

Teacher Cadet Participant Handbook

A Guide for the Cooperating Placement Teacher and Teacher Cadet

2019-2020 School Year

Chippewa Valley Schools



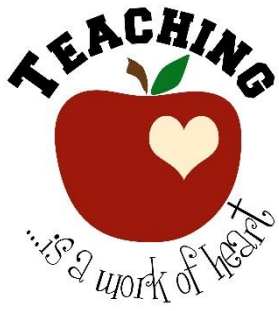
Welcome to the Teacher Cadet Program

The *cooperating teacher* becomes a great influence on the learning experience of a teacher cadet. By sharing their thoughts, insights, and knowledge of teaching the cooperating teacher can nourish a cadet and provide them a healthy start on their way to becoming competent teachers. Cooperating teachers are instrumental in modeling the day to day routines of classroom instruction and management. This **Participant Handbook** was designed to provide cadet and cooperating teacher with an overview of the learning a teacher cadet will experience this year (at the placement site and in their high school classroom) as well as an overview of the responsibilities, expectations, and sample assessment tools utilized.

The teacher cadet instructor and the cooperating teacher have the unique opportunity to be a part of education far beyond their own years in the classroom. If they truly excite the cadets about the teaching profession, hopefully the cadets will return back to their communities as effective and innovative educators.

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I like a teacher who gives you something to take home to think about besides homework.
~Lily Tomlin as "Edith Ann"



MISSION

The mission of the **Teacher Cadet 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
- Discuss and understand the complexities of critical issues in education

Cooperating Teacher Responsibilities:

As a cooperating teacher we ask that you work with your teacher cadet their instructor to meet the goals and objectives of the program by allowing your teacher cadet to observe and interact with the many facets of education.

Teacher cadet is a one year, two-hour block program. During the first quarter, students do not work in a cooperating classroom instead they receive instruction to cover curriculum. Cooperating placement time begins during the high school second quarter with three days (Tuesday, Thursday and Friday) at their assigned site and two days (Monday and Wednesday) at their high school, this schedule continues into the third quarter. After mid-winter break cadets will work in their cooperating placement four days per week (Monday, Tuesday, Thursday and Friday) and one day a week (Wednesday) receiving instruction.

Twelve segments are reviewed during instruction time in the High School class. The units are part of the weekly placement objectives listed in the Teacher Cadet Training Plan (a sample is included with this handbook for your reference). Cooperating teachers are asked to complement these instructional units in the placement experience, providing an invaluable opportunity to apply the course material.

The following forms and procedural items are completed by the cooperating teacher:

Monthly Cadet Evaluation Form –complete the online evaluation via the email provided link before the 15th of the month. Evaluations will cover cadet use of course material and the weekly objective listed on the Training Plan.

Teacher Cadet Training Agreement- teacher cadet will bring the agreement with them the first day of participation activities. Please review and sign the program training agreement for cadet file.

Teacher Cadet Observations – assist teacher cadet instructor to schedule observations of cadet activities in your classroom.

- Student Observations are performed a minimum of once each high school quarter. The teacher cadet instructor will email the schedule of observations and the target skills evaluated during the observation.
- During the fourth quarter cadets are to teach a lesson to a large group. The lesson guidelines are distributed to students during third quarter so cadets can discuss with you what lesson is best for them to prepare, your approval of the lesson and provide time for the instructor to review the lesson and schedule a formal observation.

Communication with Teacher Cadet Instructor – to maintain the integrity of the program students must follow all district and high school student code of conduct. They are aware that any violation of dress code, use of prohibited items, and other points outlined in the code of conduct. Violations will result in an immediate reduction of their quarter grade by one letter or removal from the program.

Note: The Teacher Cadet Instructor has the right to change the assignment for any Teacher Cadet student at any time for any reason.

The following is a list of suggested activities and ways your Teacher Cadet can gain experience and be an asset in your classroom:

-  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 manipulative's
-  Work with the entire class on a lesson
-  Plan, prepare, present a lesson or lesson activities
-  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
-  Lead a book club

Teacher Cadet Cooperating Placement Field Trip Permission Form

This form must be on file 1 week prior to the field trip!

Approval for participation in cooperating placement field trip activities requires:

- Cadets to have a minimum course GPA of 2.0.
- Identifying a specific program segment addressed through the experience
- Have signed approval from classroom teachers hours 1-4
- The Teacher Cadet Cooperating Placement Field Trip Permission Form is submitted a minimum of 1 week prior to the experience.

Once Approved:

- The day before the field trip collect this signed form from program instructor, as it is your approved release to report to assigned Cooperating Placement Site.
- After the trip, request cooperating teacher to email program instructor verifying your participation – then an attendance correction is made.

After the Experience:

Within 2 school days return the signed Teacher Cadet Cooperating Placement Field Trip Permission Form with attached writing assignment explaining how the experience fulfilled one of the four program segments.

Teacher Cadet Name: _____ Activity Date: _____ Activity Time: _____

Activity Name: _____ Transportation Mode: _____

Cooperating Teacher: _____ Cooperating School: _____

Describe the purpose of the field trip: _____

The field trip will fulfill the following segment(s):

_____ *VII.D.2. Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.*

_____ *VII.A.3. Demonstrate understanding of how effective teams operate within organization and diverse settings.*

_____ *VI.D.2. Organize and communicate with members of a team using varied methods of communications.*

_____ *VI.A.1. Exhibit teamwork skills including trust and loyalty to group, and demonstrate connectedness to group members, values, and culture.*

Teacher Approval: For each teacher's class you will miss due to the field trip, you need an approval signature for permission to attend the trip. Understand, any coursework assigned or due the day of your trip is due to that teacher prior to the trip if possible.

HOUR	Course Name	Teacher Signature
1		
2		
3		
4		

Field trip experience is extensions of the Teacher Cadet academic experience as such all student code of contact guidelines and policies are enforced. Students in violation of any district, building or Teacher Cadet Course policy will result in disciplinary referral and potentially one of the following: removal from the Teacher Cadet Program or placement reassignment.

The following signatures signify consent to participate in the field trip experience, as well as understanding and agreement to all guidelines regarding the field trip experience.

_____ Parent/Guardian Printed Name _____ Parent/Guardian Signature Date _____

_____ Cooperating Teacher Signature _____ Student Signature Date _____

The following signature of Teacher Cadet Instructor signifies approval for the named student to participate in the experience and permission to leave Chippewa Valley High school campus at _____ to proceed directly to activity site.

_____ Teacher Cadet Instructor Approval Signature _____ Date _____ date received _____ verified _____ attendance notified

Teacher Cadet Expectations

The Teacher Cadet program involves the commitment of the Teacher instructor, Cooperating Teacher, Teacher Cadet and Cadet Parents/Guardians, all working together will ensure a successful experience for everyone. To create a successful experience the following rules are strictly enforced and subject to disciplinary action that may result in removal from the program.

Dress Code:

To create and maintain a professional experience, Teacher Cadets are expected to dress in a manner that coincides and exceeds the district code of conduct regarding dress and grooming. Additionally the following requirements are strictly enforced while at participation site:

- Wearing teacher cadet appropriate dress on assigned days
- No form-fitting clothing (pants, yoga 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.)
- No skirts/dresses 1 inch above the knee.
- No low-cut tops
- No jeans(except on Fridays)
- No sweatpants, sweatshirts, workout wear, loungewear.

Attendance:

Cooperating placement participation is an essential component to successfully completing the Teacher Cadet program. Excessive absences, particularly unexcused absences, can create an unnecessary inconvenience for the Cooperating Teacher a cadet works with regularly. Cadets should view the placement experience as they would a paid employment situation and in the event of an absence they should call/email the **Teacher Cadet Instructor and Cooperating Teacher** before the scheduled placement time. Cadets must follow the Teacher Cadet instructor's attendance procedures to ensure accurate attendance records. Please note that you receive weekly participation points in Teacher Cadet and missing a day, regardless of the reason will result in loss of points and could require you to put in additional hours at your placement.

Be advised school days with adjusted or irregular time schedules will require adjustments on a case-by-case instance regarding student activities.

Privacy:

Teacher Cadets are not allowed to access or 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 Teacher and the Teacher Cadet Instructor.

Career and Technical Education

Teacher Cadet Syllabus

ESSENTIAL CONTENT & SKILLS:

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

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

GRADING:

Quarterly grade distribution:

- Coursework – 70%
- Tests/Quizzes – 30%

Semester grade distribution:

- 1st/2nd Quarter – 40%
- 3rd/4th Quarter – 40%
- Exam – 20%

Letter Grade Distribution:

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-)	

- **Extra Credit Policy:** Extra Credit may be available on a limited basis and may not be used to replace a missing assignment.
- **Homework Policy:** All assigned homework will receive appropriate credit.
- **Late Work Policy:**
 - Absent Work:
 - Students will receive one day for each excused absence to submit assigned work.
 - 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.
 - **One** late assignment will be accepted for a 20% point reduction.
 - Late work is due one day after the original due date.
 - **For example:** if an assignment is worth 12 points, and the student earns 10 of the possible 12 points, then the points earned are 8 out of 12.
- **Reassessment Policy:** No quiz or test re-takes are administered.
- **Testing Aids:** Not available.

Academic Integrity Policy

- All school policies regarding academic dishonesty are strictly enforced. The student code of conduct signed by all students of Chippewa Valley High School outlines the academic integrity policy, please visit Chippewa Valley High School website for review.
- Incidents of plagiarism receive a zero, along with disciplinary referral for violation of student code of conduct – academic dishonesty.
- In addition, students turning in work that is very similar to other submitted work will receive zeroes.



Chippewa Valley Schools
 Unpaid Work-Based Learning Experience
Teacher Cadet 2019-2020 Training Agreement



DATE ISSUED: October 14, 2019

STUDENT TRAINEE: _____

JOB TITLE: Teacher Cadet

STUDENT ID # : _____

DATE EXPERIENCE BEGINS: October 14, 2019

TELEPHONE: (_____) _____

DATE EXPERIENCE ENDS: May 27, 2020

ADDRESS: _____

MAXIMUM HOURS PER WEEK: 10 HRS.

CITY/ZIP: _____

CVS TEACHER CADET INSTRUCTOR: REBECCA KIEL

STUDENT EMAIL: _____

SCHOOL/DEPARTMENT: CHIPPEWA VALLEY HIGH SCHOOL /CTE

STUDENT CELLULAR: (_____) _____

WORKER'S DISABILITY CARRIER: -NA-

U.S. CITIZEN: YES NO

POLICY NO: -NA-

DATE OF BIRTH: ____ - ____ - ____

GRADE: 12

LIABILITY INSURANCE CARRIER: -NA-

ENROLLMENT HOUR(S): 5th & 6th

POLICY NO: -NA-

EMERGENCY CONTACT INFORMATION

PARENT/GUARDIAN NAME: _____

CAREER OBJECTIVE: To gain hand's-on experience to prepare for a Career in Education in the Human Services pathway.

PARENT/GUARDIAN TELEPHONE: (_____) _____

COOPERATING PLACEMENT TEACHER:

RELATED INSTRUCTION: Teacher Cadet

C.I.P. CODE: 13.0101 - Education General (Teacher Cadet)

SCHOOL NAME: _____

TELEPHONE: _____

ADDRESS: _____

CITY/ZIP: _____

FAX: (_____) _____

SCHOOL DAYS SCHEDULE: EARLIEST: 12:20 p.m.

LATEST: 2:20 p.m.

EXCEPTIONS: Approved Placement Participation Schedule, Special events like Parent/Teacher Conferences, School Performances and Field Trips.

The following section identifies the obligations of all parties to this agreement:

THE FIELD EXPERIENCE SITE WILL

1. Provide between 8 and 10 hours of training per week for students enrolled for 2-hour block.
2. Provide the Teacher Cadet with supervision by a qualified and experienced certified teacher or substitute teacher assigned a short-term position for the Cooperating Teacher.
3. **Student may not work alone at any time.**

4. Provide the Teacher Cadet with the same consideration given other employees in regard to safety, health, and general working environmental conditions.

THE FIELD EXPERIENCE SITE WILL (CONTINUED)

5. Keep a record of the Teacher Cadet attendance and report attendance and progress to the teacher cadet instructor as requested.
5. Comply with all OSHA Standards Act and State and Federal Child Labor Laws.
6. Comply with Section 570.68 of the Fair Labor Standards Act regarding student driving.
7. Notify Teacher Cadet Instructor as soon as possible of any unsatisfactory developments that may lead to termination.
8. Assist Teacher Cadet with the completion of the program goals and objectives outlined in program training plan.
9. Provide time for the Cooperating Teacher to confer with the Teacher Cadet Instructor to discuss student progress.
10. Comply with the nondiscrimination policy of Chippewa Valley Schools, which is, not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age disability, height, weight or marital status in its programs, services, activities, or employment.

THE STUDENT WILL

1. Follow Field Experience Site check-in procedures and report promptly to, and remain in, the assigned classroom during the days and hours assigned.
2. Not be permitted to work on days when s/he is absent from school.
3. Notify the Cooperating Teacher and Teacher Cadet Instructor in advance when an absence is unavoidable.
4. Observe all district and classroom rules.
5. Remain in the program for the time specified in this agreement.
6. Take part in all activities sponsored by the Teacher Cadet program, such as assigned instructional time and Field Experience site participation time.
7. Maintain a minimum of 2.5 GPA in the Teacher Cadet course to participate in placement activities.
8. Not receive credit if terminated from the program for violation of this agreement.
9. Risk the loss of credit if s/he: quits the Teacher Cadet program without the prior approval of their Teacher Cadet instructor, accumulates 2 or more unexcused Field Experience absences or fails to follow policies and procedures outlined in Teacher Cadet Field Experience Packet.

THE TEACHER CADET INSTRUCTOR WILL

1. Provide Teacher Cadet and Cooperating Teacher with a training plan of curriculum content and skill development for use during the Field Experience.
2. Visit each student at the Field Experience Site at least once every quarter. The day and time are coordinated with Cadet and Cooperating Teacher.
3. Address all concerns shared by Cooperating Teacher, Teacher Cadet and Field Experience Administration and have the authority to withdraw a student if deemed the best resolution.
4. Provide Cooperating Teacher and Teacher Cadet a *Field Experience Packet* that outlines Teacher Cadet program goals and objectives, contains necessary forms and explain the expectations of Teacher Cadet, Cooperating Teacher and Teacher Cadet Instructor.



Chippewa Valley Schools
 Unpaid Work-Based Learning Experience
 2019-2020 Teacher Cadet Training Plan



TEACHER CADET NAME: _____

CVHS

DHS

Cooperating Teacher:

Field Experience School:

COMPLETION FORMAT
 (ONE OF THE FOLLOWING)
 INITIALED BY COOPERATING
 TEACHER OR TEACHER
 CADET INSTRUCTOR

WEEK #	OBJECTIVE STATEMENT	OBSERVED	FORMATIVE ASSESSMENT
	EXPERIENCING LEARNING Awareness & Reflection		
	STANDARD I.1.1: Students will analyze their strengths and areas for improvement as learners.		
	STANDARD I.1.2: Students will evaluate themselves as diverse individuals, learners, and Community members		
	STANDARD I.1.3: Students will determine how diversity enhances the classroom and the community.		
	STANDARD I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors.		
	STANDARD I.1.5: Students will recognize and establish a respectful environment for diverse populations of students in the classroom.		
	EXPERIENCING LEARNING Styles & Need		
	STANDARD I.2.1: Students will evaluate different learning styles.		
	STANDARD I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.		
	STANDARD I.2.3: Students will evaluate major physical, social, and personal challenges that can impede successful learning.		
	EXPERIENCING LEARNING Growth & Development		
	STANDARD I.3.1: Students will differentiate among the physical stages of learners.		
	STANDARD I.3.2: Students will differentiate among the cognitive stages of learners		
	STANDARD I.3.3: Students will distinguish between the moral stages of learners.		
	STANDARD I.3.4: Students will analyze the steps in the psychosocial stages of learners.		
	STANDARD I.3.5: Students will apply their knowledge of the developmental changes of learners		

WEEK #	EXPERIENCING THE CLASSROOM Observation & Preparation		
	STANDARD II.1.1: Students will analyze their strengths and areas for improvement as potential teachers.		
	STANDARD II.1.2: Students will evaluate positive and negative aspects of the teaching profession.		
	STANDARD II.1.3: Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.		
	STANDARD II.1.4: Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.		
	STANDARD II.1.5: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.		
	OBJECTIVE STATEMENT (continued)	OBSERVED	FORMATIVE ASSESSMENT
	STANDARD II.1.7: Students will evaluate components of effective classroom climate, management, and discipline.		
	STANDARD II.1.8: Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.		
	STANDARD II.1.9: Students will evaluate various assessment techniques.		
	STANDARD II.1.10: Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.		
	EXPERIENCING THE CLASSROOM Application and Instruction: The Internship with a Cooperating Teacher		
	STANDARD II.2.1: Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge and skills.		
	STANDARD II.2.2: Students will accommodate major physical, social, and personal challenges that can impede successful learning.		
	STANDARD II.2.3: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.		
	STANDARD II.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.		
	STANDARD II.2.5: Students will apply the components of effective classroom climate, management, and discipline.		
	STANDARD II.2.6: Students will describe, analyze, and reflect on their teaching practices and field experiences.		
	EXPERIENCING THE TEACHING PROFESSION History and Trends		
	STANDARD III.1.1: Students will identify and analyze the impact of key historical educational events in the United States.		
	STANDARD III.1.2: Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.		
	EXPERIENCING THE TEACHING PROFESSION Structure & Governance		
	STANDARD III.2.1: Students will compare and contrast the various types of schooling.		
	STANDARD III.2.2: Students will analyze the governance structure of their local, state, and national educational systems.		

	EXPERIENCING THE TEACHING PROFESSION Certification & Employment		
	STANDARD III.3.1: Students will investigate careers in education.		
	STANDARD III.3.2: Students will describe the process and structure of teacher certification.		
	STANDARD III.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas that are most greatly impacted.		
	STANDARD III.3.4: Students will demonstrate effective job application and interview skills.		
	EXPERIENCING THE TEACHING PROFESSION Ethics & Professionalism		
	STANDARD III.4.1: Students will analyze and interpret the current state code of educator conduct.		
	STANDARD III.4.2: Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities.		
	STANDARD III.4.3: Students will identify the services professional organizations provide for teachers.		

I FULLY UNDERSTAND THE ABOVE CONDITIONS AND I AGREE TO COOPERATE IN THEIR IMPLEMENTATION

STUDENT SIGNATURE _____ **DATE: October 14th 2019**

PARENT SIGNATURE _____ **DATE: October 14th 2019**

COOPERATING TEACHER SIGNATURE _____ **DATE: October 14th 2019**

PROGRAM INSTRUCTOR SIGNATURE _____ **DATE: October 14th 2019**

CTE DIRECTOR SIGNATURE _____ **DATE: October 14th 2019**

All CTE programs follow the District's policies of nondiscrimination on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in all programs, activities, and employment. In addition, arrangements can be made to ensure that the lack of English language skills is not a barrier to admission or participation. Support services are available through Carl D. Perkins Education Act for students with special needs.

NOTICE OF NONDISCRIMINATION It is the policy of Chippewa Valley Schools not to discriminate on the basis of race, color, religion, national origin or ancestry, gender, age, disability, height, weight or marital status in its programs, services, activities, or employment. Inquiries related to nondiscrimination policies should be directed to: Civil Rights Coordinator, Assistant Superintendent of Human Resources, Chippewa Valley Schools Administration, 19120 Cass Avenue, Clinton Township, MI 48038 Phone: 586-723-2090 / Nondiscrimination inquiries related to disability should be directed to: Section 504 Coordinator, Director of Special Services, (same address) Phone: 586-723-2180