

CADET TEACHING SYLLABUS

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CADET TEACHING

COURSE DESCRIPTION

Cadet teaching is a program designed to interest and help high school seniors who are interested in entering the teaching profession.

Cadet teaching, as an elective course, affords students an opportunity to work in a classroom under an experienced, enthusiastic teacher in order to gain some understanding of problems a teacher faces and how these problems may be resolved. It also allows students to obtain their 50 hours of tutoring required for the A+ Program.

OBJECTIVES FOR CADET TEACHING

1. To interest and encourage students in the teaching profession. (CA5, 4.8)
2. To give students some insight and experience in dealing with some of the problems of teaching. (CA4, 4.1)
3. To give students an opportunity to know personal satisfaction that can be gained through teaching. (CA1, 4.3)
4. To help students decide whether they have the abilities and qualities necessary to be a successful teacher. (CA4, 2.3)
5. To help students interested in teaching determine the age level and area of interest that would be personally satisfying and challenging. (SS6, 4.5)
6. To deepen the teacher's awareness of his or her professional responsibility for guiding students in the profession. (CA7, 1.10)

CADET TEACHER QUALIFICATIONS

A cadet teacher must:

1. Be a senior
2. Have a "C+" average or above in academic ranking with NO failing grade.
3. Have a good school attendance record.
4. Be emotionally stable and sufficiently mature.
5. Be interested enough in teaching to be willing to give extra time for conferences, making preparations for classroom duties and related clerical activities.
6. Help tutor students so that they can earn their A+ tutoring hours.

CADET TEACHER'S RESPONSIBILITIES

A cadet teacher must

1. Be in regular attendance. In case of necessary absence, the cooperating teacher or the attendance office **MUST** be informed. Any cadet teacher who misses more than six days per semester will be subject to dismissal from the program.
2. Be willing to follow the instructions and guidance of the cooperating teacher.
3. Understand that he or she is **NOT** in charge of the class and realize that discipline problems are to be handled by the cooperating teacher.
4. Realize that he or she is there to help the teacher, **NOT** to do homework. This is **NOT** a study hall. Each cadet teacher is required to remain at the elementary school, middle school, or designated high school classroom the entire hour and should use the time to work for the teacher or with the students.
5. Follow all school rules. School policies will be adhered and all cadet teachers are expected to follow the rules.

****I would encourage Cadet Teachers to become a member of FTA (Future Teachers of America)**

A+ COORDINATOR'S RESPONSIBILITIES

The A+ coordinator has full responsibility for supervision. She or he works with the high school principal, the high school counselor, the building principal, and cooperating teachers.

The responsibilities of the A+ coordinator are as follows:

1. Preparatory planning for cadet teacher's classroom instruction.
2. Encourage students to participate in the activities that provide opportunities to understand the responsibilities of teaching.
3. Stimulate interest for students who would like to pursue a career in education.
4. Confer with the building principal well in advance of the grading period if the cadet teacher is not meeting responsibilities.
5. Confer with the cooperating teachers for input, suggestions, and student evaluation.
6. See that the cadet teacher maintains active FTA membership.
7. Meet with cadet teachers for general or individual conferences at specified times.

COOPERATING TEACHER'S RESPONSIBILITIES

The responsibilities of the cooperating teacher are as follows:

1. The cooperating teacher must be willing to accept and serve in this capacity.
2. The duties of the cooperating teacher are to:
 - a. Supervise and observe the classroom experiences of the cadet teacher.
 - b. Make quarterly reports on the progress of the cadet teacher and the program.
 - c. Report all absences of the cadet teacher.
 - d. Inform the A+ coordinator of any problems the cadet teacher may be having in the program.
 - e. Encourage the Cadet Teacher to do as much tutoring as possible and find opportunities for the Cadet Teacher to tutor students.

CADET TEACHER GRADES

The cadet teacher shall receive a letter grade. The cooperating teacher and A+ coordinator will assign the letter grade based upon:

- Reflective Journal Writings
- Projects-Essays/Research/Product-Based
- Conferences-A+ Coordinator or FTA
- Attendance
- Cooperating-Teacher Activities (Daily Activities)
- Lesson Plans/Lesson Taught

½ credit per semester will be awarded for a passing grade.

DETERMINATION OF GRADES

Grades will be based on:

1. Completion of syllabus assignments including quarterly grade on journals, quarterly assignments and participation in conferences.
2. Attendance.
3. The performance evaluation completed by the cooperating teacher.
4. Student willingness to cooperate, attitude, and responsibility level will be taken into consideration as part of the Central High School Good Citizenship Policy.

Students who earn an overall “unsatisfactory” from their cooperating teacher could fail the quarter of cadet teaching regardless of the grade earned from the A+ coordinator. Students who do not turn in satisfactory work for the A+ coordinator could fail the quarter regardless of the performance evaluation by the cooperating teacher.

Evaluation from the Cooperating Teacher Activities

The grade from the cooperating teacher will be determined by the following:

1. Reflective Journals-30 points weekly (9 weeks) = 270 per quarter

Cadet teachers will keep a journal. The purpose is to give the cooperating teacher and the A+ coordinator an overall view of your perception of weekly activities and help you evaluate and review your experience in the classroom. Journals must be turned in by the due date (mid-quarter and end of quarter) and should be checked on a weekly basis by the cooperating teacher, but submitted at mid-quarter and the end of the quarter for approval by the A+ coordinator.

Journals should be based on observation of classroom activities, not on your daily activities. Be reflective and use critical thinking skills (approximately ½ page per entry).

2. Projects-100 points each

This will be an activity to be completed by the cadet teacher each quarter. The student will be completing papers or a product that can be used in the classroom. Examples of products are preparing games, tests, bulletin boards, creating children's books, and presentations.

3. Conference Time-100 points

Cadet teachers will meet as a group with the A+ coordinator on a regular basis to share experiences and ideas, problem solve, and learn techniques and skills for interacting in the classroom or attend scheduled FTA meetings and/or activities.

4. Attendance-100 points

Being on the job and on time is a critical requirement. Cadet teachers must realize this as it relates to future job requirements. Cooperating teachers will be asked to keep regular attendance. **If the cadet teacher does not show up at the assigned time, please call and report this to the high school attendance office. It is important that if attendance is a persistent problem to please contact Mr. Halter in the counselor's office and let him know.**

5. Daily Activities-300 points (per quarter)

Cadet teachers will complete a variety of daily tasks determined by the cooperating teacher. These daily tasks may include tutoring, operating equipment, work ethics, professionalism, appearance, interaction with others, etc.

6. Lesson Plans-100 points

It is the responsibility of the cooperating teacher together with the A+ coordinator to train the cadet teacher in the aspect of formulating objectives, instructional modes, lesson concepts, and methods of instruction. The cadet teacher will be expected to teach at least **once per semester** to a large group. An evaluation will be given for the cooperating teacher to complete as part of the cadet teacher's grade.

CADET TEACHING REQUIREMENTS BY QUARTER:

First Quarter-

- 1) Journal Entries-one per week
- 2) **Summary from book/magazine (web) about being effective teacher
- 3) **Project-Bulletin Board
- 4) Attend FTA meeting or conference with A+ coordinator
- 5) Help tutor students.

**Only required to do one of these

Second Quarter-

- 1) Journal Entries-one per week
- 2) Attend FTA meeting or conference with A+ coordinator
- 3) Lesson Taught or Lesson Plan handed in
- 4) Help tutor students.

Third Quarter-

- 1) Journal Entries-one per week
- 2) **Paper on Preparing for a Career in Education
- 3) **Project-Observe two different teachers **other than** the cooperating teacher
Write a paper describing other teaching methods, activities and differences
- 4) Attend FTA meeting or conference with A+ coordinator.
- 5) Help tutor students.

**Only required to do one of these.

Fourth Quarter-

1. Journal Entries-one per week
2. **Paper on your experience in Cadet Teaching
3. **Project-Visual Presentation (scrapbook) covering your experience for the year
4. Attend FTA meeting or conference with A+ coordinator
5. Lesson Taught or lesson plan handed in.
6. Help tutor students.

****Special note on lesson taught: It is possible and even likely that your cooperating teacher will not want you teaching a lesson. If this is the case, just prepare a lesson as if you were teaching it and hand it in to Mr. Halter sometime during each semester.**

First Quarter Reading and Writing Project

For the **first quarter project**, you are to search the web and/or various education magazines for five articles on “Effective Teaching.” After reading, you should **type** a minimum **one page** report for each of the five articles and include the following:

1. A summary of the article
2. Specific ideas you could use in the classroom
3. Tell why you think this information would be helpful to you or any classroom teacher.

First Quarter Project Assignment

Make a well-planned bulletin board for your classroom or a related hallway. It should meet the following criteria:

- | | |
|---------------|---|
| 1. Border | It may be borrowed, purchased or handmade. |
| 2. Background | Use white or colored paper, wrapping paper or cloth.
Pattern should not be too busy to distract from the whole.
Color coordinate! |
| 3. Lettering | It should be mounted straight and wording should be purposeful and effective. |
| 4. Colors | Use three to four. |
| 5. Balance | Plan a layout of your board ahead of time. |
| 6. Focus | Eyes should be attracted to most significant part first. |
| 7. Purpose | It should teach a concept or motivate or encourage students to do something educationally beneficial for them. |
| 8. Level | It should be geared to appropriate grade level. |
| 9. Depth | Three-dimensional boards attract more attention. |
| 10. Art | Pictures or graphics should be handmade. |

Complete this task before the end of first quarter. When completed, tell the A+ coordinator so they can verify project. **Don't forget to take a picture** of the Bulletin Board for your **Fourth Quarter** Album.

Third Quarter Teacher Observation

Observe **two** different teachers. Look for teaching style in conjunction to what is being taught (lecture, student activities, student involvement, etc.), student interaction with teacher and classmates, classroom discipline, classroom arrangement, and appearance.

Write separate **detail reports** about each teacher through your observation of the teacher/classroom during that time using the criteria given above.

After you have detailed your observations, compare, if you can, the teaching styles of these two teachers and the one you currently work with in the classroom. Which teaching style do you like best and why? What elements could you use from the different teachers for your own use?

Realize what kind of a class you observe and who is in a class. This will make each class unique.

Third Quarter Paper “Preparing for a Career in Teaching”

You will need to obtain a college catalogue from a college you contemplate attending (or check with the Counselor’s Office to borrow a copy). From the catalogue or Central High School Official gather information to complete this paper. **You MUST remember to give proper credit with parenthetical documentation if you speak with a person or cite a publication.**

Include the following information:

1. Why do you want to become a teacher?
2. Why are you attending this particular college? What is the cost for four years?
3. What are the requirements to enter this college?
4. What are the requirements for the teacher education program?
5. Indicate the education courses needed for the particular area you are interested.
6. What are the requirements for the student teacher semester?

Other information you might include would be the number of education majors at this particular college, number who complete the program per year, success rate of those

seeking jobs immediately after graduation or within two years, other pertinent information related to job security. Where are the jobs and how do you get them?

Fourth Quarter Reflection Paper

Write a reflection paper about what you learned in Cadet Teaching. It should include your relationship with your teacher and students. Write observations you have made about discipline and classroom management. Tell about particular activities you have completed and lessons you have taught that you thought were significant. **This paper should be a minimum of three pages. Use a word processor.**

Fourth Quarter Project

Make a photo album of your cadet teaching experiences you have had throughout the year. Include such things as **students** in various activities and groups; **you** in a teaching or tutoring activity; **special projects** such as bulletin boards, games, group work, or activities you did with them and one of **you and your cooperating teacher**.

Each picture should have a typed (or neatly printed) explanation of what the picture is about, who is in it, and what teaching/learning activity is involved. You may either purchase an inexpensive disposable camera or check-out one of Central High School's digital cameras.

Project Grading:

48 points for 12 pictures

50 points for complete captions

48 points for 4 different kinds of pictures (see first paragraph)

30 points for overall neatness and clarity

24 points for presentation (folder and creativity)

200 points Total

Due First week in May-Completed and turned in to Mr. Halter. Be sure to show to your cooperating teacher for suggestions and approval first.

POSSIBLE ACTIVITIES FOR CADET TEACHERS

General Areas

Tutoring-

- When a student has been absent
- When a new student enters and needs to be familiarized with what the class is doing
- When a student does not understand the class lesson
- When a student needs more motivation to learn the lesson
- When a student could benefit from more advanced work

Demonstrating-

- Giving the physical demonstration while the teacher explains
- Giving the total demonstration
- Giving a supplemental demonstration to reinforce that of the teacher

Supervising-

- An individual or small group work
- The class, while the teacher works with a group (but remains in the room)
- Playground activities, along with the teacher
- As an assistant on field trips

Reading-

- Stories to younger children (as a class or in a small group)
- Instructional material to all ages

Research and Preparation-

- As an aid to the teacher (finding books, plays, equipment, A-V materials, etc.)
- Creating a short lesson for the class (to be checked out by the teacher before presentation)

Testing-

- Distributing tests, proctoring, collecting them
- Giving oral questions
- Administering test to whole class or individuals

Reviewing-

- With the class or individuals before the tests

- Working with a new student who speaks a language other than English (especially helpful when the teacher does not know the student's native language or has not had practice with it in several years).

Math-

- Tutoring and remedial work with individuals (including math games to help motivate slower learners)
- Demonstrating or making visual aids to help explain concepts

Music-

- Leading songs and teaching new songs
- Accompanying
- Demonstrating instruments for the class
- Presenting students with background material on the music or musician being studying

Physical Education-

- Coaching
- Refereeing team sports
- Spotting for gymnastics
- Demonstrating techniques
- Teaching new games
- Working separately with students who are not as capable as the rest of the class or are more skilled than others

Reading-

- Tutoring individually or in small groups
- Reading aloud to the class
- Playing word games with a small group of students who need more motivation for vocabulary and reading work
- Helping students individually in programmed workbooks

Science-

- Demonstrating experiments
- Bringing in supplementary materials
- Assisting students on their own experiments
- Tutoring on a remedial or accelerated level, either individually or in small groups

Social Studies-

- Locating resources and supplementary materials, making maps, charts, etc.
- Concentrating with one group of students on a specialized portion of a unit
- Assisting in making artifacts, costumes, models, etc. of various time periods or cultures
- Creating and presenting slide shows

Working with students-

- Who have special needs (under teacher's direction)

Working with equipment-*

- Running projectors, tape recorders, etc.
- Taking out and putting away any equipment used by the class

Secretarial Work-*

- Typing memos, filing, etc.

Clean-up work-*

- Helping organize storage areas, helping students cleanup after art projects, helping care for small animal cages, etc.

Creating bulletin boards-*

*The total of these activities should not occupy more than half of the cadet teacher's time.

Some effective applications of the cadet teachers have been accomplished in these specific areas:

Art-

- Organizing supplies
- Demonstrating methods for various crafts
- Giving individual help to students as they work
- Supervising cleanup
- Working with a small group of students on special projects

Drama-

- Selecting or writing appropriate skits
- Supervising rehearsals
- Helping to make costumes, scenery, etc.
- Coaching individual students who have trouble remembering parts
- Helping students write their own skit

Foreign Language-

- Working with a small group of students who are capable of and interested in cultural enrichment