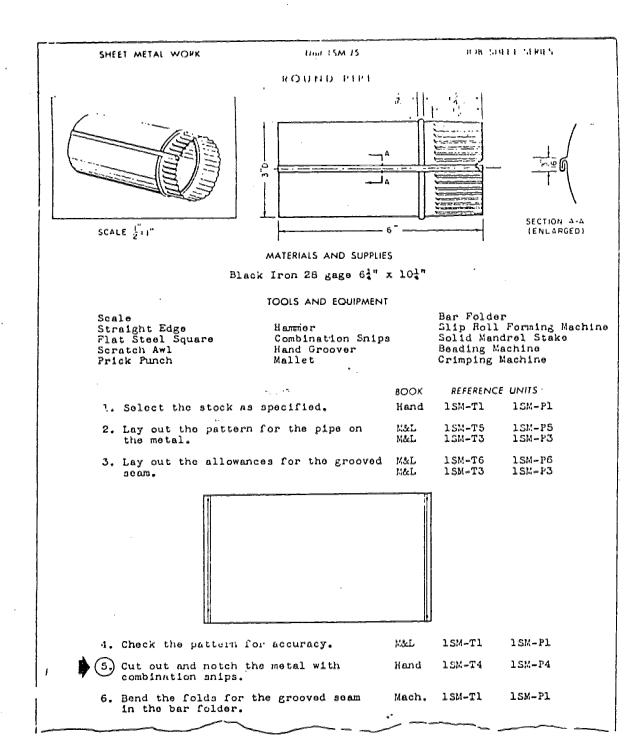
9. Check all dimensions for accuracy.

Route to surface grinder (See Job Sheet #7).





SAMPLE JOB SHEET TWO





SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel

Operation Sheet #18

COURSE TITLE: Beginning Machine Shop Practice

Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel Machinist's vise Machinist's hammer Goggles

PROCEDURE:

- 1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
- 2. Hold the chisel with the thumb and fingers of the left hand, so that the head end extends above the hand.
- 3. Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
- 4. Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
- 5. Strike the head of the chisel with a firm sharp blow.
- 6. Reset the cutting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

- 1. Goggles should be worn during the chipping process.
- 2. Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.



SAMPLE OPERATION SHEET TWO

COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES

Unit 15M-P4

FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

To explain how to make straight cuts with straight, combination, or bulldog snips.

(2) To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips
Combination Snips
Hollder, Snips
Circular Snips
Aviation Snips, left and right hand

Trojan Snips
Compound Lever Shears
Hawk's-Bill Snips
Open End Wrench
Hammer, Chisel, Lead Cake

- A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS
- 1. Select the proper snips.

<u>NOTE</u>: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bulldog snips.

2. Inspect the snips to see that they are properly adjusted.

<u>FOTE</u>: If adjustment is necessary, refer to "Oiling and Adjusting Snips".

3. Group the onips in the right hand and the narrowest part of the sheet in left hand. (Fig. 2).

NOTE: Rest the snips and sheet on bench if necessary.

 Open the blades of the snips as far as conveniently possible and start the cut at the edge of the sheet.

FIG 2 MAKING A STRAIGHT CUT

NOTE: The snips should always be held at right angles to the sheet to be cut.

5. Cut the sheet by closing the blades just short of the full length to prevent leaving Jagged edges. (Fig. 2).

 $\underline{\text{FOTE}}\colon$ The length of each cut will be determined somewhat by the sage of the sheet.

- 6. Start the snips at the extreme end of the preceding cut.
- 7. Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.



SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints.

Information Sheet #16

COURSE TITLE: Interior Decorating

Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

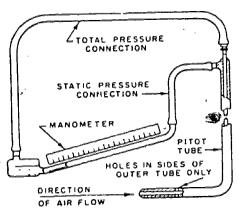
Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

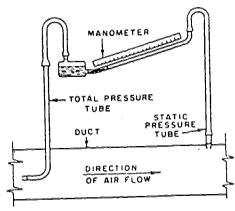
SAMPLE INFORMATION SHEET TWO

TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.





CONNECTION FOR TOTAL PRESSURE ALONE

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot is disconnected and the static pressure tube is connected to the cup of the manometer. On the other hand, if a measurement of total pressure alone is desired, the static pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

- 1. High air velocities
- 4. Long lengths of ducts
- 2. Small diameter ducts
- 5. Changes in direction of air flow
- 3. Large air flow
- 6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.



SAMPLE ASSIGNMENT SHEET

TITLE:	Lathe Cutting Tools	Assignment Sheet #4
COURSE TITLE	Beginning Machine Shop Practice	
PURPOSE:	 To become familiar with the shapes of tused lathe cutting tools. 	the commonly
	 To learn the correct procedure to follo lathe cutting tools. 	ow in grinding
	To learn the names, uses, and values of angles of a cutting tool.	the various
REFERENCES:	Wagner and Arthur, Machine Shop Theory and Ppp. 74-81.	ractice.
	South Bend Lathe Works, How To Run A Latre,	Chapter IV.
ASSIGNMENT:	Carefully study the references and write the following questions:	answers to the
	1. Describe the steel that is generally use	d in the making of
lathe tools.		
		
	2. When and why are carbide cutting tools i	used?
	·	
	3. Define the term "rake" as applied to lat	he cutting tools.
		· · ·
±'		
 		_ a,



	4.	How	should	l the c	cutting	g too	ol be	held	during	the	grinding
operationin	the	hand	or in	the to	ol ho	lder	? Wh	y? _	-		,
			 				. 	·			
									·····		
						-			·-····································		
	5.	What	preca	utions	must	be t	aken	when	grindir	ng a	lathe
cutting tool?				·							
				:						·	
										· · · · · ·	
,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,						 -					

6. In the space below draw a top, side, and end view sketch of (a) a right-hand roughing tool, (b) a left-hand roughing tool, (c) a finishing tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.



APPENDIX C

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

TYPE OF LESSON:

EV	ALUATED BY: TITLE OF THE LESS	: MOS					
	LESSON EVALUATION					•	
		LF	VEL	OF F	ERFC	NAMAN	(CE
		NOT APPLIC.	VERY POOR	Poor	AVERAGE	GOOD	EXCELLENT
1.	The physical environment was reasonably comfortable.						
2.	The physical setting for the lesson was as close close to reality as possible.						147
3.	All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.						
4.	All tools, materials, supplies and visuals were in good condition.						
5.	The teacher introduced the lesson well.						
6.	The teacher provided explanations of: a. What was going to be presented or demonstrated.						
	b. How it fit in with what the class already knew or had experienced.						
	c. How it fit in with future activities.						
7.	The teacher defined any new terms which would be encounted during the lesson.						
8.	The teacher motivated the class to want to learn the new materials.						
9.	Each step necessary to the demonstration or steps listed in the lesson plan were followed.						
10.	Each step was explained as it was demonstrated.						
11.	Key points or specific techniques essential to perform each step were explained.						



STUDENT:

LESSON EVALUATION (CONT'D)

- Safety practices specific to the operation were explained.
- 13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.
- 14. If a step was time-consuming, the teacher had completed the step ahead of time.
- 15. The procedure followed for the operation was the one most used in the field.
- 16. The steps were presented slowly enough that students did not miss key points.
- 17. Every movement in the demonstration was visible.
- 18. If direction of movement was of special importance, students were positioned accordingly.
- 19. The teacher could be clearly heard.
- 20. The teacher talked to the students, and not to the materials.
- 21. The teacher performed the lesson with ease.
- 22. The teacher set up standards of workmanship by doing a thorough job.
- 23. The teacher encouraged questions.
- 24. The teacher asked key questions throughout to assure that the students understood the lesson.
- 25. The teacher included some activity to summarize the steps and key points.
- 26. The lesson lasted the time allocated.

sor until he/she LENT responses in ation Sheet.

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.

STATE UNIVERSITY COLLEGE AT UTICA/ROME 811 COURT STREET UTICA, NEW YORK 13502

VTE-468
MODULARIZED PRE-SERVICE STUDENT TEACHING
DIRECTIONS AND ASSIGNMENTS

DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

DIRECTIONS

You will be expected to demonstrate your instructional abilities as a vocational-technical instructor during this experience in student teaching. The activities that are a requirement of student teaching will take place in a vocational or technical program under the guidance and supervision of a master teacher from the cooperating institution and the faculty member designated by the college to supervise the student teaching experience. You will be expected to assume several specific assignments which you and the master teacher will plan in complete detail. These assignments are described on the sheets which follow.

You are to use the "Student Teaching Schedule" form found on the next two pages to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation of the master teacher and the consultation of your college supervisor if needed.

The number of vocational shop and classroom visitations made by the college supervisor will be at his/her discretion and may vary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor in consultation with the master teacher and the student teacher.

The student teacher should be phased in gradually to the teaching responsibilities and should be totally responsible for his/her classes for at least one-third of the student teaching experience. The student teaching experience is not limited only to the assignments contained in this manual. Any other assignments that the master teacher deems necessary should be included in the student teaching experience.

At the end of your student teaching experience, you will be required to compile a final report consisting of all the assignment sheets and six lesson plans together with their respective instructional sheets. Although you are required to prepare lesson plans for each lesson that you are assigned to present, you are only required to hand in three information and three skill lessons together with their respective instructional sheets and your final report.

Two samples of the lesson plan format appear in Appendix A. Choose one of these formats for your lesson plans. Samples of the instructional sheets are found in Appendix B and a sample of the instrument that will be used to evaluate your lesson presentation is found in Appendix C.

The final grade will be determined by the master teacher's evaluation of your student teaching and the completed final report.



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
• •	

STUDENT TEACHING SCHEDULE

No.		DATE COMPLETED	PREPARATION TIME
1.	Meet with the Master Teacher and clarify the following points:		
	- Routine and Discipline		
	- Equipment and Physical Conditions		
	- Care of Tools, Stock and Supplies		
	- Budgeting and Purchasing Procedures		
	- Safety and Hygiene		
Fail Se	- Shop Records and Reports		
2.	Meeting with the School Principal and/or the Vocational Director		
3.	Meeting with the Counselor	·	:
4.	Information Lesson #1 (lecture)		٠.
5.	Skill Lesson #1 (demonstration)		
6.	Information Lesson #2 (lecture)		
7.	Skill Lesson #2 (demonstration)		
8.	Information Lesson #3 (lecture)		
9.	Skill Lesson #3 (demonstration)	· · · · · · · · · · · · · · · · · · ·	
10.	Training Aid #1 (chart or graph)		
11.	Training Aid #2 (transparencies)		æ
12.	Training Aid #3 (student choice)	. 1	,

STUDENT TEACHING SCHEDULE (CONT'D)

250 4 22			
No.		DATE COMPLETED	PREPARATION TIME
13.	Quiz #1 - (10 matching items)		
14.	Quiz #2 - (10 multiple choice items)		*
15.	Assessing Students' Skills (projects or jobs)	·	
16.	Guest Speaker		
17.	Problems and Resources Exercise		



STATE UNIVERSITY COLLEGE AT UTICA/ROYE DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STU	STUDENT:	SCHOOL:
TEACHING AREA:		MASTER TEACHER:
		COLLEGE SUPERVISOR:
Rou	outine and Discipline	
mas	The following questions are to be a aster teacher.	answered after discussing them with the
1.	. How do you verify that the school in (snow storm)?	s closed because of some emergency
e,	·	
2.	. How do you report an emergency that	will keep you from attending school?
	,	
	*	
3 .	. How many different classes does the How many students are in each class	vocational-technical teacher have? ?

l.	How is attendance taken and what are absenteeism and tardiness report	
		·



Sexual de la Proposición del Proposición de la P	Page 2 of 4
	Routine and Discipline (Cont'd)
12 % 13 % 14 % 15 %	5. What are the procedures to follow for completing a report card and what information is contained in it?
e e e e	
7 . s	6. What deadlines and reports must be met by the vocational-technical teacher during the year?
· · · · · · · · · · · · · · · · · · ·	, the second sec
	7. With whom does the vocational-technical teacher associate directly with in order to carry out his duties?
	and the state of t
	8. How many job related meetings does the vocational-technical teacher have to attend per month, and what are the natures of these meetings?
	· *
	9. What type of public relations is expected from the vocational-technical teacher, and what are the shop promotional activities?
-	71



Routine and Discipline (Cont'

10. With the help of the master teacher, draw an organizational chart.

11.	What are some of the "don'ts" that you should be aware of?
	·
12.	What procedure is to be followed in case of discipline problems?
,	To the second se
13.	What are the master teacher's supervisory duties when his/her students are out of the shop but within the school?
14.	Ask the master teacher for the faculty handbook. Examine it then describe the type of material that is contained in it.



jutin i 🏪 j

Rules and Discipline (Cont'd)

15.	What type technical	of duplicating teacher?	facilities	are	available	to	the	vocational-	
	pref								_
									
									
 -	·				· · · · · · · · · · · · · · · · · · ·	· ·			

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Equipment and Physical Conditions	
The following questions are to be a master teacher.	answered after discussing them with the
 What is the procedure for maintenar equipment and machinery? 	nce, repair and housekeeping of the
	, to 100 miles
No. of the control of	· · · · · · · · · · · · · · · · · · ·
The state of the s	
2. What are the regulatory rules for u	sing the heavy equipment and machinery?
3. What is the procedure to report in and/or lighting?	adequacy of temperature, ventilation
	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 -MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Care of Tools, Stock and Supplies	
The following questions are to be master teacher.	answered after discussing them with the
 How are the tools, stock and supple abuse? 	lies protected from damage, loss and
f	
2. What precautions are used to avoid waste of materials?	d loss of tools and supplies and the
·	
3. What method is used to maintain ar supplies?	n inventory of tools, materials and
	55-
4. Who has access to the storage of t	cools, stock and supplies?



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

ST	JDENT:	SCHOOL:		
	ACHING AREA:	MASTER TEACHER:		
	4	COLLEGE SUPERVISOR:		
Buc	dgeting and Purchasing Procedures	<u>5</u>		
mas	The following questions are to ster teacher.	be answered after discussing them with the		
1.	What is budgeting and how is it limitations when budgeting?	t accomplished? What are some of the		
		**:		
2.	and supplies?	chase machinery, equipment, tools, materials		
		et l		
3.	How are machines, equipment, to	cols, materials and supplies selected?		



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:		
TEACHING AREA:	MASTER TEACHER:		
	COLLEGE SUPERVISOR:		
Safety and Hygiene			
The following questions are to be master teacher.	answered after discussing them with the		
1. What safety rules and regulations	s have been adopted?		
2. How is it determined if a student hazardous equipment?	is permitted to use a given peice o.		
3. What is the procedure employed in	case a student is injured in the shop?		
4. How many different types of alarm significance of each alarm system	n systems are in the shop? What is the n?		
must follow in case of a fire ala electrical switches that disconti	ol, show the path(s) that your students rm. Mark with a red pencil the various nue the flow of current in your shop and e fire extinguishers are located in your		

77

shop.

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 -MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
•	COLLEGE SUPERVISOR:
Shop Records and Reports	Marie Commence of the Commence
The following questions are to be master teacher.	answered after discussing them with the
. What type of records and reports a	re kept for each of the students?
gradissiji.	
Vigna de la companya	
a a	
What other types of records and retechnical teacher?	ports are kept by the vocational-
	, s.c., see
4.	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
The boundaries will be the first on the state of the stat	COLLEGE SUPERVISOR:
Meeting with the School Principal and/or the Vocational Director	
The following questions are to be master teacher.	answered after discussing them with the
1. What does the principal or vocation student teaching experience?	onal director expect of you during your
	Production of the state of the
2. What does the principal or vocation technical teachers?	nal director expect of his/her vocational
3. What is the principal's or vocation discipline, durgs, family and finar	nal director's stand on student ncial problems?
	Change Change
· · · · · · · · · · · · · · · · · · ·	
. How does the principal or vocationa technical teacher to establish pric	orities when working in the annual budget?
ĺ	9

Meeting with the School Principal and/or the Vocational Director (Cont'd)

5.	What traits does the principal or vocational director look for when selecting a vocational-technical teacher?
6.	What professional organizations does the principal or vocational director expect the vocational-technical teacher to belong to:
	en de la companya de La companya de la co
7.	What are the principal's or vocational director's views on student placement?
8.	What type of contractual agreement is extended to the teachers? How does the promotion system work?
	The state of the s



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:		r:	SCHOOL:MASTER TEACHER:		
		NG AREA:			
			COLLEGE SUPERVISOR:		
Mee	etin	g with the Counselor			
ထၤ	The inse	e following questions are t lor.	to be answered after discussing them with the		
1.	Whatea	at type of assistance can t acher when dealing with the	he counselor give to the vocational-technical following student problems:		
	a.	Discipline:			
		·			
	b.		mation:		
			*		
	c.	Drug Abuse:			
		2			
2					
ę	đ.	Finances:	7232/45		
		· · · · · · · · · · · · · · · · · · ·	No. 6 seepengs		
	e.	Personal, Family and Socia	ıl:		
I			,		
					

81

Meeting with the Counselor (Cont'd)

2.	How can the counselor assist in redirecting students that have been ill placed in a vocational program?
·	
3.	What community agencies does the counselor use in referring students with problems?
	e
	The state of the s





STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:		
TEACHING AREA:	MASTER TEACHER:		
	COLLEGE SUPERVISOR:		
Information Lesson #1 (lecture)			
mation lesson which you will press sheets carefully, discuss them wi corrections, additions or deletion	ropriate instructional sheets for an infor- ent. Study the lesson plan and instructional th your master teacher and make any necessary ns. Under the guidance of your master and out the necessary instructional sheets llowing questions:		
1. What were some of the difficult the lesson?	lties that you encountered in presenting		
<u></u>			
2. What would you do to improve y opportunity to repeat it before	your presentation if you were given an re another group of students?		
	<u> </u>		
			
3. How did the improvements suggesthis lesson?	ested by your master teacher help you in		
			





STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:		
TEACHING AREA:	MASTER TEACHER:		
	COLLEGE SUPERVISOR:		
Skill Lesson #1 (demonstration)			
lesson which you will present. Study	ur master teacher and make any necessary Under the guidance of your master ut the necessary instructional sheets		
1. What were some of the difficulties the lesson?	that you encountered in presenting		
-			
2. What would you do to improve your opportunity to repeat it before and	presentation if you were given an other group of students?		
:			
3. How did the improvements suggested this lesson?	by your master teacher help you in		

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Information Lesson #2 (lecture)	
mation lesson which you will present sheets carefully, discuss them with corrections, additions or deletions	opriate instructional sheets for an infor- at. Study the lesson plan and instructional a your master teacher and make any necessary by Under the guidance of your master and out the necessary instructional sheets allowing questions:
What were some of the difficult the lesson?	ies that you encountered in presenting
	the state of the s
What would you do to improve yo opportunity to repeat it before	our presentation if you were given an another group of students?
	\
3. How did the improvements sugges this lesson?	ted by your master teacher help you in
1	
<u>/</u>	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:	
TEACHING AREA:	MASTER TEACHER:	
	COLLEGE SUPERVISOR:	
Skill Lesson #2 (demonstration)		
Prepare a lesson plan and appropriate instructional sheets for a skill lesson which you will present. Study the lesson plan and instructional sheets carefully, discuss them with your master teacher and make any necessary corrections, additions or deletions. Under the guidance of your master teacher, present the lesson and hand out the necessary instructional sheets to your class; then answer the following questions:		
1. What were some of the difficulties the lesson?	that you encountered in presenting	
	192	
2. What would you do to improve your opportunity to repeat it before an	presentation if you were given an other group of students?	
3. How did the improvements suggested this lesson?	by your master teacher help you in	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Information Lesson #3 (lecture)	
mation lesson which you will present.	ut the necessary instructional sheets
 What were some of the difficulties the lesson? 	that you encountered in presenting
	4"
2. What would you do to improve your opportunity to repeat it before an	presentztion if you were given an other group of students?
3. How did the improvements suggested this lesson?	by your master teacher help you in
,	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENI':	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Skill Lesson #3 (demonstration)	arra de 11
lesson which you will present. Study sheets carefully, discuss them with your corrections, additions or deletions.	our master teacher and make any necessary Under the guidance of your master out the necessary instructional sheets
 What were some of the difficulties the lesson? 	s that you encountered in presenting
2. What would you do to improve your opportunity to repeat it before a	presentation if you were given an nother group of students?
3. How did the improvements suggested this lesson?	d by your master teacher help you in



10 A 15 16

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Training Aid #1 (chart or graph)	
1. Construct a chart or graph with y of the assigned lessons which you	ou will use as a training aid during one will teach.
Before starting the construction of your master teacher. In the s description of the proposed aid.	of the training aid, secure the approval pace provided below, prepare a brief
3. Proposal:	
	·
·	
3	
pproved by:	· · · · · · · · · · · · · · · · · · ·
opy of the Training Aid requested:	YES NO

89

raye r or r

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STU	DENT:	SCHOOL:
TEACHING AREA:		MASTER TEACHER:
		COLLEGE SUPERVISOR:
Tra	ining Aid #2 (transparencies)	
1.	. Construct a set of transparencies which you will use as a training aid during one of the assigned lessons which you will teach.	
2.	Before starting the construction of the training aid, secure the approva of your master teacher. In the space provided below, prepare a brief description of the proposed aid.	
3.	Proposal:	
		
	·	
		
_		
		
·÷		
· · · · ·		
\ppr	coved by:	
юpý	of the Training Aid requested:	YES NO



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 -MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Training Aid #3 (student choice)	
	student choice) which you will use as a signed lessons which you will teach.
	of the training aid, secure the approval pace provided below, prepare a brief
3. Proposal:	
The state of the s	
*	
Approved by:	. 5%
Copy of the Training Aid requested:	YESNO





STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Quiz #1 - (10 matching items)

- 1. You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- 2. Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
- 3. After doing an item analysis of this quiz answer the following about each item.
 - a. What is the difficult factor for each item?
 - b. What is the difficult factor for the total quiz?



Page 1 of 1

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Quiz #2 - (10 multiple choice items)

- 1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- Your master teacher should "look over" your quiz and initial it before you have it duplicated. Attach a copy of this quiz to this assignment sheet.
- 3. After doing an item analysis of this quiz answer the following about each item.
 - a. What is the difficult factor for each item?
 - b. What is the difficult factor for the total quiz?

Page 1 of 1 STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VITE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:
Assessing Students' Skills (project	s or jobs)
classes. Consult your master teach	ined by each of the students in one of your er for guidance and authorization. After ed by each student in his or her project or or statements:
1. Describe the type of projects o	r jobs that your students were working on.
2. What criteria did you have to m level of achievement?	easure the students' progress and
\	
3. What problems did you encounter level of achievement?	in grading the students' progress and





Page 1 of 1 STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
e de la companya del companya de la companya del companya de la co	COLLEGE SUPERVISOR:
Guest Speaker	
Select a topic in which you may ut the proper arrangements, get the appro space below, prepare a brief description address himself/herself. Also list the for this speaker. In making the arrange this matter and consult with the master	on of the topic you want the speaker to e steps you plan to follow in arranging gements, follow the school's policy in
Proposal:	
,	
,	· · · · · · · · · · · · · · · · · · ·
, control	
	*
	·
Approved by:	· · · · · · · · · · · · · · · · · · ·
	95

DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING (PRESERVICE)

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Problems and Resources Exercise:

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

AVALLABLE TO THE VOCATIONAL TENGER	In-School Resources Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Nurse	Special Education Coord.	Out-of-School Pesources Advisory Carmittee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information													,			14				_
Classrocm Discipline .																			·	
Communicable Diseases			<i>par</i>																	
Drug Usage																				
Educational Information																				
Dnotional														٠.						
Family/Marital																				
Financial							1 -	i								lacera :	2011		ma _a : -	
Job Development and Placement																				
Motivational	-																			
Personal/Social																				
Physiological																				
Potential Dropout																				
Potential Runaway																				
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism																				
	in is never see.	*r=						30	· . ,	-9.6	. –								•	jesti J



APPENDICES

Pages 32 and 33 contained copyrighted material (lesson plans) from the <u>Teacher's Manual--Sheet Metal Series</u> (Delmar Publishers, Inc.) and were therefore removed.

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VIE 468 - MODULARIZED STUDENT TEACHING

MODEL LESSON PLAN FOR SKILL LESSON

	Unit: Lesson:
	25555
JOB (or operation):	
AIM (or purpose):	·
TYOLS AND EQUIPMENT:	
MATERIALS:	
TEACHING AIDS:	
REFERENCES:	
T DDDDDDSTON (of the students)	
I. PREPARATION (of the students)	
II. PRESENTATION (of the skills):	
Operations or Steps	Key Points (things to remember to do or say)
	remember to do or say)
III. APPLICATION (practice by stude	ent under close supervision;
IV., TEST (performance of skill to	acceptable standards):
er en	
Sec. 1	
Suggested Reading for the students:	



STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 468 - MODULARIZED STUDENT TEACHING

MODEL LESSON PLAN FOR INFORMATION LESSON

	Unit: Lesson:
	E555.11
CONCEPTS (or principles):	
AIM (or purpose):	
EQUIPMENT:	
MATERIALS:	
TEACHING AIDS:	
REFERENCES:	
I. PREPARATION (of the students):	:
II. PRESENTATION (of the concepts	or principles)
Steps to be followed	Key points (terms or things to remember to say or do)
III. APPLICATION (of concepts or page 1	rinciples under supervision)
IV. CHECKING RESULTS	e e e e e e e e e e e e e e e e e e e
Suggested Reading or assignments for	r the students:

100

SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate

Job Sheet #6

COURSE TITLE: Machine Shop Practice

Page 1 of 1 Page

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

Shaper

Micrometers Brass hammer Mill file

Shaper tool holder Tool bit

Parallels

MATERIAL:

3 1/4" x 6 1/4" x 12 1/4" cast iron

PROCEDURE:

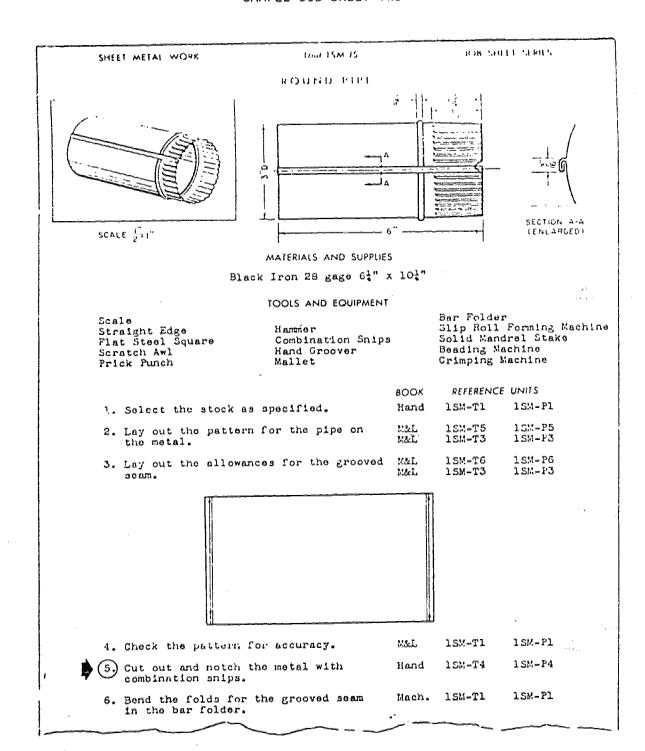
1. Check machine for proper running condition.

- 2. Grind tool bit for roughing cast iron (round nose).
- Clamp work in shaper vise flat side down and parallel to ram travel.
- 4. Adjust stroke of shaper to proper length.
- 5. Take rough and finish cut on surface.
- 6. Repeat for opposite side leaving .012" to .015" grinding stock.
- 7. Finish all four edges to dimensions plus .010".
- 8. Remove from shaper vise and break all edges lightly with file.
- Check all dimensions for accuracy.
- 10. Route to surface grinder (See Job Sheet #7).



÷, [. =].,

SAMPLE JOB SHEET TWO



APPENDIX B

SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel

Operation Sheet #18

COURSE TITLE: Beginning Machine Shop Practice

Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel Machinist's vise Machinist's hammer Goggles

PROCEDURE:

- 1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
- 2. Hold the chisel with the thumb and fingers of the left hand, so that the head end extends above the hand.
- 3. Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
- Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
- Strike the head of the chisel with a firm sharp blow.
- 6. Reset the cutting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

- Goggles should be worn during the chipping process.
- Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.



SAMPLE OPERATION SHEET TWO

COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES

Unit 15M-P4

FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

To explain how to make straight cuts with straight, combination, or bulldog snips.

2 To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips Containation Snips Bull-tog Snips Circular Snips Aviation Snips, left and right hand Trojan Snips Compound Lever Shears Hawk's-Bill Snips Open End Wrench Hammer, Chisel, Lead Cake

- A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS
- 1. Select the proper snips.

NOTE: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bull-dog snips.

Inspect the snips to see that they are properly adjusted.

BOTE: If adjustment is necesanry, refer to "Oiling and Adjusting Snips".

3. Grasp the snips in the right hand and the narrowest part of the sheet in left hand. (Fig.2).

NOTE: Rest the salps and sheet on beach if necessary.

Open the blades of the snips
as far as conveniently possible
and start the cut at the edge
of the sheet.

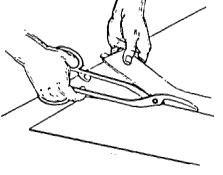


FIG. 2 MAKING A STRAIGHT CUT

NOTE: The snips should always be held at right angles to the sheet to be cut.

5. Cut the sheet by closing the blades just short of the full length to prevent leaving jagged edges. (Fig. 2).

HOTE: The length of each cut will be determined somewhat by the sage of the sheet.

- 6. Start the snips at the extreme end of the preceding cut.
- Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.



SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints

Information Sheet #16

COURSE TITLE: Interior Decorating

Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

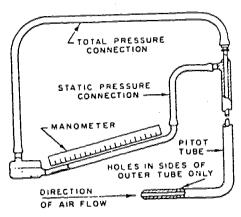
Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

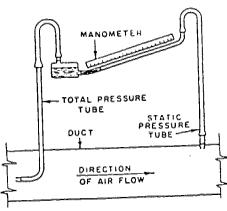
SAMPLE INFORMATION SHEET TWO

TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.





CONNECTION FOR TOTAL PRESSURE ALONE

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot is disconnected and the static pressure tube is connected to the cup of the manometer. On the other hand, if a measurement of total pressure alone is desired, the static pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

- 1. High air velocities
- 4. Long lengths of ducts
- 2. Small diameter ducts
- 5. Changes in direction of air flow
- 3. Large air flow
- 6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.



SAMPLE ASSIGNMENT SHEET

TITLE:	Lathe Cutting Tools	Assignment Sheet									
COURSE TITLE	Beginning Machine Shop Practice										
PUR P0SE:	 To become familiar with the shapes of the commonly used lathe cutting tools. 										
	 To learn the correct procedure to follow in grinding lathe cutting tools. 										
	To learn the names, uses, and values angles of a cutting tool.	of the various									
REFERENCES:	Wagner and Arthur, <u>Machine Shop Theory and Practice</u> . pp. 74-81.										
	South Bend Lathe Works, How To Run A Lathe, Chapter IV.										
ASSIGNMENT:	Carefully study the references and write the following questions:	he answers to the									
	1. Describe the steel that is generally us	sed in the making of									
lathe tools.											
	2. When and why are carbide cutting tools	· 									
	3. Define the term "rake" as applied to 1	athe cutting tools.									
·											

APPENDIX B

	4.	now	Snoul	.a the	3 Cuci	ting t	001 0	e nero	ı uur ı	ig the	grina	ing
perationin	the	hand	or in	ı the	tool	holde	r? W	hy?				
	·						 					
	-											
						<u>-</u>						<u>.</u>
	5.	What	; pred	autic	ons mu	ust be	take	n wher	n grind	ding a	lathe	
cutting tool?			 									
				·	 _	 ,						
	·- <u>-</u>					<u> </u>						· · · · · ·
	6.	In t	he sp	ace t	pelow	draw	a top	, side	e, and	end vi	ew ske	etch c
a) a right_ha	and r	oughi	na to	ol (h) a	left-	hand	roughi	na too	a_{1} (c)	a fir	nishir

tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.

108

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STU	DENT:TYPE OF LESSON:						. =
EVA	TITLE OF THE LESS	ON:_					
•	LESSON EVALUATION				-2		
		LF	VEL	OF P	ERFC	NAI⁄ST	ICE
		NOT APPLIC.	VERY POOR	Poor	AVERAGE	GOOD	EXCELLENT
1.	The physical environment was reasonably comfortable.						
2.	The physical setting for the lesson was as close close to reality as possible.						
3.	All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.			20.	<i>C</i> .		
4.	All tools, materials, supplies and visuals were in good condition.						
5.	The teacher introduced the lesson well.			;-3			
6.	The teacher provided explanations of: a. What was going to be presented or demonstrated.				,		
	b. How it fit in with what the class already knew or had experienced.						
	c. How it fit in with future activities.						
7.	The teacher defined any new terms which would be encounted during the lesson.						,
8.	The teacher motivated the class to want to learn the new materials.						
9.	Each step necessary to the demonstration or steps listed in the lesson plan were followed.			:			
10.	Each step was explained as it was demonstrated.						L
11.	Key points or specific techniques essential to perform each step were explained.						



LESSON EVALUATION (CONT'D)

- 12. Safety practices specific to the operation were explained.
- 13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.
- 14. If a step was time-consuming, the teacher had completed the step ahead of time.
 - 15. The procedure followed for the operation was the one most used in the field.
 - 16. The steps were presented slowly enough that students did not miss key points.
 - 17. Every movement in the demonstration was visible.
 - 18. If direction of movement was of special importance, students were positioned accordingly.
 - 19. The teacher could be clearly heard.
 - 20. The teacher talked to the students, and not to the materials.
 - 21. The teacher performed the lesson with ease.
 - 22. The teacher set up standards of workmanship by doing a thorough job.
 - 23. The teacher encouraged questions.
 - 24. The teacher asked key questions throughout to assure that the students understood the lesson.
 - 25. The teacher included some activity to summarize the steps and key points.
 - 26. The lesson lasted the time allocated.

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.

STATE UNIVERSITY COLLEGE AT UTICA/ROME 811 COURT STREET UTICA, NEW YORK 13502

VTE 467
MODULARIZED IN-SERVICE STUDENT TEACHING

DIRECTIONS AND ASSIGNMENTS

DEPARIMENT OF VOCATIONAL-TECHNICAL EDUCATION

DIRECTIONS:

You will be expected to demonstrate your instructional abilities as a vocational or technical education teacher during this experience in student teaching. The activities that are a requirement of student teaching will take place in your own classroom during the regular school day and under the immediate supervision of a representative of the Department of Vocational—Technical Education at Utica/Rome. You will be expected to assume several specific assignments which you will plan in complete detail. These assignments are described on the sheets which follow these directions. Each completed assignment sheet with attached related materials is to be given to your college supervisor after the assignment is fully accomplished.

You are to use the "student teaching schedule" form found on the next page to provide an accurate record of your teaching assignments and experiences. This form can be used to assist you in scheduling your activities in advance with the cooperation and consultation of your college supervisor. You should complete two copies of this schedule and turn one copy in to your college supervisor.

At the end of your student teaching experience you will be required to compile a final report consisting of all assignment sheets, lesson materials prepared in the student teaching experience and other pertinent information relating to the student teaching experience deemed appropriate by your student teaching supervisor.

The number of vocational shop and classroom visitations made by the college supervisor will be at his discretion and may vary according to the needs and progress of the student teacher. All visitations will be arranged by the college supervisor and the student teacher.

Appendix C contains a sample of the instrument that will be used to evaluate your lesson presentation.

The final grade will be determined by the evaluations made by the college supervisor and the completed final report.

1,2

STUDENT:	TEACHING AREA:

STUDENT TEACHING SCHEDULE

No.		Date	Preparation Time
1	Information Lesson #1 (lecture)		
2	Skill Lesson #1 (demonstration)		
3	Information Lesson #2 (lecture)		
4	Skill Lesson #2 (demonstration)		
5. -	Information Lesson #3 (lecture)		·
6	Skill Lesson #3 (demonstration)		
7	Training Aid #1 (chart or graph)		
8	Training Aid #2 (transparencies)		·
9	Training Aid #3 (student choice)		
10	Quiz #1 (10 matching items)		•
11	Quiz #2 (10 multiple choice)		
12	Quiz #3 (10 recall items)		
13	Guest Speaker		
14	Problems and Resources Exercise		

STU	DENT: SCHOOL:
TEA	CHING AREA: COLLEGE SUPERVISOR:
Inf	formation Lesson #1 (lecture)
	Prepare a lesson plan following one of the formats for lesson planning giver in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2.	Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3.	Under the guidance of your supervisor, present the lesson to your class.
4.	In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5.	What were some of the difficulties that you encountered in presenting the lesson?
	; th.
	·
6.	What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?
, - ,	
	



STUDENT:		SCHOOL:			
TEACHING AREA:		COLLEGE SUPERVISOR:			
<u>Ski</u>	11 Lesson #1 (demonstration)	As off affice. and t			
1.	Prepare a lesson plan following one of the formats for lesson planning give in appendix A. Also make all instruction sheets you deem necessary for thi lesson. Examples of instruction sheets can be found in appendix B.				
2.	Study the lesson plan carefully then make any necessary correct:	, discuss it with your supervisor, and ions or additions.			
3.	Under the guidance of your super	rvisor, present the lesson to your class.			
4.	In your final report, hand in the instruction sheets with your fire	his assignment sheet with the lesson plan and mal report.			
5.	What were some of the difficulti	ies that you encountered in presenting			
		:			
· · · · ·		:			
	<u> </u>	, <u></u>			
6.	What would you do to improve you opportunity to repeat it before	r presentation if you were given an another group of students?			
 -	<u>;</u>				
	<u> </u>				
,a i		1			
	£.				



SIU	IDENT: SCHOOL:
TEZ	ACHING AREA: COLLEGE SUPERVISOR:
<u>Inf</u>	formation Lesson #2 (lecture)
1.	Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2.	Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3.	Under the guidance of your supervisor, present the lesson to your class.
4.	In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5 .	What were some of the difficulties that you encountered in presenting the lesson?
i Anggrasi secia	
	
6.	What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?
7.	How did the improvements indicated in your previous information lesson help you in this lesson?
	And the second s
. •	



in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B. 2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions. 3. Under the guidance of your supervisor, present the lesson to your class. 4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report. 5. What were some of the difficulties that you encountered in presenting the lesson? 6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?	STU	DENT:	SCHOOL:	223 T 198	
 Prepare a lesson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions. Under the guidance of your supervisor, present the lesson to your class. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report. What were some of the difficulties that you encountered in presenting the lesson? What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you 	TEA	CHING AREA:		/ISOR:	÷
in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B. 2. Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions. 3. Under the guidance of your supervisor, present the lesson to your class. 4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report. 5. What were some of the difficulties that you encountered in presenting the lesson? 6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? 7. How did the improvements indicated in your previous skill lesson help you	<u>Ski</u>	11 Lesson #2 (demonstration)		<i>:</i>	
then make any necessary corrections or additions. Under the guidance of your supervisor, present the lesson to your class. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report. What were some of the difficulties that you encountered in presenting the lesson? What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you	1.	in appendix A. Also make all ins	struction sheets	you deem necessary	for this
4. In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report. 5. What were some of the difficulties that you encountered in presenting the lesson? 6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? 7. How did the improvements indicated in your previous skill lesson help you	2.	Study the lesson plan carefully, then make any necessary correction	discuss it with	your supervisor, a	nd
instruction sheets with your final report. 5. What were some of the difficulties that you encountered in presenting the lesson? 6. What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? 7. How did the improvements indicated in your previous skill lesson help you	3.	Under the guidance of your superv	visor, present th	ne lesson to your c	lass.
the lesson? What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you	4.			eet with the lesson	plan and
What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you	5.		s that you encou	ntered in presenti	ng
opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you		***			
opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you		,		 	
opportunity to repeat it before another group of students? How did the improvements indicated in your previous skill lesson help you		,		· · · · · · · · · · · · · · · · · · ·	
	б.				
				. •	
	7.		d in your previo	us skill lesson hel	p you
	-;-		, <u>(1</u>	<u> </u>	
	<u></u>				
1 i 7		1	17		



STUDENT:	SCHOOL:		
TEACHING AREA:	COLLEGE SUPERVISOR:		
Information Lesson #3 (lecture)			
in appendix A. Also make all in	one of the formats for lesson planning giver struction sheets you deem necessary for this sheets can be found in appendix B.		
Study the lesson plan carefully, then make any necessary correcti	discuss it with your supervisor, and ons or additions.		
3. Under the guidance of your super	visor, present the lesson to your class.		
 If your final report, hand in th instruction sheets with your fin 	is assignment sheet with the lesson plan and al report.		
5. What were some of the difficulti- the lesson?	es that you encountered in presenting		
6. What would you do to improve you opportunity to repeat it before	r presentation if you were given an another group of students?		
7. How did the improvements indicate help you in this lesson?	ed in your previous information lessons		
	. 15		
	1.8		



STU	DENT: SCHOOL:
TEA	CHING AREA: COLLEGE SUPERVISOR:
<u>Ski</u>	11 Lesson #3 (demonstration)
1.	Prepare a 13sson plan following one of the formats for lesson planning given in appendix A. Also make all instruction sheets you deem necessary for this lesson. Examples of instruction sheets can be found in appendix B.
2.	Study the lesson plan carefully, discuss it with your supervisor, and then make any necessary corrections or additions.
3.	Under the guidance of your supervisor, present the lesson to your class.
4.	In your final report, hand in this assignment sheet with the lesson plan and instruction sheets with your final report.
5.	What were some of the difficulties that you encountered in presenting the lesson?
	· · · · · · · · · · · · · · · · · · ·
	What would you do to improve your presentation if you were given an opportunity to repeat it before another group of students?
 -	
	How did the improvements indicated in your previous skill lessons help you in this lesson?
	·
	1.19



STUDENT:		SCHOOL:		
TEACHING AREA:		COLLEGE SUPERVISOR:		
Tra	ining Aid #1 (chart or graph)			
i.	Construct a chart or graph which you will use as a training aid during one of the assigned lessons which you will teach.			
2.	Before starting the construction of your college supervisor. In the description of the proposed aid.	f the training aid, secure the approval e space provided below, prepare a brief		
3.	Refer to a text from your personal study of visual aids. This text s	or school library which deals with the hould give you some suggestion for the aid		
4.	Proposal:	• •		
		· ·		
	,	,		
App	roved by:			



STU	DENT:	SCHOOL:		
TEACHING AREA:		COLLEGE SUPERVISOR:		
Tra	ining Aid #2 (transparencies)			
1.	Construct a set of transparencies one of the assigned lessons which	which you will use as a training aid during you will teach.		
2.	Before starting the construction of the training aid, secure the approval of your college supervisor. In the space provided below, prepare a brief description of the proposed aid.			
3.	Refer to a text from your personal study of visual aids. This text sh	or school library which deals with the nould give you some suggestions for the aid		
4.	Proposal:			
	· · · · · · · · · · · · · · · · · · ·			
				
	*			
		 		
		:		
Appı	coved by:			



ST	JDENT:	SCHOOL:	· v
TE/	ACHING AREA:	COLLEGE SUPERVI	SOR:
Tra	uining Aid #3 (student choice)		• •
1.	Construct a third teaching aid training aid during one of the	(student choice) who	ich you will use as a ich you will teach.
2.	Before starting the constructi of your college supervisor. I description of the proposed ai	n the space provided	id, secure the approval, prepare a brief
3.	Refer to a text from your pers study of visual aids. This te aid.	onal or school libra xt should give you so	ry which deals with the one suggestions for the
4.	Proposal:	••	
			- 1- 1 · · · · · · · · · · · · · · · · ·
	antiquests 128		2012年1日,中国中国省市中国省市省市省市省市,中国市场市场市场、1975年1日,11年,11年,11年,11年,11年,11年,11年,11年,11年,
			parts.
			
e,			
			A CONTRACT
	·		
Appn	oved by:		

STUDENT:		SCHOOL:
TEACHING	AREA:	COLLEGE SUPERVISOR:

Quiz #1 - (10 matching items)

- 1. You are to prepare a ten item matching quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written 2. by you, and not taken from your file of tests and examinations.
- 3. Refer to a text from your personal or school library which deals with the measuring of educationa' achievement.
- 4. One copy of your quiz is to be attached to this assignment sheet and given to the college supervisor in the final report.



STUDENT:	SCHOOL:
TEACHING AREA:	COLLEGE SUPERVISOR:

Quiz #2 - (10 multiple choice)

- 1. You are to prepare a ten item multiple choice quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- 2. Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written by you, and not taken from your file of tests and examinations.
- 3. Refer to a text from your personal or school library which deals with the measuring of educational achievement.
- 4. One copy of your quiz is to be attahced to this assignment sheet and given to the college supervisor in the final report.



不是我的人看到这个时候,也不可以通过的人数学的,但是他们不同,也是我们是想到了的最好的,可能是一个的人的人们也会会了一个一个的人

STUDENT:	SCHOOL:
TEACHING AREA:	COLLEGE SUPERVISOR:

Quiz #3 - (10 recall items)

- 1. You are to prepare a ten item recall quiz which you will administer to your students following the presentation of one of the assigned lessons which you will teach.
- 2. Your college supervisor should "look over" your quiz and initial it before you have it duplicated. The quiz must be original and written by you, and not taken from your file of tests and examinations.
- 3. Refer to a text from your personal or school library which deals with the measuring of educational achievement.
- 4. One copy of your quiz is to be attached to this assignment sheet and given to the college supervisor in the final report.



SIU	DENT:	SCHOOL:								
TEA	CHING AREA:	COLLEGE SUPERVISOR:								
Gue	est Speaker									
1.	Select a topic in which you may ut:	ilize a guest speaker.								
2.	Before making proper arrangments to secure the speaker, get the approval of the college supervisor. In the space provided below, prepare a brief description of the topic you want the speaker to address himself/herself.									
3.	In making the arrangments to secure the guest speaker, follow the school's policy in this matter and consult with the college supervisor for guidance and assistance.									
.4.	Proposal:									
	····.	·								
										
·										
	,·									
		,								



wastament ones at

STATE UNIVERSITY COLLEGE AT UTICA/ROME Page 1 of 1. DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 467 - MODULARIZED STUDENT TEACHING

STUDENT:	SCHOOL:
TEACHING AREA:	MASTER TEACHER:
	COLLEGE SUPERVISOR:

Problems and Resources Exercise:

In your teaching career, you would be faced with many problems. Some of these problems are listed in the left column of the exercise below. The right column has some of the resources available to you. Place an X in the resource column(s) that you feel you may use in solving each problem.

PROBLEMS PROBLES PROBL	In-School Resources Attendance Officer	Counselor	Director/Assist. Director	Fellow-Student	Fellow-Teacher	Job Placement Director	Principal/Assist. Princ.	School Murse	Special Education Coord.	Out-of-School Resources Advisory Committee	Business Person	Church Organization	County Sheriff/Police	Family Counseling Center	Fraternal Organizations	Halfway Houses & Clinics	Juvenile Officers	Social Workers	State Department of Education	Youth Center Personnel
Career Information																				
Classroom Discipline																				
Communicable .															,					
Drug Usage																				
Educational Information	-																			
Emotional																				
Family/Marital																				
Financial										·			·							
Job Development and Placement																				
Motivational																				
Personal/Social																				
Physiological																				
Potential Dropout																				
Potential Runaway																				
Pregnancy																				
Transportation																				
Under-achievers																				
Vandalism									16	-4										



APPENDICES

Pages 18 and 19 contained copyrighted material (lesson plans) from the <u>Teacher's Manual-Sheet MetalSeries</u> (Delmar Publishers, Inc.) and were therefore removed.

BELLINIA A

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION VTE 467 - MODULARIZED STUDENT TEACHING

MODEL LESSON PLAN FOR SKILL LESSON

	Unit:
	Lesson:
JOB (or operation):	
AIM (or purpose):	
TOOLS AND EQUIPMENT:	
MATERIALS:	•
TEACHING AIDS:	
REFERENCES:	
I. PREPARATION (of the students)	
II. PRESENTATION (of the skills):	
Operations or Steps	Key Points (things to
	remember to do or say)
•	
III. APPLICATION (practice by stude	ent under close supervision):
IV. TEST (performance of skill to	acceptable standards):
Suggested Reading for the students:	130

MODEL LESSON PLAN FOR INFORMATION LESSON

	Unit:
	Lesson:
CONCEPTS (or principles):	•
AIM (or purpose):	
EQUIPMENT:	
MATERIALS:	
TEACHING AIDS:	
REFERENCES:	
I. PREPARATION (of the students)	
II. PRESENTATION (of the concepts	or principles)
Steps to be followed	Key points (terms or things to remember to say or do)
III. APPLICATION (of concepts or pa	rinciples under supervision)
IV. CHECKING RESULTS	
Suggested Reading or assignments for	r the students:



SAMPLE JOB SHEET ONE

JOB TITLE: Bench Plate

Job Sheet #6

COURSE TITLE: Machine Shop Practice

Page 1 of 1 Page

Mill file

BLUEPRINT: #9

TOOLS AND EQUIPMENT:

Shaper Shaper tool holder Micrometers

Brass hammer

Tool bit

Parallels

MATERIAL:

 $3 \frac{1}{4}$ " x 6 $\frac{1}{4}$ " x 12 $\frac{1}{4}$ " cast iron

PROCEDURE:

1. Check machine for proper running condition.

Grind tool bit for roughing cast iron (round nose).

3. Clamp work in shaper vise flat side down and parallel to ram travel.

4. Adjust stroke of shaper to proper length.

5. Take rough and finish cut on surface.

6. Repeat for opposite side leaving .012" to .015" grinding stock.

Finish all four edges to dimensions plus .010".

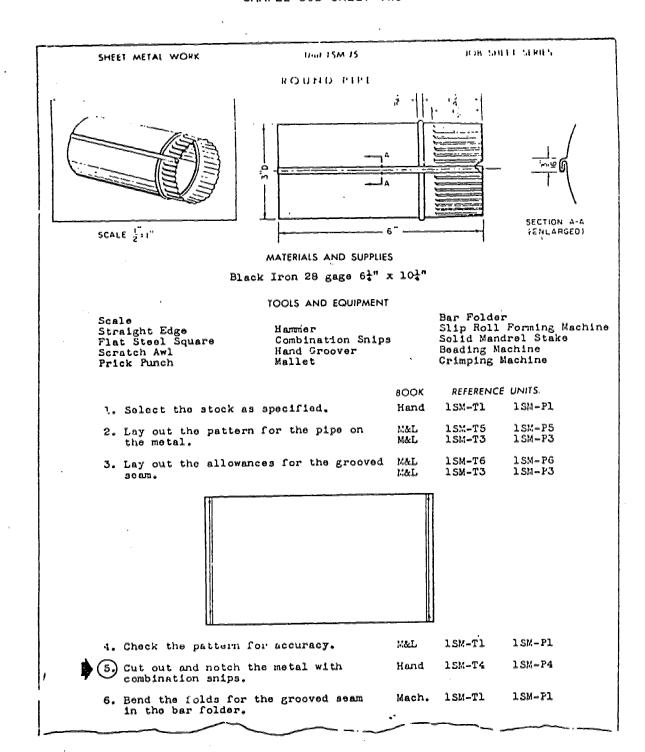
8. Remove from shaper vise and break all edges lightly with file.

Check all dimensions for accuracy.

Route to surface grinder (See Job Sheet #7).

APPENDIX B

SAMPLE JOB SHEET TWO



APPENDIX B

SAMPLE OPERATION SHEET ONE

HOW TO: Chip with a Cold Chisel

Operation Sheet #18

COURSE TITLE: Beginning Machine Shop Practice

Page 1 of 1 Page

INTRODUCTION:

Chipping is the process of removing metal by means of a cold chisel and hammer. The use of the shaper, milling machine, and planer are more efficient methods of removing metal accurately and rapidly, but the use of a chisel is necessary on many jobs where accuracy is not important and only a small amount of metal is to be removed.

TOOLS AND EQUIPMENT:

Cold chisel Machinist's vise Machinist's hammer Goggles

PROCEDURE:

- 1. Mount the work firmly in the vise, use soft copper jaws if the work has finished surfaces.
- 2. Hald the chisel with the thumb and fingers of the left hand, so that the head and extends above the hand.
- Place the cutting edge of the chisel on the surface of the job where the cut is to be made. The chisel should be held at a cutting angle of approximately 45 degrees.
- 4. Grasp the hammer near the end of the handle so that it can be swung with an easy forearm movement.
- Strike the head of the chisel with a firm sharp blow.
- 6. Reset the futting edge of the chisel on the work and repeat the above steps.

SAFETY PRECAUTIONS:

- Goggles should be worn during the chipping process.
- 2. Make sure that the chisel head is not "mushroomed," as particles may break off and cause a personal injury.





SAMPLE OPERATION SHEET TWO COVERING STEP 5 OF PRECEDING JOB SHEET TWO

HAND PROCESSES

Unit 15M-P4

FUNDAMENTAL PROCESS SERIES

HOW TO USE HAND SNIPS

OBJECTIVES OF UNIT

To explain how to make straight cuts with straight, combination, or buildog snips.

(2) To explain how to notch metal.

TOOLS AND EQUIPMENT

Straight Snips
Combination Snips
Bullier, Snips
Circular Snips
Aviation Snips, left and right hand

Trojan Snips Compound Lever Shears Hawk's-Bill Snips Open End Wrench Hammer, Crisel, Lead Cako

- A. MAKING STRAIGHT CUTS WITH STRAIGHT SNIPS, COMBINATION SNIPS OR BULLDOG SNIPS
- 1. Select the proper snips.

EOTE: For mild steel 22 gage and lighter, use either straight or combination snips. For 16 to 20 gage mild steel, use bull-dog snips.

Inspect the snips to see that they are properly adjusted.

NOTE: If adjustment is necessary, refer to "Oiling and Adjusting Snips".

3. Group the anips in the right hand and the narrowest part of the aheet in left hand. (Fig.2).

MOTE: Rest the snips and sheet on beach if necessary.

 Open the blades of the snips as far as conveniently possible and start the cut at the edge of the sheet.

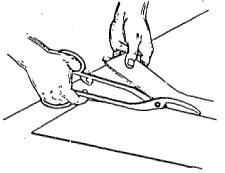


FIG. 2 MAKING A STRAIGHT CUT

NOTE: The snips should always be held at right angles to the sheet to be cut.

5. Cut the sheet by closing the blades just short of the full length to prevent leaving jagged edges. (Fig. 2).

<u>NOTE</u>: The length of each cut will be determined somewhat by the sage of the sheet.

- 6. Start the snips at the extreme end of the preceding cut.
- Finish the cut, keeping the snips on the line by changing the direction of the snips if necessary.

SAMPLE INFORMATION SHEET ONE

TITLE: Safety Precautions in Mixing Paints

Information Sheet #16

COURSE TITLE: Interior Decorating

Page 1 of 1 Page

The painter must exercise great care in mixing and applying paints containing lead and zinc pigments which may produce lead or zinc poisoning, resulting in skin disease, general discomfort, crippling, and sometimes fatal affliction. The most common symptoms are anemia, upset stomach condition, colic pains, blue line on gums, and wrist drop.

Benzol fumes may produce a "benzine jag" or dizziness and may ultimately result in permanet damage to the eyesight.

Benzol poisoning is the result of the hands or other parts of the body coming in contact with benzol.

Turpentine fumes nauseate some painters and are harmful to the kidneys. Turpentine coming in contact with the skin may result in painful but curable cracking and blistering.

Wood alcohol fumes are exceedingly destructive, especially to the eyes.

Always use rubber gloves when mixing or applying acid. Keep the hands wet when using hydrochloric acid. Always provide the best possible ventilation in working with hydrochloric (muriatic) acid. The first effect of muriatic acid fumes is nose bleeding. The cumulative result is hardening of the arteries.

The following suggestions are given as precautions to be observed in mixing or applying paint. Keep the hand out of paint; wear gloves; thoroughly cleanse the hands with soap and running water before eating; take a hot shower after work hours; remove paint from under and around finger nails; frequently change to clean overalls, keep thinners from coming in contact with the skin; never use thinners to remove paint from the skin; provide ample ventilation when mixing or painting indoors, and above all, see a doctor immediately upon the first appearance of any symptoms. Remember, your health, wealth, future, and family are at stake.

Great care must be exercised in the storage of oils, paints, thinners, gasoline, kerosene, alcohol, etc., to prevent the danger of fire. Inflammable materials should be kept in sealed cans at all times. All paint cans should be covered at night. Oily rags should be gathered up and properly disposed of at the close of the day. Too much emphasis cannot be given to the importance of care of using inflammable materials near an open flame or while smoking. Burlap, excelsior, rags, mops, and waste saturated with oils, stains, paints, etc., when placed in a pile or kept in a closed room will sometimes ignite. Spontaneous combustion results in the loss of money, time, and sometimes life.

1 garage et al.



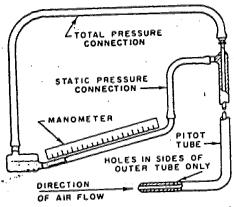
機構の機能が発生を実施している。これは、大きなないのでは、大きなないできないできない。これは、大きなないできないが、これは、大きなないが、これがあり、大きなないできない。これがあり、大きなないできない

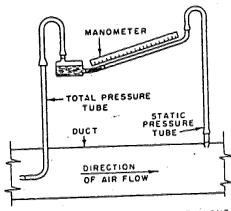
SAMPLE INFORMATION SHEET TWO

TOTAL PRESSURE

When air is moving, it creates greater pressure than when standing still. If the manometer leg were placed so that the flow of air through the duct were directly against the instrument, the pressure would be greater than the static pressure alone. This additional pressure is called velocity pressure, and the total pressure is made up of both the static and velocity pressures.

Instead of measuring the static and velocity pressures directly, an instrument called the Pitot tube measures the total pressure and the static pressure. Velocity pressure, then, is obtained by subtracting static from total.





CONNECTION FOR TOTAL PRESSURE ALONE

CONNECTION FOR STATIC PRESSURE ALONE

If static pressure alone is to be measured, the total pressure tube of the Pitot 2 static pressure tube is connected to the cup of the manometer. On the other hand, a a measurement of total pressure alone is desired, the static is disconnected an pressure tube is disconnected from the manometer. Connected in this way, the total pressure will be indicated on the gauge.

FRICTION LOSS

As air flows through the duct, some pressure is lost due to friction of the air against the sides of the duct. This friction loss, as it is called, increases with an increase of air flow.

Pressure losses, which are always present in any duct system, are increased by the following conditions:

- 1. High air velocities
- 4. Long lengths of ducts
- 2. Small diameter ducts
- 5. Changes in direction of air flow
- 3. Large air flow
- 6. Sudden contractions or expansions in air stream

The preceding concepts will be applied in two methods of duct sizing to be discussed later in this unit.



APPENDIX B

SAMPLE ASSIGNMENT SHEET

TITLE:	Lathe Cutting Tools	Assignment Sheet #
COURSE TITLE	Beginning Machine Shop Practice	
PURPOSE:	 To become familiar with the shapes of used lathe cutting tools. 	of the commonly
	To learn the correct procedure to following tools.	ollow in grinding
	To learn the names, uses, and values angles of a cutting tool.	of the various
REFERENCES:	Wagner and Arthur, Machine Shop Theory an pp. 74-81.	d Practice.
· .	South Bend Lathe Works, How To Run A Lath	<u>e</u> , Chapter IV.
ASSIGNMENT:	Carefully study the references and write following questions:	the answers to the
i	1. Describe the steel that is generally	used in the making of
lathe tools.		
	2. When and why are carbide cutting too	ls used?
	,	
	3. Define the term "rake" as applied to	lathe cutting tools.
		,
		
	138	



perationin	the	hand	or in	ı the	tool	hold	er?	Why	? _			
					•							
												
<u>.</u> .										······································		
	5.	What	t pred	 cautio	ons m	ust b	e tal	ken	when	grindi	ng a	lathe
tting tool?											-	
burng coor.	_					<u> </u>						
<u> </u>										-		·
<u>, , , , , , , , , , , , , , , , , , , </u>					· 		<u> </u>					
						4		- 1 2			اتــــــــــــــــــــــــــــــــــ	
	6.	In t	the sp	ace t	below	draw	a to	ор,	side,	ana e	ena v	iew sketc

tool, (d) a facing tool, (e) a V-Thread tool, and (f) a cut-off tool.

STATE UNIVERSITY COLLEGE AT UTICA/ROME DEPARTMENT OF VOCATIONAL-TECHNICAL EDUCATION

STU	DENT:TYPE OF LESSON:	TYPE OF LESSON:									
EVA	LUATED BY: TITLE OF THE LESS	TITLE OF THE LESSON:									
	LESSON EVALUATION										
	•	LEVEL OF PERFORMANCE									
		ن	Ĕ,				틶				
•		NOT APPLIC	VĘRY POOR	POOR	AVERAGE	G00D	EXCELLENT				
,						,	*****				
1.	The physical environment was reasonably comfortable.										
2.	The physical setting for the lesson was as close close to reality as possible.			-							
3.	All tools, materials, supplies and visuals were organized and at hand when the teacher needed them.										
4.	All tools, materials, supplies and visuals were in good condition.										
5.	The teacher introduced the lesson well.			,							
6.	The teacher provided explanations of: a. What was going to be presented or demonstrated.										
	b. How it fit in with what the class already knew or had experienced.		t ***	:.: -							
	c. How it fit in with future activities.										
7.	The teacher defined any new terms which would be encounted during the lesson.						(migra di a				
8.	The teacher motivated the class to want to learn the new materials.										
9.	Each step necessary to the demonstration or steps listed in the lesson plan were followed.	, ,		-	,		.*-				
LO.	Each step was explained as it was demonstrated.										
u.	Key points or specific techniques essential to perform each step were explained.	,									
	140	•,			۳,						



LESSON EVALUATION (CONT'D)

12. Safety practices specific to the operation were explained.

13. If a step involved small parts or intricate processes, the teacher used visuals for clarification.

14. If a step was time-consuming, the teacher had completed the step ahead of time.

15. The procedure followed for the operation was the one most used in the field.

16. The steps were presented slowly enough that students did not miss key points.

17. Every movement in the demonstration was visible.

18. If direction of movement was of special importance, students were positioned accordingly.

19. The teacher could be clearly heard.

- 20. The teacher talked to the students, and not to the materials.
- 21. The teacher performed the lesson with ease.
 - 22. The teacher set up standards of workmanship by doing a thorough job.
 - 23. The teacher encouraged questions.
 - 24. The teacher asked key questions throughout to assure that the students understood the lesson.
 - 25. The teacher included some activity to summarize the steps and key points.
 - 26. The lesson lasted the time allocated.

Ĺ

NOTE: The student must be assisted by his/her supervisor until he/she receives NOT APPLICABLE, AVERAGE, GOOD or EXCELLENT responses in each of the items contained in the Lesson Evaluation Sheet.