**Course Syllabus**

**Course Name:** Teacher Cadet

**Course Number:** 9471/9472

**Course Description:** The Teacher Cadet program is an innovative hands-on course designed for high school students who want to become teachers and to gain experience working with pre-school, elementary and middle school students. An instructional component will be integral to the “in-classroom” experience with a strong emphasis on writing.  You will work with students in as many capacities as possible: tutoring, working on special projects, supervising small groups, and eventually teaching a lesson to the entire class. You may also help with various classroom preparation duties. You will strengthen your understanding of the teaching process by documenting your observations and achievements in a Teacher Cadet Portfolio.  Excellent attendance is required.  Student must have clearance from the Family Independence Agency Child Abuse/Neglect Central Registry.  (Forms will be provided at interview.)  ***Students must provide their own transportation to placement sites.***

**Course Prerequisites:** Completed Application (available in Guidance office), teacher recommendation, interview and Teacher Cadet Instructor approval required.

**Course Materials/Resources:**

**Textbooks:**

* + - * Parkay, Forrest W. (2013). *Becoming a Teacher.* Boston, MA: Pearson.
      * Wong, Harry, Rosemary Wong. (2009). *The First Days of School.* Mountain View, California. Harry K. Wong Publications, Inc.
  + **Recommended Student Supplies/Materials:** Students should have internet access and a cell phone with texting capabilities. It is strongly recommended that students have a dedicated flash drive for Teacher Cadet.
  + **Required Uniform and Cost:** ALL cadets will wear business attire every day while in placement. The only exception to this stipulation is on Fridays when cadets can wear spirit wear for assigned school or CVHS.

**Course Objectives:**

The Chippewa Valley High School Teacher Cadet follows the MDE twelve content standards segments. Upon completion of the course students will

* **Segment 1** - Understand an utilize employability skills and begin career planning
* **Segment 2**- Understand and apply basic components of human growth & development
* **Segment 3-** Apply specialized communication skills and collaboration techniques
* **Segment 4-** Apply and demonstrate an understanding of diversity as it relates to education and student development
* **Segment 5**- Practice and employ basic skills necessary to create and maintain positive classroom management & guidance
* **Segment 6**- Create a diverse portfolio highlighting skills applied during learning & field experience
* **Segment 7-** Receive certification in First Aid and CPR for health & safety
* **Segment 8 -** Identify characteristics that facilitate a positive and emotional safe learning environment & climate
* **Segment 9-** Practice personal and ethical responsibility
* **Segment 10-** Identify key components of the legal systems & legal issues as they relate to education
* **Segment 11-** Correctly use and apply sound instructional strategies & appropriate use of technology in education
* **Segment 12-** Create and identify key components of strong curriculum planning & assessment

**Course Requirements:**

* Criminal Background Check
* Reliable Transportation to Cooperating Placement Site
* Driver’s License, or State ID or Military ID
* Required Dress
* Adhere to program dress code (no open toed shoes, no excessively loose/tight fitting clothing, student ID and no visible foundation &/or undergarments)
* Compliance all rules and regulations covered in the Secondary Student Code of Conduct including, but not limited to the use of cellular phones during placement time.
* Participation in Cooperating Activities a minimum of 80% of the total program hours; reporting to site no later than 12:25 and leaving no earlier than 2:11.
* Follow privacy and confidentiality practices of placement students.
* Do not advertise or offer unsolicited tutoring services without speaking with Teacher Cadet instructor

Cooperating Placement Activities (Work Based Learning) is a valuable experience in which every student in the Teacher Cadet program is required to participate. The program involves the commitment of the program instructor, Cooperating Teacher, Cadets and Cadet Parents/Guardians; all working together to provide a meaningful experience. All students will be given opportunities to attend a minimum of one field experience each school year. Those students who do not attend the scheduled experience(s) or fail to adhere to program requirements and expectations may result in one or more of the following consequences: disciplinary action, receiving a non-embossed certification of completion that is not eligible for University Articulated Credit, removal from the program and/or placement activities

**Course Recommendations:**

Students should possess an 8th grade or higher reading and writing level.

Register with edmodo.com: Group code: fhf37a

Remind -

If you have a smartphone, get push notifications. On your iPhone or Android phone, open your web browser and go to the following link: rmd.at/kieltc Follow the instructions to sign up for Remind. You’ll be prompted to download the mobile app.

If you don’t have a smartphone, get text notifications. Text the message @kieltc to the number 81010. If you’re having trouble with 81010, try texting @kieltc to (248) 327-2231

**Grading System:**

Grades will be based on weighted averages in the following areas:

75% Core Content

|  |  |
| --- | --- |
| **1st Semester**  ***Quarter One***  20 % Projects and course assignments  20 % English Language Arts (Writing and Reading Skills)  20 % Tests and Quizzes  10 % FEA participation  5 % In-class participation  ***Quarter Two***  20 % Placement Evaluations ( 1 quarter observation by instructor and 2 monthly evaluations by cooperating teacher)  15 % Weekly Reflective Entries  15 % English Language Arts (Writing and Reading Skills)  10 % Projects and course assignments  5 % Test and Quizzes  5 % In-class participation  5 % FEA participation | **2nd Semester**  ***Quarter Three***  20 % Placement Evaluations ( 1 quarter observation by instructor and 3 monthly evaluations by cooperating teacher)  15 % Weekly Reflective Entries  15 % English Language Arts (Writing and Reading Skills)  10 % Projects and course assignments  5 % Test and Quizzes  5 % In-class participation  5 % FEA participation  ***Quarter Four***  20 % Placement Evaluations ( 1 quarter observation by instructor and 2 monthly evaluations by cooperating teacher)  15 % Weekly Reflective Entries  15 % English Language Arts (Writing and Reading Skills)  10 % Projects and course assignments  5 % Test and Quizzes  5 % In-class participation  5 % FEA participation |

20% Career Readiness

* Completion of career assessment and preparedness activities and projects
* The Semester Observation and Evaluation Reports compiled by Cooperating Teacher and Course Instructor using the Career Readiness Matrix as a guide
* Portfolio presentation

5% Building Initiatives

* Keytrain: Students are expected to take a pre-test in Applied Math at the beginning of the school year, work to move up at least one level in math by end of the year, and take the post-test at the end of the year.
* AdvancED Writing: Students are expected to complete pre/post writing assignments.
* Content Assessment Tests: Students are expected to take the course pre-test and course post-test with growth percentage used.
* Community Service: Students are expected to actively participate in all community service endeavors.
* Other: Other activities may be expected

Extra Credit

* Extra credit may be made available at the discretion of the instructor
* Extra credit will be limited to students who have made a consistent and concerted effort to fulfill all program requirements (grade in core content only)

**Grading Scale:**

95-100% (A) 87-89% (B+) 77-79% (C+) 67-69% (D+) 0-59% (F)

90-94% (A-) 83-86% (B) 73-76% (C) 63-66% (D)

80-82% (B-) 70-72% (C-) 60-62% (D-)

*\*Grades will be posted weekly and available for students and parents to view online through Parent Portal. If you do not have your login information, please feel free to contact the main office.*

**Course Schedule:**

|  |  |
| --- | --- |
| **Subject** | **Assignment/Lab** |
| **Students will demonstrate the ability to establish and support respect and rapport with students to foster positive social and intellectual interactions. (Segment 8 - Consolidated Standard X.D.)** | Reflective writing assignment and placement observations |
| **Students will use correct grammar to communicate both in verbal and written format. (Segment 3- Consolidated Standard II.A.1.)** | All writing assignments |
| **Students will identify rules and laws designed to promote safety and health in the school. (Segment 7- modified Consolidated Standard VI.A.1.)** | Cooperating Placement Scavenger Hunt activity, research and test |
| **Student will customize communication messages to fit the audience members. (Segment 3- Consolidated Standard II.A.4.)** | Placement observations, in-class oral presentations |
| **Students will utilize questioning skills. (Segment 3- Consolidated Standard II.A.9.)** | In-class writing and project assignments, lesson planning and placement observations |
| **Students will perform work duties according to legal & ethical boundaries. (Segment 9- Consolidated Standards VIII.C.1. 9-segment & VIII.C.3.)** | Placement observations, cooperating teacher evaluations, reflective writing and content test |
| **Students will give clear verbal directions. (Segment 3- Consolidated Standard II.A.5.)** | Placement observations, cooperating teacher evaluation, in-class presentations and lesson |
| **Students will use concise, coherent organization when writing. (Segment 3- Consolidated Standard II.C.2.d.)** | All writing assignments |
| **Students will employ interpersonal skills to enhance professional practice. (Segment 9-Consolidated Standard VII.C.1.)** | Placement observations, reflective writing, in-class writing and cooperating teacher evaluation |
| **Students will model behaviors that demonstrate active listening. (Segment 3- Consolidated Standard II.B.1.)** | Placement observations, cooperating teacher evaluation and in-class participation |
| **Students will interpret verbal and nonverbal behaviors when communicating with students and teachers. (Segment Segment 3- Consolidated Standard II.A.2 & II.A.3)** | Placement observations, cooperating teacher evaluation and in-class participation |
| **Students will use persuasive communication. (Segment 3- Consolidated Standard II.C.2.d.)** | Placement observations, reflective writing, in-class writing and cooperating teacher evaluation |
| **Students will employ critical thinking skills independently and in teams to solve problems and make decisions. (Segment 6- Consolidated Standards III.A.1.)** | Placement observations, reflective writing, in-class writing and cooperating teacher evaluation |
| **Students will search for information and resources [using the Internet]. (Segment 11- Consolidated Standard IV.B.2.)** | Research papers on special populations, authors and education theorists |
| **Students will use information technology tools to manage and perform work responsibilities (Segment 11- Consolidated Standard IV.A.1.)** | Research papers on special populations, authors and education theorists as well as on-line journaling and testing, |
| **Students will use open-ended questioning. (Segment 3- Consolidated Standard III.A.4.a.)** | Placement observations, reflective writing, in-class writing and cooperating teacher evaluation |
| **Students will use relationships with other professionals to explore career options. (Segment 1-Consolidated Standard IX.A.3.)** | Cooperating Placement Scavenger Hunt activity, research and informational interviewing |
| **Students will employ leadership skills to accomplish organizational goals and objectives. (Segment 4- Consolidated Standard VII.A.1.)** | Participation in FEA, lesson planning and research |
| **Students will determine goals and develop and action plan to accomplish them within a given time frame. (Segment 4-Consolidated Standard IX.D.1.)** | Participation in FEA, lesson planning and research |
| **Students will apply theories of learning, learning styles and motivation theory to delivery of instruction to enhance learner achievement. (Segment 2- Consolidate Standard X.C.2.)** | Lesson writing and presentation, in-class activities, reflective writing and case study reports |
| **Students will use content and knowledge of teaching/learning while delivering instruction. Segment 6- Consolidated Standard X.E.2.)** | Lesson writing and presentation, in-class activities, reflective writing, cooperating teacher evaluations and placement observations. |
| **Students will model reading strategies for determining the [meaning] of text. (modified Segment 2- Consolidated Standard II.D.1.)** | Lesson writing and presentation, in-class activities, reflective writing, cooperating teacher evaluations and placement observations. |
| **Students will recognize developmental delays in children. (Segment 2- Consolidated Standard X.A.3.)** | Research papers on special populations, writing Big Book with a disability and self-esteem theme |
| **Students will use language, terminology and complexity suitable to audience. (Segment 3- Consolidated Standard II.A.4.e.)** | Lesson writing and presentation, in-class activities, reflective writing, cooperating teacher evaluations and placement observations. |
| **Students will employ fundamental knowledge of educational philosophies to enhance learner achievement. (Segment 11- Consolidated Standard I.E.2)** | Research papers on special populations, authors and educational philosophies which are reflected in personal observation reports and placement observations |
| **Students will maintain a career portfolio to document knowledge, skills and experience in a career field. (Segment 1- Consolidated Standard IX.C.2.)** | Online and hardcopy career portfolio highlighting skills and achievements while in the Teacher Cadet program |

*\*\*The instructor reserves the right to change these procedures/schedule at any time without written notification. If changed, verbal notification at the least will be given.*

Placement activities begin October 10th

2nd quarter placement schedule: Monday Tuesday, Thursday & Friday

3rd quarter placement schedule: Monday, Tuesday, Thursday & Friday

4th quarter placement schedule until May 21st 2017: Monday, Tuesday, Thursday & Friday

Any adjustments to this schedule will be posted in-class and on edmodo.com

*\*\*The instructor reserves the right to change these procedures/schedule at any time without written notification. If changed, verbal notification at the least will be given.*

**\*\*Important dates to remember:**

**September 2017    First Aid and CPR Training Dates - absence any day requires outside of school make-up work!**  
**October 6th, 2017           Meet your Cooperating Teacher/Principal/ Observe your Cooperating Placement Classroom**  
**October 10th, 2017       Macomb County CTE Advisory Meeting at MISD -**  
**October 10th, 2017        First Day of Placement**  
**November 2017             1st Observations  
November 8th 2017       CMPL Tour   
November 17th 2017     Student Conference & Central Michigan UniversityTour & Presentation - Mount Pleasant**  
**February 2018               2nd Observations - mini-lesson**  
**March 2018                    Statewide Teacher Cadet CTSO Workshop WMU  
March 2018                    District CTSO Conference & Competition  
April/May 2018             Final Observation - Full Lesson**

**May 30th 2018 –Last Day of Placement**

**Course Policies & Expectations**

**Late Work**:

* + Absent Work: Students **only** receive credit for excused absence.

For example, if a student is absent Monday and has an assignment due that day, the assignment *would then be due* Tuesday, and any work *assigned* Monday is due on Wednesday.

* + Late Work:
    - Assignments not turned in on the assigned date are deemed late and receive zero credit.

**Break**: As a two-hour block class, during instruction days students will have the passing time between 5th & 6th hour for a break. Any student arriving after the 6th hour bell has finished ringing is marked according to the attendance policy of Chippewa Valley Schools.

**CTSO or Community Service Expectations**: There are 4 positions in the Teacher Cadet Educators Rising student organization. These individuals are responsible for the organization and management of class participants in the fundraising and promotion of program. There is a minimum of 2 fundraising events/volunteering one of which benefits a local charity that the students select. Additional fundraising may be arranged for deferring the cost of program shirt purchasing.

**Recommended Academic Credit (RAC)**: The Teacher Cadet Program of the Chippewa Valley Schools Career Technical Education provides students the opportunity to apply academic content in real-world situations. Therefore, students taking this course may have the opportunity to earn college credit at Oakland University and Central Michigan University, take the PRE, a required test before admission into any college of education.

**Post-Secondary Articulated Credit:** Students may be eligible to receive free college credit for the Teacher Cadet course, if successfully completed. This course has articulated credit agreements with the following university:

* + Oakland University
  + Central Michigan University

**Class Dress Code:** To create and maintain a professional experience, Teacher Cadets are expected to dress in a manner that follows conventional professional casual dress. Additionally, the following requirements are strictly enforced while at participation site:

* Professional dress is REQUIRED every the student is in placement except Fridays.
* Friday is school spirit wear provided the clothing items meet the program dress code requirements.
* No form-fitting clothing (pants, tops, etc.)
* No flip-flops or house shoes (i.e. slippers)
* Foundation and under garments are covered at all times
* No overly baggy, ill-fitting clothing (jogging pants, sweatshirts, etc.)
* Wear student ID card unless activities render it a potential hazard

**Other Policies:**

***Professional Behavior:*** Placement site is an extension of the high school classroom and, as such, all rules and regulations covered in the Secondary Student Code of Conduct are enforced. The use of cellular phones is prohibited during placement time. Cadets must also follow placement site rules and regulations.

***Attendance:*** \*Watch the calendar for any adjustments regarding placement days versus instruction days at the high school.

* + Follow attendance procedures for the program:
    - * Absent: Before scheduled placement time, contact the Teacher Cadet Instructor (email, text, voice mail) **and** their Cooperating Placement teacher.
      * Before exiting Chippewa Valley Campus: Sign-out in room 160 and upon arrival at placement site sign-in using the Teacher Cadet attendance book.
      * Placement hours are 12:25 – 2:11 PM, leaving before 2:11 PM without an early dismissal slip shown to Teacher Cadet instructor before leaving the High School Campus is an unexcused absence.

***Privacy:*** Teacher Cadets are not allowed access to, nor ask for, private student information unless a parent grants permission to their students’ teacher. Teacher Cadets may not advertise or offer unsolicited tutoring services without prior approval from their Cooperating Placement Teacher and the Teacher Cadet Instructor.

The undersigned have read and agree to comply with the above policies regarding dress and attendance during their placement time in the Teacher Cadet Program.

*\*\*\*All students are expected to follow all policies and procedures in* the CVS Teacher Cadet *Student Handbook.*

**Contact Information:**

I periodically send out emails to let you know what is going on in our class or send out reminders to parents and students. If your information changes, please feel free to contact me or send it in with your student. Thank you for your assistance.

Student Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Course Title: Teacher Cadet

Parent / Guardian Name(s): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Best parent phone number(s) to call: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Parent email address(es): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student cell phone number (if available): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Ok to text

Student email address (if available): \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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I, \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_, have read and understand the **Course Syllabus** and **Course** **Policies and**  *(student name)* **Expectations** for my Teacher Cadet course. I understand that it is expected that I follow all class and school policies. If I do not follow these policies I will be held accountable for my actions.

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Student Signature Date

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Parent Signature Date