

TEACHER CADET In COLORADO

Teacher Cadet (TC) is a high school curriculum developed and licensed by the South Carolina Center for Educator Recruitment, Retention, and Advancement (CERRA). Schools may implement the program by selecting a qualified teacher to complete the Colorado summer Teacher Cadet training.

MISSION:

The primary goal of the Teacher Cadet program is to encourage students who possess exemplary interpersonal, academic and leadership skills to consider teaching as a career. An important secondary goal is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates for education.

PROGRAM DETAILS:

- Year long elective course
- Honors course, rigorous, extensive portfolio
- Admission criteria includes 3.0 GPA, application process, and three teacher recommendations
- Curriculum and artifacts aligned with the Colorado Teacher Performance Standards and most college Education Foundations (or Introduction to Education) courses
- Colorado supplements to curriculum include required teacher licensure artifacts in five areas
- Requires Teacher Cadet teacher training (summers in Colorado) and license through CERRA
- Principal option to select the most dynamic teacher and fund through the Career & Technical Education Educational Career Cluster
- Student credit articulation/options to community colleges and universities
- Training in Colorado is four days, cost approximately \$550, includes curriculum, start-up resources, trainer expenses, and lunches (CSU credit available)

TEACHER CADET IS AN INTERACTIVE PROGRAM THAT...

- Studies growth and development of the learner
- Examines the historical, social, political, cultural and legal forces that shape education in the US public school system
- Explores the role of the teacher and philosophy that guides teaching
- Investigates the Colorado teacher licensure process
- Provides a six week mini-teaching internship, a professional shadow experience, and observations of learners at all age groups

The South Carolina Center for Educator Recruitment, Retention and Advancement developed the Teacher Cadet program twenty years ago. They have trained educators in more than thirty states. Colorado is in the sixth year of implementation and has seen the program grow from two high schools to thirty-seven and from one to twenty-one school districts. Reimbursement is available through CVA funds and Carl Perkins Federal funding if the program becomes an approved secondary program through the Colorado Community College System (CCCS).

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COLORADO TEACHER CADET TALKING POINTS

MISSION:

The primary goal of the Teacher Cadet program is to encourage students who possess exemplary interpersonal, academic and leadership skills to consider teaching as a career. An important secondary goal is to provide these talented future community leaders with insights about teaching and schools so that they will be civic advocates for education.

- ◆ TC uses a licensed curriculum developed by the South Carolina Center for Educator Recruitment, Retention and Advancement (CERRA). Teacher Cadet began in South Carolina in 1985; the curriculum has been routinely updated and is currently in the ninth edition.
- ◆ Colorado has aligned Teacher Cadet (TC) with state teacher licensure standards.
- ◆ Colorado has CERRA certified trainers and conducts the training each summer in Colorado.
- ◆ Colorado TC training is four days usually conducted in the last two weeks of July. Currently the price for training is \$550 which includes the curriculum, license and a variety of supplemental materials. The training cost is a reimbursable expense through Career & Technical Education.
- ◆ Colorado TC is an approved program under secondary Career & Technical Education programs in the Education Career Cluster through the Colorado Community College Systems (CCCS).
- ◆ Schools should select an exemplary teacher to teach TC. CCCS has developed a simple process which allows a non CTE teacher to become CTE credentialed for TC. This allows schools/districts to access CTE funds.
- ◆ All teachers planning to teach TC must complete Colorado's curriculum training (per CERRA license agreement) and program implementation according to license and Colorado state guidelines.
- ◆ TC teachers must hold a current Colorado secondary professional teachers license.
- ◆ TC instructors must meet the criteria for college teaching, therefore, as of 2007 all teachers who train to be TC instructors must have an education related master's degree.
- ◆ Schools sending a teacher to Teacher Cadet Teacher summer curriculum training must have a class in place for the coming school year.
- ◆ Teacher Cadet has been articulated to the UNC Education Foundations Course, CSU Introduction to Education, and CCCS Elementary Education EDU 221 Introduction of Education course. Communication is in process with other four-year teacher education institutions to develop a career pathway for growing our own teachers.
- ◆ Teacher Cadet is a year-long, honors course for high school juniors and seniors that provides a six-week mini-teaching internship.
- ◆ TC student admission criteria include a 3.0 GPA, application process and three teacher recommendations.
- ◆ TC has been aligned to the Colorado Reading and Writing Model Content Standards. Two school districts offer TC as an elective English credit.
- ◆ Colorado currently has teachers trained at thirty-seven schools in twenty-one school districts.
- ◆ Program public relations and recruitment information can be found on the Colorado Teacher Cadet web site: coloradoteachercadet.com

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**COURSE SYLLABUS
COLORADO TEACHER CADET
CORRELATES TO EDU 221: Introduction to Education
Year Long Honors Elective Course**

SECTION I: COURSE IDENTIFICATION

COURSE TITLE:

Teacher Cadet

COURSE DESCRIPTION:

Teacher Cadet is a year long honors course for high school juniors and seniors. This course is designed to provide students with an in-depth look at the profession of teaching. Students study the growth and development of the learner, as well as the historical, social, political, philosophical, cultural, legal and economic forces that shape the United States public school system. In addition, students complete a fifty-hour field experience in a school classroom. The Teacher Cadet curriculum has been aligned with the current college level Introduction to Education course for elementary teachers.

PREREQUISITE/CO-REQUISITE:

Prerequisite: Completed application, teacher recommendations, minimum 3.0/4.0 cumulative GPA

Co-requisite: A minimum of 50 field experience hours will be embedded in the course. This field experience may count toward the 800 clock-hours of field experience required for all pre-service teachers in Colorado.

LENGTH OF COURSE:

Two-semester course includes 50 field experience hours.

INSTRUCTOR:

See attached list of approved Teacher Cadet instructors in the state of Colorado

COURSE MATERIALS:

- Teacher Cadet curriculum
- Becoming a Teacher, 6th ed., Parkay and Stanford. Allyn and Bacon, 2004.
- Teaching in America, 3rd ed, George S. Morrison. Allyn and Bacon/Longman, 2003.

SECTION II: COURSE OUTLINE AND STUDENT OUTCOMES

SPECIFIC COURSE OUTCOMES:

(Numbers in parentheses indicate applicable Performance-Based Standards for Colorado teachers)

Students will be given the opportunity to

- Understand themselves as individuals, learners, and community members (6.0)
- Examine the physical, cognitive, moral, and psychosocial developmental characteristics of learners (6.2)
- Identify the special needs and exceptionalities of learners and describe how these needs affect the learning process (5.5, 6.1)
- Analyze the effects of challenges faced by learners from diverse backgrounds (6.2)
- Analyze the historical and political influences on schooling in the United States (8.1, 8.3)
- Display knowledge of governmental bodies that influence education (8.3)
- Formulate a personal philosophy of education (8.4, 8.5)
- Explore social trends and issues related to schooling (8.1, 8.2, 8.3, 8.4)
- Demonstrate awareness of legal issues involving schooling (6.4)

- Identify how culture, socialization, ethnocentrism, and cultural relativism affect teachers, students, and schools in the United States (8.2)
- Examine the roles of the teacher within the profession and the impact of effective teaching strategies on student learning (3.4)
- Demonstrate comprehension of what is required to become a teacher in the state of Colorado (8.4)
- Apply their knowledge by observing, assisting, and interacting with students in a K – 12 classroom (8.5)

COURSE OUTLINE:

Theme One: Experiencing Learning

- Awareness and Reflection
- Styles and Needs
- Growth and Development

Theme Two: Experiencing the Profession

- History and Trends
- Structure and Governance
- Licensure and Employment

Theme Three: Experiencing the Classroom

- Observation and Preparation
- Application and Instruction: The Field Experience
- Analysis and Reflection: The Portfolio

SECTION III: EVALUATION PROCEDURES

OVERALL STRATEGIES:

Based on the premise that a grade is earned, not given, timely completion of assignments, prompt attendance, participation in class activities and discussions, and the ability to apply learned knowledge to the field experience and portfolio completion will compose the student's grade.

GRADING/EVALUATION:

At a minimum, each student's grade will be determined from the following scale:

90 – 100%	A
80 – 89%	B
70 – 79%	C
60 – 69%	D
Below 60%	F

A grade of "B" or better and a cumulative GPA of 3.0 are required for this course to be considered for credit at a Colorado Community College Teacher Education program with potential transfer of credit to a Colorado four-year institution of higher education. Acceptance of transfer credit does not guarantee admittance to any school of education.

Teacher Cadet is a licensed program developed by South Carolina's Center for Educator Recruitment, Retention, and Advancement. Colorado Teacher Cadet teachers are trained to implement the program and are licensed by South Carolina CERRA. Professional development is provided through the Colorado Community College System.

An Innovative High School Program Designed to Explore the Profession of Education

A interactive program that:

- studies growth and development of the learner
- explores the role of the teacher in the school
- discusses the role of the school in society
 - provides a teaching internship

Program Overview...

- ☞ An approved Secondary Career & Technical Education program through the Colorado Community College System
- ☞ A year long honors course
- ☞ Licensed curriculum
- ☞ Aligned to Colorado Teacher Performance Standards
- ☞ Internship & portfolio development
- ☞ College oriented
- ☞ College credit available

Personal Growth

Opportunities Include...

- ☞ Developing leadership
- ☞ Building presentation skills
- ☞ Refining interpersonal communication skills
- ☞ Enhancing study skills for college
- ☞ Expanding career opportunities
- ☞ Earning field experience that is transferable to many teacher preparation programs

Enrichment Experiences

Include...

- ☞ Hands-on curriculum
- ☞ Classroom observations
- ☞ Mini-teaching experiences
- ☞ Shadow educational professionals
- ☞ Student leadership opportunities

Course Criteria...

- ☞ Application process
- ☞ 3.0 G.P.A.
- ☞ Teacher recommendation

COLORADO TEACHER CADET STANDARDS

October 2006

THEME ONE: Experiencing Learning

- AWARENESS AND REFLECTION**
- I.1.1: Students will identify own strengths and areas for improvement as learners.
 - I.1.2: Students will evaluate themselves as individuals, learners, and community members.
 - I.1.3: Students will be able to work cooperatively with others.
 - I.1.4: Students will understand the factors contributing to self-esteem.
 - I.1.5: Students will understand the role of self-esteem in learning.
 - I.1.6: Students will analyze their own diversity.

STYLES AND NEEDS

- I.2.1: Students will identify and evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and describe how these needs affect the learning process.
- I.2.3: Students will identify major physical, social, and personal challenges that impede successful learning.
- I.2.4: Student's will encourage acceptance of others' diversity.

GROWTH AND DEVELOPMENT

- I.3.1: Students will sequence the physical stages of learners.
- I.3.2: Students will recognize and recall cognitive stages of learners.
- I.3.3: Students will recognize and distinguish between the moral stages of learners.
- I.3.4: Students will order the steps in the psychosocial stages of learners.
- I.3.5: Students will make intrapersonal applications of the developmental changes of learners.

THEME TWO: Experiencing Education

HISTORY AND TRENDS

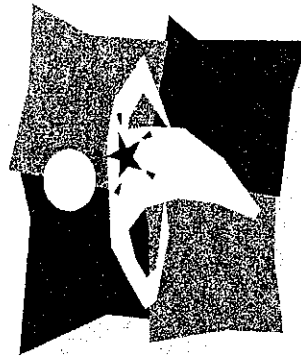
- II.1.1: Students will trace the state and national history of education.
- II.1.2: Students will understand the educational trends that have influenced the issues in today's education.
- II.1.3: Students will predict future educational trends based on past and current events.
- II.1.4: Students will identify positive and negative perceptions of the teaching profession.

STRUCTURE AND GOVERNANCE

- II.2.1: Students will identify and describe careers in special education.
- II.2.2: Students will compare the various types of schooling available today.
- II.2.3: Students will describe the governance structure of their local, state, and national educational systems.

CERTIFICATION AND EMPLOYMENT

- II.3.1: Students will describe the steps to teacher certification.
- II.3.2: Students will identify areas of teacher shortages.
- II.3.3: Students will begin the process of "college artifact" development to meet the needs of teacher licensure standards. *(Colorado addition)*



Teacher Cadets

Teacher Cadet is a Licensed Curriculum from South Carolina Center for Educator Recruitment, Retention and Advancement

THEME THREE: Experiencing the Classroom

OBSERVATION AND PREPARATION

- III.1.1: Students will identify their own strengths and areas for improvement as potential teachers.
- III.1.2: Students will choose appropriate instructional objectives after analysis of developmental stages of learners.
- III.1.3: Students will describe characteristics of an outstanding teacher.
- III.1.4: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.
- III.1.5: Students will recognize effective teaching strategies.
- III.1.6: Students will identify the elements of an effective lesson for all learners.
- III.1.7: Students will plan and deliver a lesson for all learners.
- III.1.8: Students will identify components of effective classroom climate, management, and discipline.
- III.1.9: Students will describe effective use of technology in the classroom.
- III.1.10: Students will identify different assessment techniques.

APPLICATION AND INSTRUCTION: THE INTERNSHIP

- III.2.1: Students will implement meaningful ways to build confidence, knowledge, and skills in all learners.
- III.2.2: Students will provide developmentally appropriate learning activities for groups and individual learners.
- III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.
- III.2.4: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.
- III.2.5: Students will plan and deliver a lesson for all learners.
- III.2.6: Students will participate in teaching in the real classroom.
- III.2.7: Students will document their field experience activities with a collection of artifacts.

ANALYSIS AND REFLECTION

- III.3.1: Students will critique their teaching of at least one lesson from FLAY, MAY, or SAY.
- III.3.2: Students will describe, analyze, and reflect on their field experiences.

TEACHER CADET STANDARDS CROSSWALKED TO COLORADO TEACHER PERFORMANCE- BASED STANDARDS

* The Teacher Licensure Standard is addressed in more than one Teacher Cadet Curriculum Component/Lesson

Word processing is required for all essays and the portfolio; many projects and presentations throughout the curriculum utilize Power Point and other presentation formats.

TEACHER CADET CONTENT STANDARD	COLORADO TEACHER LICENSURE STANDARDS
THEME ONE : EXPERIENCING LEARNING	
AWARENESS AND REFLECTION	
I.1.1: Students will identify own strengths and areas for improvement as learners.	8.3
I.1.2: Students will evaluate themselves as individuals, learners, and community members.	1, 5.3*, 5.5*
I.1.3: Students will be able to work cooperatively with others.	1.4, 6.1, 6.3, 8, 8.3, 8.4
I.1.4: Students will understand the factors contributing to self-esteem.	1, 1.3, 6.1, 6.3
I.1.5: Students will understand the role of self-esteem in learning.	1, 1.3, 1.4, 6.1, 6.3*
I.1.6: Students will analyze their own diversity.	
STYLES AND NEEDS	
I.2.1: Students will identify and evaluate different learning styles.	6, 6.1*, 6.3*
I.2.2: Students will identify the special needs and exceptionalities of learners and describe how these needs affect the learning process.	1, 6, 6.1*, 6.3*, 6.4*
I.2.3: Students will identify major physical, social, and personal challenges that impede successful learning.	1, 5.3*, 5.8, 6, 6.1*, 6.3*, 6.4
I.2.4: Student's will encourage acceptance of others' diversity.	5.3, 6, 6.1*, 6.3*, 6.4
GROWTH AND DEVELOPMENT	
I.3.1: Students will sequence the physical stages of learners.	6
I.3.2: Students will recognize and recall cognitive stages of learners.	5.5, 6
I.3.3: Students will recognize and distinguish between the moral stages of learners.	6
I.3.4: Students will order the steps in the psychosocial stages of learners.	
I.3.5: Students will make intrapersonal applications of the developmental changes of learners.	1, 5.5*, 5.8, 6, 6.1, 6.3, 8, 8.3, 8.4

TEACHER CADET CONTENT STANDARD	COLORADO TEACHER LICENSURE STANDARDS
THEME TWO: EXPERIENCING THE PROFESSION	
HISTORY AND TRENDS	
II.1.1: Students will trace the state and national history of education.	7, 7.3, 8.1, 8.3
II.1.2: Students will understand the educational trends that have influenced the issues in today's education.	7, 7.3, 8, 8.1, 8.2, 8.3*
II.1.3: Students will predict future educational trends based on past and current events.	7, 7.3, 8.1, 8.2, 8.3
II.1.4: Students will identify positive and negative perceptions of the teaching profession.	7, 7.3, 8.1, 8.2, 8.3
STRUCTURE AND GOVERNANCE	
II.2.1: Students will identify and describe careers in special education.	8
II.2.2: Students will compare the various types of schooling available today.	8, 8.3*
II.2.3: Students will describe the governance structure of their local, state, and national educational systems.	8.3*, 8.4*
CERTIFICATION AND EMPLOYMENT	
II.3.1: Students will describe the steps to teacher certification.	8.4
II.3.2: Students will identify areas of teacher shortages.	8.4
II.3.3: Students will begin the process of "college artifact" development to meet the needs of teacher licensure standards. (<i>Colorado Standard</i>)	86.4, 7, 7.3, 8.1*, 8.2, 8.3, 8.4

TEACHER CADET CONTENT STANDARD	COLORADO TEACHER LICENSURE STANDARDS
THEME THREE: EXPERIENCING THE CLASSROOM	
OBSERVATION AND PREPARATION	
III.1.1: Students will identify their own strengths and areas for improvement as potential teachers.	5, 8.2
III.1.2: Students will choose appropriate instructional objectives after analysis of developmental stages of learners.	3.1, 3.2
III.1.3: Students will describe characteristics of an outstanding teacher.	5, 8, 8.2
III.1.4: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.	5, 5.1, 8, 8.2
III.1.5: Students will recognize effective teaching strategies.	3.4*, 5, 5.5
III.1.6: Students will identify the elements of an effective lesson for all learners.	3.1, 3.2, 3.4*, 5.5
III.1.7: Students will plan and deliver a lesson for all learners.	
III.1.8: Students will identify components of effective classroom climate, management, and discipline.	5*, 5.1, 5.5
III.1.9: Students will describe effective use of technology in the classroom.	7
III.1.10: Students will identify different assessment techniques.	3
APPLICATION AND INSTRUCTION: THE INTERNSHIP	
III.2.1: Students will implement meaningful ways to build confidence, knowledge, and skills in all learners.	5
III.2.2: Students will provide developmentally appropriate learning activities for groups and individual learners.	3.1, 3.2, 5.1
III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.	5, 6
III.2.4: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.	3, 3.1, 3.2,
III.2.5: Students will plan and deliver a lesson for all learners.	3, 3.1, 3.2, 5.5
III.2.6: Students will participate in teaching in the real classroom.	1, 2, 3*, 4, 5, 5.1, 6, 7, 8
III.2.7: Students will document their field experience activities with a collection of artifacts.	1, 2, 3, 4, 5, 6, 7, 8
ANALYSIS AND REFLECTION	
III.3.1: Students will critique their teaching of at least one lesson from FLAY, MAY, or SAY.	
III.3.2: Students will describe, analyze, and reflect on their field experiences.	1, 3, 4, 5, 6, 7