

Syllabus for – Teacher Cadet 2018-2019

Instructor: Mrs. Moore and Mrs. Vereyken

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Expectations will be as follows:

Part I- Report to your assigned classroom teacher

- Please enter quietly to your classroom. Complete all tasks that you are assigned. Be mindful & respectful of the rules of the classroom you are in. No gum/candy/drinks/cell phones are allowed in your assigned teacher's classroom. *Your assigned classroom teacher will evaluate your performance on a monthly basis. Mrs. Moore and Mrs. Vereyken will monitor student progress.*

Part II- Class Work/Homework

- Each month you should follow at least one teacher blog online and write a paper describing at least two teacher practices that you learned from the teacher author. EX: best practices, teaching pedagogy, a classroom transformation or lesson that you thought was neat - what was it and how would you change it to make it better? Paper should be turned in to your Teacher (the one you are working with) at the end of the month.
- Each month you should teach at least one lesson to the class that you are working with. Meet with your teacher beforehand to discuss what is being taught so your lesson is relevant. This could be a mini lesson, small group lesson, or whole class. This is between you and your teacher.
- When there seems to be "nothing to do" you are expected to find something to do that will benefit the teacher and/or students. EX: work with small groups, help struggling students, sharpen pencils, clean/organize an area that needs attention, etc.
- At the end of each month, you are expected to evaluate yourself using this Google form: <https://goo.gl/forms/gjFeZOXp4HVN8aVt1>

Part III- Daily Attendance

- Daily attendance is necessary in order to be successful in this course. Due to the nature of this course, class assignments/time cannot be made up if you are not in attendance.

Part IV- Characteristics of a Teacher Cadet

- Do not show favoritism. Do not gossip. Use inside voices. Be open. Know students' limits. Be friendly and compassionate. Compromise when needed and put others' needs first. Be mature and submit to authority (do not be argumentative). Be responsible for your actions and be honest. Be a good listener and have a positive attitude. Be willing to work, have good manners, see everyone as an individual, and have an appropriate sense of humor. Use appropriate language, respect differences, and treat others as you'd like to be treated.

Part V- Questions and Concerns to Discuss with your Teacher prior to working with students:

- Understanding the basic child development for the age group that you are working with. What concepts are the students able to understand, what is normal behavior for children that age, how long is their attention spans, etc?
- Behavior- the importance of your behavior in and out of school and the impact it has on the students you work with. You are a role-model.
- Using appropriate language with younger aged students.
- How to handle discipline issues? What is the teacher's discipline plan?
- Confidentiality- when to keep it and when not to.
- Constructive Criticism: how to give and receive it.
- Emergency procedures
- Positive reinforcement tactics used by your teacher
- What are the teacher's expectations for you when you are working with a group of students?

- Ways to help students find the answers to problems without actually telling them the answers.
- What topics are appropriate and inappropriate to discuss with students.
- Who to contact if you feel the student has shared personal information with you that needs to be shared with an adult.

Part VI- Mid-Term & Final Project

- Mid-Term- you will create a bulletin board for your classroom teacher. Bulletin board needs to be relevant to what the teacher is teaching and age appropriate. The bulletin board will be graded with a rubric by the teacher and by either Mrs. Moore or Mrs. Vereyken. Your mid-term grade will be an average of the two grades.
- Your organized binder will be collected as your final project grade. Binder should be organized with monthly blog reports, lesson plans, materials that you used in your lessons.

CLASSROOM RULES:

- Late assignments/projects will have a deduction of: 10 points off per day late for the 1st 3 days- after that timeframe, the grade becomes a zero.
- CGS code of Conduct/Rules/Regulations will be followed at all times.
- Cell phones are NOT permitted in class. If you choose not to follow this rule and are caught with your cell phone out- 1st offense: phone is taken the rest of the class. 2nd offense: phone is taken for the rest of the day. 3rd offense: sent to the office and a parent must come pick it up.

Grading Scale: 100-93 = A 92-85 = B 84-77 = C 76-70 = D 69 & below = F

**Please verify below that you have read and agree with the rules and regulations and the information above. If you have any questions or concerns, please contact me at any time.*

Student Name

Student Signature

Date

Parent Name

Parent/Guardian Signature

Date

Parent Contact Information: (Cell #) _____ Email: _____

Teacher Cadet/Pal Essay Rubric

NC Writing Assessment Rubric				
CONTENT	1	2	3	4
Focus	Topic or subject is confusing or completely lacking; there is no focus.	Topic or subject is vague or paper loses focus to a serious degree.	Topic is generally clear but may occasionally lose its focus.	Topic or subject is clear and entire composition is focused.
Organization	No obvious organization or clear connections. No progression of ideas.	There is some attempt to keep composition organized, but ideas are not clearly related to one another and do not move logically from one to the next.	Organization is sufficiently effective for the reader to determine how it was intended that the composition be structured. Ideas move logically from one to the next, but there may be minor lapses in organization.	Composition is well-organized, and ideas are clearly connected. Organization moves reader from the beginning to the end of the composition without digression.
Support and elaboration	No examples evident or the examples and details are confusing or not relevant.	Supporting details may be relevant but are not specific or well developed. They may appear as a list.	Supporting examples and details are generally relevant, specific and well developed but may have minor weaknesses.	Examples and details support the ideas and are relevant, specific, and well developed.
Style	Vocabulary is limited. Sentences are choppy, incomplete, or rambling.	Vocabulary and sentence structures are limited. Vocabulary may not be appropriate for the composition.	Vocabulary is reasonably clear; sentence structures are somewhat varied.	Composition uses precise vocabulary and varied sentence structures.
CONVENTIONS				
	0	1	2	
	Many errors; demonstrates little knowledge of standard written English	Some errors; language is not consistent or strays from standard written English		Very few errors; consistently uses standard written English

Student Name: _____

Date: _____

Total Points: _____ /18

Teacher Cadet Monthly Survey

As a Teacher Cadet you will work with a classroom teacher throughout the year and be responsible for various tasks. This survey is to help make sure you understand the requirements of this class and to help fulfill the duties that were laid out in your syllabus. Honesty is the best policy when completing this survey. Papers, lesson plans, and activities that you do with your class should be kept in a binder in your teacher's room.

* Required

1. Email address *

.....

2. Name: *

.....

3. Date: *

Example: December 15, 2012

- 4. Each month you should follow at least one teacher blog online and write an essay describing at least two teacher practices that you learned from the teacher author. EX: best practices, teaching pedagogy, a classroom transformation or lesson that you thought was neat - what was it and how would you change it to make it better? Essay should be turned in to your Teacher (the one you are working with) at the end of the month. ***

Mark only one oval.

Yes, I turned it in

No, I did not turn it in

5. When did you turn in your essay?

Example: December 15, 2012

6. Give a short summary of your essay here:

.....

.....

.....

.....

.....

7. Each month you should teach at least one lesson to the class that you are working with. Meet with you teacher before hand to discuss what is being taught so your lesson is relevant. This could be a mini lesson, small group lesson, or whole class. This is between you and your teacher.

Mark only one oval.

- Yes, I completed this task this month
- No, I did not complete this task this month

8. When did you teach your lesson?

Example: December 15, 2012

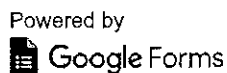
9. Give a short summary of the lesson you created and taught:

10. When there seems to be "nothing to do" you are expected to find something to do that will benefit the teacher and/or students. EX: work with small groups, help struggling students, sharpen pencils, clean/organize an area that needs attention, etc.

Mark only one oval.

- Yes, I made the most of these oportunites
- No, during these times I used the extra time to work on my own work or play on my phone/computer

11. List all the different ways that you worked with the students in your teacher cadet class:



BULLETIN BOARD RUBRIC

Criteria	Exemplary 4	Proficient 3	Emerging 2	Limited 1	Points Earned
Quality of Construction	The bulletin board shows considerable attention to construction. The items are neatly trimmed. All items are carefully and securely attached. There are no stray marks, smudges or glue stains. Nothing is hanging over the edges.	The bulletin board shows attention to construction. The items are neatly trimmed. All items are carefully and securely attached. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The bulletin board shows some attention to construction. Most items are neatly trimmed. All items are securely attached. A few barely noticeable stray marks, smudges or glue stains are present. Nothing is hanging over the edges.	The bulletin board was put together sloppily. Items appear to be just "slapped on". Pieces may be loose or hanging over the edges. Smudges, stains, rips, uneven edges, and/or stray marks are evident.	
Creativity	Several of the graphics or objects used in the bulletin board reflect an exceptional degree of student creativity in their creation and/or display.	One or two of the graphics or objects used in the bulletin board reflect student creativity in their creation and/or display.	One or two graphics or objects were made or customized by students, but the ideas were typical rather than original.	Students did not make or customize any of the items on the bulletin board.	
Attention to Theme	Students give a reasonable explanation of how every item in the bulletin board is related to the assigned theme. For most items, the relationship is clear without explanation.	Students gives a reasonable explanation of how most items in the bulletin board are related to the assigned theme. For many of the items, the relationship is clear without explanation.	Students gives a fairly reasonable explanation of how most items in the bulletin board are related to the assigned theme.	The students' explanations are weak and illustrate difficulty understanding how to relate items to the assigned theme.	
Time and Effort	Much time and effort went into the planning and design of the bulletin board.	Adequate time and effort went into the planning and design of the bulletin board.	Some time and effort went into the planning and design of the bulletin board.	Minimal time and effort went into the planning and design of the bulletin board.	
Titles and Text	Titles and text were easy to read from a distance. Text varied in color, size and/or style for different text elements. No spelling, grammatical errors	Titles and text were easy to read close-up. Text varied in color, size and/or style for different text elements. A few spelling, grammatical errors.	Titles and text were easy to read close-up. There was little variation in the appearance of text. More than 5 spelling and/or grammatical errors.	Titles and/or text were hard to read, even when the reader is close. Spelling and grammatical errors make it hard to read and understand material on board.	
				Score	

Teacher Cadet Binder Rubric

Binder is organized with the following table of contents:

____/25 Syllabus for Teacher Cadet Packet

____/25 Essays from each month with grade and rubric

____/25 Bulletin Board rubric

____/25 Pictures from your experience in the classroom

____/100 Total Points

Student: _____

Date: _____