

CADET TEACHER p r o g r a m



East Grand Rapids Public Schools
2915 Hall Street SE
Grand Rapids MI 49506-3111

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MISSION

The mission of the *Cadet Teacher 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

- Examine responsibilities and professional role of a teacher
- Explore diverse career options in education
- Observe and explore 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 critical issues in education

CADET TEACHER INITIAL GUIDELINES

1. Dress appropriately. The cadet teacher is an assistant to the teacher and a role model to the students. No unnecessary skin should be showing. Jeans are acceptable.
2. First stop is to meet with the building secretary in the office. Questions to ask include, "*Where should I park? Do I need to check in and out every time?*"
3. Ask the supervising teacher how best to notify them of an absence.
4. Greet the teacher and students each day if appropriate.
5. Show initiative. Ask, "*How can I help today? Will you have a list for me if you are teaching or there is a sub? If students are working, is it ok to help them with their work?*"
6. Cadets should advise the teacher when they will arrive and leave. They must always be prompt!
7. Confidentiality is essential. What happens in the classroom stays in the classroom. Substitute names should be used in journals. Cadets should not discuss incidents or students with their friends. Any issues of concern should be discussed with the supervising teacher or cadet coordinator.

DAILY/WEEKLY JOURNAL WRITING

Goal: To reflect on weekly learning experiences about students, teachers, classrooms, schools, processes, expectations (cadet's and supervising teacher's), and general working environment issues.

Purpose: To gain an awareness and understanding of what knowledge, skills, and behaviors are necessary to be successful in the teaching profession.

To provide notes to refer to when working on final project or participating in seminar discussions.

To serve as a guide for the Cadet Teacher Coordinator to check on projects, progress, and whether the cadet experience meets the needs of the class.

Assignment: Occasionally, cadets may be asked to write about a specific topic. Requirements will be discussed in seminar. Usually, cadets will write about their experiences every week in a journal notebook. Entries could be:

- written daily
- written weekly
- written in the form of lists
- written in more formal sentence structure or artistically drawn pictures

Other journal requirements:

- Date each entry
- Be specific in the entries when writing about what has been done, observed, and learned
- If the same task is done each day, it should be noted, and the cadet should write about other observations.
- Notes about questions for the supervising teacher or questions to take to seminar should also be written in the journal
- Refer to the "Purpose" to better understand why this assignment is relevant.

Each **weekly entry** should fill one page of notebook paper. The journal will be evaluated once each marking period. However, *journals will be checked at seminar each week for completion*. Total possible points are 10 for each week of journal entries. One point will be deducted for each day late. Deductions may also be taken for improper presentation.

It is expected, but not guaranteed, that the Cadet Coordinator will be the only person to see a cadet's journal. It is recommended that names and personal information not be written in any journal entry.

Suggestions for journal entries:

- What did you observe?
- What tasks did you complete or work on?
- What feedback do you receive?
- What tasks are the students working on?
- What are routine tasks for the supervising teacher?
- What are larger projects being worked on?
- What did you learn about yourself?
- What did you learn about this career?
- What did you like or not like about what you did?
- What academics did you use?

CADET TEACHER SYLLABUS

RULES

- Be respectful
- Be honest
- Be prepared

PROCEDURES

- School rules for absences, tardiness, and makeup homework, as outlined in the Student Planner, will be followed.
- Tardiness will count against your participation grade. Students will be granted one “free” tardy. It is inconsiderate to other students to delay or interrupt the class by being late.
- Please be in your seat when the bell rings. I will dismiss the class.
- Unless prior arrangements have been made, late work will not be accepted. A one-time per semester grace period of 24 hours will be allowed for a regular homework assignment to be turned in for full credit. (This does not apply to take-home tests, major papers, or assignments related to your final project.)

STUDENT EVALUATION AND GRADING

- Students will be evaluated and receive a letter grade for each marking period and a semester grade at the end of the semester.
- The credits and grades received for the Cadet Teacher Program will be of equal value to credits and grades received for other academic electives at EGR High School.
- If a student quits the program or loses placement in a school due to misconduct, the student will fail the class (E) and will not receive credit.

GRADES WILL BE DETERMINED BY:

- 30% Tests and quizzes
- 30% Cadet Seminar Participation/Homework/In-Class Activities/Journal
- 40% Cadet Teaching Attendance, including *on-time submission of Time Sheets*

SEMESTER GRADE WILL BE DETERMINED BY:

- 80% two marking period grades
- 20% project presentation evaluated by Cadet Teacher Coordinator

GRADING SCALE:

A	94-100	B+	91-90	C+	82-81	D	73-70
A-	93-92	B	89-85	C	80-76	E	69
		B-	84-83	C-	75-74		

Time Sheets are due at Seminar on Mondays. Have them signed on Fridays. If you are unable to obtain a signature from your supervising teacher, a member of the office staff or classroom aide may sign. Completed Time Sheets submitted by the deadline are credited 100%. If received by the end of the school day on Tuesday, 50% credit will be given. No other late credit is offered.

MATERIALS:

- Single-subject spiral bound notebook for journal writing.
- Three-ring binder (distributed in class).

CADET TEACHER SUGGESTED ACTIVITIES

- Read a story to the class or small group
- Help students with handwriting
- Practice/drill spelling with a small/ large group
- Listen to children read/assist children with reading
- Help children with worksheets
- Plan, prepare, present a lesson (once a marking period)
- Work one-on-one with special needs children
- Grade papers
- Make copies, manipulatives, overheads, flash cards, etc.
- Assist in keeping the classroom neat and orderly
- Arrange a reading center, math or science corner
- Arrange and/or design a bulletin board
- Arrange and supervise games
- Make a seating chart
- Collect homework
- Lead small study groups
- Lead a book club
- Assist students with research for classroom projects
- Direct a classroom play

CADET TEACHER PROGRAM
FORMS

CADET TEACHER SEMINAR

The Cooperating Teacher Agrees to:

- Provide verbal and written feedback to both the cadet and supervising teacher (includes marking period evaluations)
- Provide supervision for the cadet in your classroom
- Provide the cadet with absence reporting expectations
- Notify the supervising teacher of any problems in a timely manner
- Provide experiences necessary for the cadet to meet course objectives

Cooperating Teacher _____ Date _____

The Cadet Agrees to:

- Treat the field experience as a professional (behavior, punctuality, attendance, appearance)
- Maintain confidentiality of student information at all times
- Follow proper procedure if absent
- Document cadet classroom hours
- Complete Cadet Teacher assignments
- Complete written and verbal evaluations of your cadet experience
- Report any questions or problems with your experience to your Cooperating or Supervising teacher
- Utilize instructional strategies learned in the Cadet Seminar during your classroom experience
- Understand and assist your Cooperating Teacher with student performance evaluations
- Assist your Cooperating Teacher in serving students with special needs
- Assist your Cooperating Teacher in helping students improve their basic skills

Cadet Teacher _____ Date _____

CADET EXPERIENCE TASK LIST

Please check all tasks that the cadet has demonstrated during the marking period. Please mark ND (not demonstrated) or NA (not applicable) where appropriate.

Cadet: _____

Marking Period 1 2

INSTRUCTIONAL PLANNING

- Prepare instructional materials (teacher made) _____
- Determine needs and interests of students _____
- Develop a lesson plan* _____

INSTRUCTIONAL PERFORMANCE

- Conduct a discussion _____
- Guide student study _____
- Introduce a lesson _____
- Deliver a lesson _____
- Demonstrate a concept _____
- Individualize instruction _____
- Present information utilizing a visual _____
- Present information utilizing a manipulative _____
- Prepare bulletin board or exhibit _____
- Provide instruction according to learner needs _____

INSTRUCTIONAL EVALUATION

- Assist in determining grades _____
- Provide positive feedback to students _____
- Assist students in developing self-discipline _____

Cooperating Teacher _____

Date _____

Cadet Teacher _____

Date _____

East Grand Rapids High School
2211 Lake Drive SE • Grand Rapids MI 49506

CADET TEACHER TRAVEL PERMIT

Student travel to other locations during Cadet Teaching:

_____ has my permission to travel to his or her assigned school or to other locations as a part of his or her Cadet Teaching. This travel may include traveling on field trips or other activities with the Supervising Teacher away from the assigned school (_____).

Parent Signature

Date

East Grand Rapids High School
Cadet Teacher Program
SAFETY AND CONFIDENTIALITY FORM

Safety and confidentiality are ongoing concerns in the school and classroom. Please ensure that your cadet teacher receives appropriate information relative to your worksite.

Cadet (name) _____ has received the appropriate safety and confidentiality training at (school) _____ .

The following areas have been covered:

- Blood Pathogens
- Tornado/Emergency Exits
- Confidentiality Issues

Cadet Teacher _____ Date _____

Teacher _____ Date _____

East Grand Rapids High School
Cadet Teacher Program

To: Cadet Supervising Teachers
From: Cadet Coordinator
Re: State Requirements and Training Experiences
Date: January 16, 2008

The Michigan Department of Education is now requiring more specific information regarding cadet (in school) placements. Schools are required to list a new skill to be learned by the student during each 45 hours (about every six weeks) of placement. I regret having to ask you for more paper work, but these are areas that will be examined by the auditors when they visit.

I would appreciate your filling out the form below with your cadet and returning it to me. Using the list of suggested activities included in the initial information packet may be helpful.

I sincerely appreciate your time regarding this issue. Please let me know if you have questions.



List the specific, unduplicated skills to be learned by the pupil during each 45 hours of placement.

1st experience _____

2nd experience _____

Cadet _____ Date _____

Teacher _____ Date _____

East Grand Rapids High School
Cadet Teacher Program

STUDENT ATTENDANCE AND TIME VERIFICATION

INSTRUCTIONS: The student must record hours present or the reason for absence. The supervising teacher must verify the hours by signing where indicated. The student may fax the form to the high school (235-8853) or it may be brought to the weekly seminar each Monday.

Student _____

Supervising Teacher _____ Building _____

Day	Date (Month/Date)	Time	Total Hours	Reason for Absence *
MONDAY				
TUESDAY				
WEDNESDAY				
THURSDAY				
FRIDAY				

* Absence Codes:

- NS **No School**
- I **Illness**
- E **Excused**
- SB **School Business** (list name of teacher)

This record of hours was recorded by the student and verified by me:

 Supervising Teacher

 Date

 Student

 Date

CADET EVALUATION

Cadet _____

Cooperating Teacher _____ School _____

SCORING

1 Poor
2 Satisfactory

3 Good
4 Excellent

0 Unsatisfactory

I. RESPONSIBILITY

- _____ Reports daily at expected time and remains required length of time.
- _____ Reports illnesses/absences
- _____ Notifies Cooperating Teacher in advance of high school schedule changes
- _____ Follows school and classroom procedures
- _____ Dresses appropriately in accordance with established guidelines
- _____ Demonstrates understanding of confidentiality issues.
- _____ Demonstrates honesty in all situations.

Comments _____

II. INITIATIVE

- _____ Is perceptive of classroom needs and independently responds when necessary or appropriate.
- _____ Willingly goes beyond what is required.
- _____ Openly shares ideas and concerns with the teacher.

Comments _____

III. ADAPTABILITY

- _____ Demonstrates skill in adjusting to various classroom situations.
- _____ Adjusts to the varying needs of students in the classroom.
- _____ Adapts to the needs of the classroom teacher.

Comments _____

(EVALUATION, continued)

IV. PERFORMANCE

- _____ Completes assigned tasks in a timely manner.
- _____ Exhibits a positive attitude toward assigned tasks and students.
- _____ Seeks ways to improve overall performance level.

Comments: _____

V. CADET/TEACHER RELATIONSHIP

- _____ Accepts authority of teacher in charge.
- _____ Cooperates willingly and demonstrates a positive attitude.
- _____ Seeks to maintain a pleasant atmosphere for learning.
- _____ Works toward maintaining positive communication.

Comments _____

CADET'S COMMENTS

Cooperating Teacher _____ Date _____

Cadet Teacher _____ Date _____

SAMPLE

SUGGESTED STUDENT APPLICATION/ASSIGNMENT AND SCHOOL APPROVAL FORM SCHOOL RELATED WORK PROGRAM FOR IN-SCHOOL PLACEMENTS

STUDENT/LEARNER INFORMATION

Last Name	First	Middle Initial	Student ID Number
Home Telephone Number		Parent/Guardian Name	

CLASS SCHEDULE

Class	Teacher	Counselor:
1.		Academic Progress: (to be completed/confirmed by counselor) 1. Is student on track for graduation? Yes No 2. Is student's attendance acceptable? Yes No 3. Is placement related to student's career goals? [EDP] Yes No
2.		
3.		
4.		What type of assignment/work interests you the most?
5.		
6.		
7.		
8.		
Which hour are you available for an in-school work assignment		

IN-SCHOOL WORK ASSIGNMENT (to be filled out by supervising staff personnel)

POSITION/ASSIGNMENT	Please attach training plan listing all job tasks and assignments which demonstrate and support skill attainment, work ethics, and attendance requirements. (See Note 2)	
SUPERVISING ADMINISTRATOR/TEACHER		
IS THIS ASSIGNMENT FOR THE (CHECK ONE) <input type="checkbox"/> marking period <input type="checkbox"/> semester <input type="checkbox"/> school year		
BEGINNING DATE		ENDING DATE
HOURS PER WEEK See Note 1		CREDIT HOURS GRANTED
HOW WILL GRADE BE DETERMINED (letter; pass/fail; etc. See Note 2)		

STUDENT RESPONSIBILITIES

1. Complete work assignments in a timely manner.
2. Complete activity log sheets on a regular basis.
3. Complete work hours verification on a regular basis.
4. Be in assignment location on days and times scheduled.
5. Follow school's health and safety work rules.
6. Abide by all policies and procedures of the program, school district, and the school building.
7. Maintain good attendance in school.
8. Maintain grades in all subject areas.
9. Bring assignment/work problems to attention of your assigned teacher/supervisor.

PROGRAM GUIDELINES FOR IN-DISTRICT PLACEMENTS:

1. Program is an integral component of the minor's educational process.
2. Program operates during school day on school premises.
3. Student is regularly supervised by certified staff and provided instruction in areas of skill attainment and work safety.
4. Credit is granted, grades are based on skill attainment, work ethics, and attendance.
5. Daily attendance is recorded.
6. Complies with Federal Trainee provisions: program is designed primarily for benefit of student; assignments progressive in nature; no wage entitlement; students do not displace district employees.
7. Students may not assist or work for independent contractors or vendors of the school district.
8. It is the school's policy NOT to unlawfully discriminate on the basis of handicap, race, religion, sex, age, height, weight, marital status, or disability.

STUDENT'S SIGNATURE	DATE
PRINCIPAL APPROVAL OF PROGRAM	DATE

Note #1: Students under the age of 14 may NOT work for more than one clock hour per school day. (USDOL, FLSA)
 Note #2: Student progress/grade should be assessed in percentages based on skill attainment, work ethics, and attendance. (for example: 50% skills; 25% worth ethic, 25% attendance to arrive at grade)

SAMPLE

**WORK-BASED EDUCATION TRAINING PLAN
IN-SCHOOL PLACEMENTS – GRADES 9-12**

SCHOOL _____

School Year _____

STUDENT/LEARNER INFORMATION

Pupil Name _____

Grade _____

Counselor _____

IN-SCHOOL WORK ASSIGNMENT

Position/Assignment _____

Class Period _____

Supervising Administrator/Teacher _____

This assignment is (check one)

for the marking period

for the semester

for the school year

Beginning date _____

Ending date _____

Hours per week _____

Number of Credit Hours Granted _____

Date(s) of safety instruction _____

Concurrent, related academic course _____

EDUCATIONAL GOALS

List the education goals related to this placement that align with the student's career pathway contained in the student's educational development plan.*

*Attach copy of the EDP.

TRAINING EXPERIENCES

List the specific, unduplicated skills to be learned by the pupil during each 45 hours of placement. Attach a separate sheet if necessary.

1st experience _____

2nd experience _____

3rd experience _____

4th experience _____

PUPIL'S RESPONSIBILITIES

EVALUATION CRITERIA

As part of a Work-Based Education Program, this pupil will be evaluated in the following areas:

- Dependability/Responsibility – attendance, punctuality
- Teamwork – works well with others
- Job knowledge – follows instructions, understands procedures
- Quality of Work – works neatly, accurately, finishes tasks
- Personal Management Skills – self-directed, works to potential, positive work attitude
- Communications – asks for help, uses appropriate voice tone, uses correct grammar

PROGRAM GUIDELINES

1. Program is an integral component of the pupil's educational process and is for the benefit of the pupil.
2. Program operates during the school day on school premises.
3. Student is regularly supervised by certified staff and provided instruction in the areas of skill attainment.
4. High school completion credit is granted.
5. Daily attendance is recorded.
6. Complies with Federal Trainee provisions:
 - program is designed primarily for benefit of pupil
 - assignments progressive in nature
 - no wage entitlement
 - students do not displace district employees
7. Students may not assist or work for independent contractors or vendors of the school district.
8. It is the school's policy not to unlawfully discriminate on the basis of handicap, race, religion, sex, age, height or weight, marital status, or disability.

Student Signature

Date

Parent/Guardian Signature

Date

Certified Supervisor/Coordinator Signature

Date

Principal or Designee Signature

Date

IMPORTANT: ATTACH A COPY OF THE STUDENT'S EDUCATIONAL DEVELOPMENT PLAN

**EAST GRAND RAPIDS HIGH SCHOOL CADET TEACHER PROGRAM
COMPREHENSIVE PERMISSION AND MEDICAL FORM**

I hereby give permission for my son/daughter _____ to attend all activities related to the East Grand Rapids High School Cadet Teacher Program including assigned by his/her school. I understand that school rules will be in force at all school sponsored activities. In the event of injury or illness to my child while under supervision of the Cadet Teacher Coordinator or Supervising Teacher, I know that I will be contacted for permission and directions regarding emergency treatment. If I cannot be contacted, my signature below indicates permission for any necessary treatment to be given.

Parent/Guardian _____ Phone _____

Work Phone _____ Cell Phone _____ Pager _____

Student Social Security Number _____ Date of Birth _____

Family Physician _____ Phone _____

Hospital Preferred _____

Insurance Company _____ Contract Number _____

Person to contact if parent cannot be reached:

Name _____ Phone _____

Relationship to Student _____

Does your child have any medical problems we should be aware of? Yes No

Does your child take any medications regularly? Yes No

Is your child allergic to any medications or have other allergies we should be aware of? Yes No

Parent/Guardian Signature

Date

East Grand Rapids Public Schools
Cadet Teacher Seminar

Components of an Effective Educator in your words:

Positive/High Expectations

Relevant/Creative/Interactive Lessons

Excellent Communicator (subject material)

Humorous

Laid-back

Intelligent

Goal-oriented

Non-judgmental

Understands Learning Styles

Encouraging

Connects with Students

Upbeat/Energetic

Understanding

Trustworthy

Motivator

Cares about Individual Students

Believes in Students

Wants Students to Learn

Pays Attention to Each Student's Needs

Establishes Secure Atmosphere

Respects Students

Wants to be There

Balances Seriousness with Fun

Never Gives Up on a Student