

CTE Lab — Student Workflow Worksheet

Write down what a student actually does, end to end, then ask what each step needs. The equipment list follows from the task, not the other way around.

Program / lab: Completed by: Date:

STEP 1 — THE STUDENT TASK, STAGE BY STAGE

STAGE	WHAT THE ROOM HAS TO PROVIDE	HOW THIS LAB DOES IT
See the demonstration	Close-up capture and a sightline from every position	
Hear the instruction	Intelligibility over machine and ventilation noise	
Attempt the task	Safe circulation, reachable power, room to work	
Capture the work	A camera position, and somewhere the file goes	
Review and correct	Playback where the work happens, not in another room	
Prove competency	An evidence record that fits district policy	

STEP 2 — WHO HAS TO BE IN THE ROOM

- ☐ The CTE instructor who will teach here, not a department representative
- ☐ CTE administration, procurement, and accessibility
- ☐ An employer or advisory-board partner, and the integrator
- ☐ A student or recent completer who can say what is hard to see and hear
- ☐ The safety authority for the equipment and shop environment
- ☐ Facilities — power, ventilation, structure, circulation
- ☐ IT and network — capacity, segmentation, identity, support
- ☐ The equipment specialist or applications engineer
- ☐ Whoever owns student data and competency records
- ☐ The person accountable for budget and the acceptance decision

The instructor and the student are the two the room is actually for. Where one of these is absent, the design has nobody to catch the failure at that person's boundary.

STEP 3 — INFRASTRUCTURE THE QUOTE DOES NOT INCLUDE

- ☐ Electrical capacity, circuits and placement for equipment and technology
- ☐ Structured cabling and pathways, in a room whose layout may change
- ☐ Network capacity, segmentation for shop equipment, wireless that survives metal and machinery
- ☐ Storage and retention for captured work, with a stated owner
- ☐ Identity and access for students and instructors
- ☐ Mounting that tolerates dust, vibration, heat and cleaning
- ☐ Support ownership after handover, and who is called mid-class

The demonstration is a close-up problem. A large display at the front of a welding or advanced-manufacturing lab can leave the demonstration failing anyway: a camera at the front cannot safely show fine hand position, and the microphone is overwhelmed by the room. The answer is a close-up capture position and a working audio design, not a bigger screen. In a health-sciences lab, connecting to a remote practitioner without exposing student records is a policy question, and it belongs to the people who own student data.

STEP 4 — ACCEPTANCE: A FINISHED TASK, NOT A DEVICE THAT POWERS ON

ACCEPTANCE RECORD	ENTRY
The student task demonstrated end to end	
Close-up capture verified from the working position	
Intelligibility verified with the equipment running	
Captured work stored, retrievable, owner named	
Safe circulation confirmed with the safety authority	
Support path tested, including mid-class failure	
Second-year plan: consumables, calibration, licenses, warranties, refresh	
Signed / date	