

MISSION

The mission of the *Cadet Teaching Program* is to provide high school students with classroom and field experiences that will enable them to make informed decisions regarding careers in education.

PROGRAM OBJECTIVES

During their cadet experiences, students will

- Examine the multiple responsibilities and understand the professional roles of a teacher;
- Explore diverse career options in education;
- Observe, explore, and utilize effective teaching practices;
- Recognize aspects of human growth and development that relate to learning;
- Develop and demonstrate leadership, interpersonal, intrapersonal, and self-evaluation skills;
- Develop an understanding of school structures, operations, and policies; and,
- Discuss and understand the complexities of critical issues in education.



The Cooperating Teacher (Field Experience Site) Agrees to:

- Commit to the Cadet Teaching Program for a minimum of one year;
- Provide verbal and written feedback to both the cadet and the supervising teacher;
- Provide experiences necessary for the cadet to meet course objectives;
- Provide supervision for the cadet in your classroom;
- Provide the cadet with absence reporting expectations;
- Be willing to allow videotaping in the classroom for cadet assessment;
- Allow pre-arranged visits to the classroom by the cadet's supervisor;
- Notify the supervising teacher of any problems in a timely manner;
- Attend several county-wide Cadet Teaching Meetings.

Supervising Teacher's Signature

Date

The Supervising Teacher (Cadet Classroom) Agrees to:

- Assist the cadet and cooperating teacher with any problems/and/or questions that may arise;
- Act as a liaison between the cadet and the cooperating teacher;
- Deliver instruction to the cadets to achieve the curriculum objectives;
- Calculate marking period and semester grades based on cadet field experience assessments and cadets' classroom performance;
- Collaborate with supervising teacher colleagues from other high schools and Western Michigan University professors on an ongoing basis;
- Develop, assess, evaluate, and adapt, on a continuing basis, the goals and objectives of the Teacher Cadet Program.

Cooperating Teacher's Signature

Date



The Cadet Agrees to:

- Commit to the Cadet Teaching Program for a minimum of one year;
- Treat the field experience as a professional (i.e., with your behavior, punctuality, and attendance).
- Maintain confidentiality of student information at all times;
- Follow the proper procedure if you are to be absent (both at your field site and your TCA building);
- Document field experience contact hours (this must be completed for credit verification);
- Complete Cadet Teaching Assignments to ensure that you are prepared for your field experience;
- Complete written and verbal evaluations of your field experience;
- Report any questions or problems with your field experience to your Supervising Teacher as soon as possible;
- Create instructional plans prior to presenting the lesson at your field experience;
- Utilize instructional strategies learned in the Cadet Teaching Program during your field experience;
- Understand and assist your Cooperating Teacher with student performance evaluations;
- Understand and assist your Cooperating Teacher with instructional and classroom management duties;
- Participate in professional growth activities as required (i.e., faculty meetings, school board meetings, etc.; these meetings are typically held outside of school hours);
- Assist your Cooperating Teacher in serving students with special or exceptional needs;
- Assist your Cooperating Teacher in helping students improve their basic skills.

Cadet's Signature

Date

Parent's/Guardian's Signature

Date



Suggested Activities:

-  Read a story to the entire class.
-  Help students with their handwriting.
-  Practice / drill spelling with the large group.
-  Listen to children read / assist children with reading.
-  Help children with math worksheets and/or manipulatives.
-  Work with the entire class on a lesson.
-  Plan, prepare, present lessons (at least once per semester).
-  Handle discipline problems (as requested by supervising teacher)
-  Keep activities going while the supervising teacher is engaged one-on-one.
-  Work one-on-one with special needs children.
-  Help with standardized testing.
-  Grade papers.
-  Make copies, overheads, flash cards, manipulatives, etc.
-  Put up children's artwork / poetry in the hallway or classroom.
-  Attend staff meetings, open houses, parent/teacher conferences, etc.
-  Assist in keeping the room neat and orderly.
-  Assist in supervision of: lunch room, playground, auditorium, etc.
-  Arrange a science corner/lab, reading center, etc.
-  Arrange bulletin boards.
-  Arrange and supervise games for rainy day activities.
-  Make a seating chart.
-  Collect homework assignments.
-  Assist students with research for classroom projects.
-  Lead small study groups.
-  Help students record their own "book on tape."
-  Lead a book club.



Course Sequence

UNIT I: Course Introduction/Overview

- Background information of teacher and students
- Overview of the course mission and objectives
- Philosophy underlying the Cadet Teacher Program
- Discuss college partnerships and articulation agreements
- A look at the roles and responsibilities of the: Supervising Teacher, Cooperating Teacher, and Cadet Teacher

Unit 2: Focus on the Field Experience

- "The First Day of School" -- Rules vs. Procedures
- Classroom and field expectations
- Basic Observation skills
- Legal Rights & Responsibilities of Teachers / Legal Aspects of Schools (Abuse Reporting)
- Student self-evaluations (interests, skills, preferences -- "Coat of Arms")

Unit 3: Careers in Education

- Teaching specialties
- Non-teaching careers
- College requirements (Internet Search / Choosing a major and minor)
- Comparing your self-evaluation to your options
- *Discuss the impending teaching shortage*

UNIT 4: Instructional Management

- Student safety issues
- Classroom first aid
- Organizing a classroom
- Assisting students in developing self-discipline
- Setting classroom expectations
- Communicating with parents
- *Intrinsic vs. extrinsic rewards*
- *Inclusion strategies*

UNIT 5: Human Growth, Development and Learning

- The five developmental areas (Cognitive, Physical, Emotional, Social, Moral)
- Physical factors affecting learning (A Look at Age Appropriateness and Impairments)
- Learning styles / Multiple Intelligences
- *Current brain research*

UNIT 6: Instructional Planning

- Determining the needs and interests of students
- Developing performance objectives
- Developing units of instruction
- Developing a lesson plan
- Preparing teacher-made instructional materials
- Developing block and/or thematic units
- *Discuss current critical issues relative to instructional planning*



Course Sequence (continued)

UNIT 7: Instructional Performance Skills

- Introducing, delivering, and summarizing a lesson
- Conducting small group and / or classroom discussions
- Directing students in peer teaching techniques
- Employing simulation techniques
- Guiding student study
- Directing students in problem-solving techniques
- Employing oral questioning and reinforcement techniques
- Demonstrating a manipulative skill, a concept, or a principle
- Individualizing instruction
- Preparing bulletin boards and exhibits
- Presenting information utilizing various technologies
- Present information utilizing flip chart, chalk board, and/or overhead
- *Understanding best practices*
- *Cultural diversity*

UNIT 8: Instructional Evaluation

- Establishing student performance criteria
- Observing for evaluation
- Assessing student performance: knowledge, attitudes, and skills
- Determining student grades
- Using evaluative tools to check the effectiveness of your instruction
- Assessing the needs of special / exceptional students
- Evaluating and planning for remediation of basic skills
- *Use of authentic assessment and performance-based assessment*

UNIT 9: Professional Growth and Development

- A look at available professional organizations and publications
- Professional reading
- Individual or small group projects: interviewing current teachers
- A look at "extra duty" assignments
- Visits to: faculty meetings, school board meetings, inservices
- *Current trends in inservice training*

UNIT 10: Understanding School Structure

- School policy
- Site-based decision making
- North Central Accreditation and School Improvement
- School leadership (principal, superintendent, school board, community)
- A look at support staff (consultants, secretaries, security, etc.)
- Teacher Unions
- *Block scheduling, charter schools, vouchers*



Field Experience Task List

Directions to the Cooperating Teacher: Please check (√) all tasks that the cadet has demonstrated during the marking period. Please mark **ND** (not demonstrated) for any tasks the cadet has not yet demonstrated.

Cadet Name:	Marking Period			
	1	2	3	4
INSTRUCTIONAL PLANNING:				
• determine the needs and interests of students				
• develop student performance objectives				
• develop a unit of instruction				
• develop a lesson plan				
• prepare teacher-made instructional materials				
INSTRUCTIONAL PERFORMANCE:				
• conduct group and classroom discussions				
• direct students in peer teaching techniques				
• employ simulation techniques				
• guide student study				
• direct students in applying problem-solving techniques				
• introduce a lesson				
• deliver a lesson				
• summarize a lesson				
• employ oral questioning techniques				
• employ reinforcement techniques				
• provide instruction according to learner needs				
• demonstrate a manipulative skill				
• demonstrate a concept or principle				
• individualize instruction				
• prepare bulletin boards and exhibits				
• present information utilizing various technologies				
• present information utilizing flip chart/chalk board/overhead				
INSTRUCTIONAL EVALUATION:				
• establish student performance criteria				
• assess student performance; knowledge				
• assess student performance; attitudes				
• assess student performance; skills				
• assist in determining student grades				
• determine the needs of special / exceptional students				
INSTRUCTIONAL MANAGEMENT:				
• assist on field trips				
• be knowledgeable of student safety issues				
• provide for the first aid needs of students				
• assist students in developing self-discipline				
• organize the classroom				
• manage the classroom				

_____ Cooperating Teacher's Signature

_____ Date



Cadet Evaluation

Cadet's Name:	
Cooperating Teacher:	Training Site:
Please return to the Supervising Teacher by:	

~~~~~ **S C O R I N G** ~~~~~

4 (A) = Excellent      2 (C) = Satisfactory      0 (F) = Unsatisfactory

3 (B) = Good          1 (D) = Poor

## I. Grading Factors for Responsibility

- \_\_\_\_\_ A. Reports daily at expected time and remains the required length of time.
- \_\_\_\_\_ B. Reports illnesses/absences by contacting the building principal or the Cooperating Teacher.
- \_\_\_\_\_ C. Notifies Cooperating Teacher in advance of high school schedule changes.
- \_\_\_\_\_ D. Follows school and classroom procedures
- \_\_\_\_\_ E. Demonstrates an understanding of the importance of confidentiality about issues relating to the students in this class.
- \_\_\_\_\_ F. Demonstrates honesty in all situations.

**COMMENTS:**

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## II. Grading Factors for Initiative

- \_\_\_\_\_ A. Is perceptive of classroom needs and independently responds when necessary or appropriate.
- \_\_\_\_\_ B. Willingly goes beyond what is required.
- \_\_\_\_\_ C. Openly shares ideas and concerns with the teacher(s).

**COMMENTS:**

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*III. Grading Factors for Adaptability*

- \_\_\_\_\_ A. Demonstrates skill in adjusting to various classroom situations.
- \_\_\_\_\_ B. Adjusts readily to the varying needs of students in the classroom.
- \_\_\_\_\_ C. Adapts to the needs of the classroom teacher(s) & fosters teamwork.

**COMMENTS:**

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*IV. Grading Factors for Performance*

- \_\_\_\_\_ A. Completed assigned tasks as directed and in a timely manner.
- \_\_\_\_\_ B. Learns quickly and retains knowledge acquired.
- \_\_\_\_\_ C. Exhibits a positive attitude toward assigned tasks.
- \_\_\_\_\_ D. Seeks ways to improve overall performance level.

**COMMENTS:**

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*V. Grading Factors for Cadet/Cooperating Teacher Relationship*

- \_\_\_\_\_ A. Accepts the authority of the teacher in charge of the classroom.
- \_\_\_\_\_ B. Works toward a relationship of mutual understanding and trust.
- \_\_\_\_\_ C. Cooperates willingly and demonstrates a positive attitude.
- \_\_\_\_\_ D. Seeks to maintain a pleasant atmosphere for learning.

**COMMENTS:**

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**CADET'S COMMENTS:**

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\_\_\_\_\_ Cooperating Teacher's Signature

\_\_\_\_\_ Date

\_\_\_\_\_ Cadet's Signature

\_\_\_\_\_ Date

