



**Chippewa Valley Schools**  
**Career Technical Education**  
**Chippewa Valley High School**  
**18300 19 Mile Rd.**  
**Clinton Twp., MI 48038**  
<http://www.chippewavalleyschools.org/schools/high-schools/cvhs/>

Rebecca Kiel, Instructor  
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<http://rkiel.weebly.com/>

## 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 and 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



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**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 85% of the total program hours; reporting to site no later than 12:20 and leaving no earlier than 2:20.
- 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 8<sup>th</sup> grade or higher reading and writing level.

**Edmodo**

Register with edmodo.com: Group code: n8xgyv

**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/eff8k2](http://rmd.at/eff8k2). 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 @67gc3c to the number 81010. If you're having trouble with 81010, try texting @67gc3c to (248) 327-2231.



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**Grading System:**

Grades will be based on weighted averages in the following areas:  
 75% Core Content

1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
<p><b>Quarter One</b>            20 % Projects and course assignments            20 % English Language Arts (Writing and Reading Skills)            20 % Tests and Quizzes            10 % FEA participation            5 % In-class participation</p> <p><b>Quarter Two</b>            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 % ED RISING participation</p>	<p><b>Quarter Three</b>            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</p> <p><b>Quarter Four</b>            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 % ED RISING participation</p>

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)



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**Grading Scale:**

95-100% (A)	87-89% (B+)	77-79% (C+)	67-69% (D+)
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 maintain a career portfolio to document knowledge, skills and experience in a career field.	Week 29
Student will customize communication messages to fit the audience members. Standard 1	Week 2
Create questions that are suitable for audience and context in terms of Bloom's Taxonomy of higher-order thinking and Webb's Depth of Knowledge. Standard 1	Week 17
Students will describe the process and structure of teacher certification. Standard 1	Week 20
Students will apply their knowledge of the developmental changes of learners. Standard 2	Week 8
Apply learning and developmental theory to relate individual characteristics to the learning process. Standard 2	Week 11
Students will identify and analyze the impact of key historical educational events in the United States. Standard 3	Week
Accommodate the needs of diverse learners. Standard 4	Week 15
Address intellectual, social, career and developmental needs. Standard 4	Week 7
Monitor learners' personal conduct using a variety of strategies. Use appropriate intervention aimed at prevention and/correction. Standard 5	Week 13
Utilize engagement of learners to optimize benefits of instructional groups. Standard 5	Week 16
Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge, and skills. Standard 6	Week 22
Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners. Standard 6	Week 27
Students will describe, analyze, and reflect on their teaching practices and field experiences. Standard 6	Week 23
Control risks to individual health and safety in the learning setting. Standard 7	Week 5



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OBJECTIVE STATEMENT (continued)	
Demonstrate respectful interactions between instructor and learners. Standard 8	Week 10
Students will demonstrate the ability to establish and support respect and rapport with students to foster positive social and intellectual interactions. Standard 8	Week 6
Students will recognize and establish a respectful environment for diverse populations of students in the classroom. Standard 8	Week 12
Arrange space, equipment and furniture within learning settings to optimize learning and provide appropriate access and spacing requirements. Standard 8	Week
Use resources and professional development to update knowledge and skills on an ongoing basis. Standard 9	Week 14
Explain institutional policies and procedures that relate to ethical and legal behavior. Standard 9	Week
Students will perform work duties according to legal & ethical boundaries. Standard 9	Week 4
Utilize representations that encourage critical thinking and problem-solving. Standard 10	Week 24
Utilize various activities and assignments. Standard 10	Week 25
Incorporate learner questions and interests to make instruction relevant and responsive to learners. Standard 10	Week 18
Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners. Standard 11	Week 26
Use assessment tools when determining needs of learners and organizations. Utilize a variety of methods. Standard 12	Week 21
Identify accurate, substantive, constructive and specific feedback. Standard 12	Week 28
Explain institutional policies and procedures that relate to ethical and legal behavior. Standard 9	

*\*\*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 14<sup>th</sup> 2019

2<sup>nd</sup> quarter placement schedule: Monday Tuesday, Thursday & Friday

3<sup>rd</sup> quarter placement schedule: Monday, Tuesday, Thursday & Friday

4<sup>th</sup> quarter placement schedule until May 22<sup>nd</sup> 2020: Monday, Tuesday, Thursday & Friday

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

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

September 2019	First Aid and CPR Training Dates - absence any day requires outside of school make-up work!
October 4th, 2019	Meet your Cooperating Teacher/Principal/ Observe your Cooperating Placement Classroom
October 11th, 2019	Meet your Cooperating Teacher/Principal/ Observe your Cooperating Placement Classroom
October 14th, 2019	First Day of Placement
October 18 <sup>th</sup> 2019	SEEC Conference – Central Michigan University
October 29th, 2019	District CTE Advisory Meeting at CVHS
November 2019	1st Observations
November 2019	CMPL Tour
February 2019	2nd Observations - mini-lesson
March 2019	Statewide Teacher Cadet CTSO Workshop WMU
March 2019	County CTSO Conference & Competition
April 2019	Student Conference – Oakland University
April/May 2019	Final Observation - Full Lesson

**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 5<sup>th</sup> & 6<sup>th</sup> hour for a break. Any student arriving after the 6<sup>th</sup> 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.



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- 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.

**Handing In/Retrieving Graded Work:** It is the sole responsibility of the student to turn in items to be graded in the designated tray of the INBOX located on Mrs. Kiel's Desk and retrieve graded work from the designated tray of the OUTBOX on the side counter of the classroom

**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 12:20 – 2:20 PM, leaving before 2:20 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: \_\_\_\_\_



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

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

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

\_\_\_\_\_

I, \_\_\_\_\_, have read and understand the **Course Syllabus** and **Course Policies and 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.

\_\_\_\_\_  
Student Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Date