Cadet Teaching Program Description

A Course Offering of the
Berrien County Intermediate School District
at the following sites:

Benton Harbor High School
Bridgman High School
Coloma High School
Niles High School

Created in collaboration with the
staff of the College of Education
at
Western Michigan University
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Cadet Teaching Program

Course Design Team

The Cadet Teaching Program is a collaborative effort between various Berrien County Schools and Western Michigan University under the auspices of Paul Bergan at the Berrien County Intermediate School District. The following individuals were responsible for the course design:

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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 Supervising Teacher 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.

Supervising Teacher's Signature

Date

The Cooperating Teacher 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.

Cooperating Teacher's Signature

Date

Cadet Teaching Program Description
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;
- 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
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

Cadet Teaching Program Description
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
• Presenting 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.

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

Cooperating Teacher’s Signature __________________________ Date ____________

Cadet Teaching Program Description
The Cadet Teaching classroom experience includes the tasks listed below. Mastery of these items by the cadet has been assessed according to this scale: 4=Can teach to others; 3=Can do without help; 2=Can do with help; 1=Aware of task; 0=Task not covered.

### Cadet Name:

<table>
<thead>
<tr>
<th>CAREERS IN EDUCATION</th>
<th>Marking Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>• list various teaching specialities</td>
<td>1  2  3  4</td>
</tr>
<tr>
<td>• identify non-teaching careers</td>
<td></td>
</tr>
<tr>
<td>• compare your self-evaluation with the career options</td>
<td></td>
</tr>
<tr>
<td>• discuss the college requirements for your teaching speciality</td>
<td></td>
</tr>
<tr>
<td>• discuss critical issues relative to education careers</td>
<td></td>
</tr>
</tbody>
</table>

| HUMAN GROWTH, DEVELOPMENT, AND LEARNING  |                |
|------------------------------------------|                |
| • identify the physical factors that affect learning |          |
| • identify the five developmental areas  |                |
| • discuss student learning styles        |                |

| PROFESSIONAL GROWTH AND DEVELOPMENT      |                |
|------------------------------------------|                |
| • list the professional organizations relative to one speciality |        |
| • read and evaluate an article from a professional journal |       |
| • interview a current teacher            |                |
| • demonstrate observation skills          |                |
| • list possible “extra duty” assignments of a teacher |        |
| • visit and provide your reaction to a professional meeting |         |

| UNDERSTANDING SCHOOL STRUCTURE           |                |
|------------------------------------------|                |
| • list and explain 5 school policies     |                |
| • define “site-based decision making”    |                |
| • define “North Central Accreditation”   |                |
| • define “school improvement”            |                |
| • list school leadership positions       |                |

| CADET FIELD EXPERIENCE ACCOUNTABILITY    |                |
|------------------------------------------|                |
| • report daily at expected time and remain for the required length of time |          |
| • report illness/absence by contacting building principal or cooperating teacher |         |
| • notify cooperating teacher in advance of schedule changes |           |
| • follow field site rules and procedures |                |
| • demonstrate an understanding of the importance of confidentiality |          |
| • demonstrate honesty in all situations  |                |
| • perceptive of classroom needs and responds when necessary |            |

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 Supervising Teacher’s Signature ___________________________ Date ____________

8 Cadet Teaching Program Description
Cadet Evaluation

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:

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:
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:


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:


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:


CADET's COMMENTS:


Cooperating Teacher’s Signature                        Date

Cadet’s Signature                                     Date