

Cadet Teaching for Credit



The Missouri Association of
Future Teachers of America

*This booklet serves as a guide for creating
your local Cadet Teaching Program*

Cadet Teaching for Credit

Cadet teaching is a program designed to encourage and help high school students who are interested in entering the teaching profession. Cadet teaching (as an elective course) affords students an opportunity to work in the classroom under an experienced, enthusiastic teacher in order to better understand the teaching profession. This booklet is designed to assist you in establishing a Cadet Teaching Program in your school district.

David Bond
FTA State Consultant
1-800-392-0532
dbond@msta.org

Missouri State Teachers Association
PO Box 458
Columbia, Missouri 65205-0458

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How to Start a Cadet Teaching Program Checklist

1. Verify you have students interested in the program.
2. Make sure you and your colleagues are willing to spend the time necessary to supervise the program.
3. Get program approval from your district-level administration.
4. Implement the program.

Cadet Teaching Guidelines/Standards (Fifth Cycle MSIP)

Instructional Design and Practices

6.1 The district implements written curriculum for all its instructional programs.

1. Each written curriculum guide must include the following components:
 - a rationale which relates the general goals of each subject area and course to the district's mission and philosophy
 - a general description of the content of each subject area at the elementary level
 - general goals for graduates in each subject area
 - specific, measurable learner objectives for each course at each grade level
 - alignment of the measurable learner objectives for each course to the knowledge, skills, and competencies that students need to meet the district's goals and the Show-Me Standards
 - instructional activities and specific assessments (including performance-based assessments) for the learner objectives
 - evidence that individual learner objectives have been articulated by grade level/course sequence
 - date of board review and approval for each curriculum guide
2. Teachers receive training on the curriculum review and revision process, curriculum alignment, and classroom assessment strategies.
3. The written curriculum incorporates content and processes related to equity, technology, research, and workplace-readiness skills.
4. Systematic procedures are used to review and revise the written curriculum.

Sample

Iberia R-V Cadet Teaching Program

This sample was originally devised by Iberia R-5 under the direction of Cindy Freegard. For many years, Iberia's program served as a "best practice" model, and they are sharing their program with other schools.

Iberia used an Electronic Alignment Tool to house their curriculum. The first few pages of this document are from the EATOnline. MSTA would like to thank the retired Iberia FTA adviser for sharing her great work with us.

Subject: Career and Technical Education	Grade: 11	Course: Cadet Teaching
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Unit Title/Unit Number/Essential Skill:

Local Objective: Is this Objective used to evaluate students?

- Learn to function effectively as student educators in a school setting
- A. Learn to work with students as individuals, in small groups, and in large groups
 - B. Learn to organize and manage classroom activities
 - C. Learn to manage the playground and the lunchroom
 - D. Record daily observances in classroom

Assessment Activity:

A-C. Cadet teachers are evaluated two times per quarter by their elementary cooperating teachers using the following criteria:

- 1. Follows directions
- 2. Has good attendance
- 3. Takes initiative in working with students
- 4. Accepts guidance from cooperating teacher
- 5. Is enthusiastic
- 6. Is dependable
- 7. Demonstrates professional behavior
- 8. Accepts responsibility
- 9. Accepts constructive criticism
- 10. Is considerate

A-C. Cadet teachers' planned lesson presentations are evaluated once per quarter by their high school supervising teacher using the following criteria:

- 1. Clearly states lesson's objectives
- 2. Models and/or gives an example of what students will be doing
- 4. Guides students through the lesson
- 5. Manages students and lesson well
- 6. Uses visual aids
- 7. Is professionally dressed

D. Cadet teachers' daily journals are evaluated every 10 classroom days by the supervising teacher using the following criteria:

- 1. Contains clear and interesting information about daily experiences and observations of elementary students' activities and responses.
- 2. Is of adequate length
- 3. Is accurately dated and neatly presented
- 4. Is turned in on time
- 5. Is in notebook format

Level of Expectation:

List of concepts and Evaluation Types

ID	Concept	Eval Type
81744	Teaching profession	PE

Learning Activity:

- A. Cadet teachers will work with the elementary classroom teachers to prepare and present lessons to students as individuals, in small groups, and with the class as a whole. They will read aloud to students, tutor students, lead group activities, and monitor student progress and behavior.
- B. With the guidance of the elementary cooperating teachers, cadet teachers will plan lessons and activities for the students. They will discuss problems and projects with the classroom teacher. Through the modeling and guidance of the cooperating teachers, cadet teachers will develop effective communication skills, and they will learn how to develop effective and confidential relationships with students.
- C. Under the guidance of the cooperating teachers, cadet teachers will learn playground and lunchroom procedures by assisting classroom teachers on the playground and in the lunchroom.
- D. Students will keep a daily journal of what they are doing and what they are learning through observation of the students in their classrooms.

Instructional Method:

Supervising teacher will check and report cadet teachers' presence in elementary classrooms. Cooperating teacher will observe and facilitate cadet teachers' activities in the elementary classrooms. Supervising teacher will schedule and evaluate quarterly lesson plan observations. Supervising teacher will respond to cadet teachers' daily journal entries.

Content Standards:

CA 4, CA 6,

Process Standards:

2.1, 1.10,

Equity/Workplace Readiness

MSIP Code/MISP Indicator

Resources:	Correction Exercise:
Enrichment Exercise:	Special Needs:
Grade Level Expectations: GLE Code/Discipline/strand/Big Idea/Concept/Grade Level-Course/GLE	
Frameworks: Discipline/Strand/Defining Element/Grade Level/To Know Statement/To Do Statement/Framework Code	
Social Studies Content Specifications: Standard Num/Standard/Grade/Benchmark Num/Benchmark/Example/Page Num	
Objective Notes/Essential Questions: Date-Note/Questions	

Subject: Career and Technical Education	Grade: 11	Course: Cadet Teaching						
Unit Title/Unit Number/Essential Skill:								
Local Objective: Is this Objective used to evaluate students? <input checked="" type="checkbox"/>  Learn how to use the audiovisual equipment necessary for teaching								
Assessment Activity: The cooperating teacher will evaluate cadet teachers' effectiveness in using audiovisuals in their twice quarterly evaluations using the following criteria: 1. Follows directions 2. Accepts guidance from cooperating teacher 3. Is dependable	Level of Expectation: List of Concepts and Evaluation Types <table border="1"> <thead> <tr> <th>ID</th> <th>Concept</th> <th>Eval Type</th> </tr> </thead> <tbody> <tr> <td>81746</td> <td>audiovisuals</td> <td>PE</td> </tr> </tbody> </table>		ID	Concept	Eval Type	81746	audiovisuals	PE
ID	Concept	Eval Type						
81746	audiovisuals	PE						
Learning Activity: Cadet teachers will observe and then practice using the various audiovisuals used by educators in the classroom. These will include operating the copier, the letter cutter, the laminator, and the computer grade book.	Instructional Method: Supervising teacher will provide instruction in the use of educational audiovisual equipment.							
Content Standards: FA 1, Process Standards: 2.7, 1.4	Equity/Workplace Readiness MSIP Code/MSIP Indicator							
Resources:	Correction Exercise:							
Enrichment Exercise:	Special Needs:							
Grade Level Expectations: GLE Code/Discipline/Strand/Big Idea/Concept/Grade Level/Course/GLE Frameworks: Discipline/Strand/Defining Element/Grade Level/To Know Statement/To Do Statement/Framework Code								
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Objective Notes/Essential Questions: Date/Note/Question								

Subject: Career and Technical Education	Grade: 11	Course: Cadet Teaching					
Unit Title/Unit Number/Essential Skill:							
Local Objective: Is this Objective used to evaluate students? <input checked="" type="checkbox"/>  Become aware of current issues in education A. Research educational literature B. Conduct professional interviews							
Assessment Activity: A. Cadet teachers' reaction papers will be evaluated quarterly by the supervising teacher using the following criteria: 1. Contains a clear and complete summary and appropriate personal response 2. Is 1 ½ to 2 typewritten pages, 10 or 12 font, with correct MLA bibliographic entry 3. Uses standard English with few or no errors B. Cadet teachers' interview papers will be evaluated by the supervising teacher using the following criteria: 1. Contains introductory paragraph that introduces teacher, explains why cadet chose to interview him/her, and describes setting of interview 2. Is presented in an interesting manner in standard essay format 3. Is 1 ½ to 2 typewritten pages, 10 or 12 font 4. Is in standard English with few or no errors	Level of Expectation: List of concepts and Evaluation Types <table border="1" data-bbox="852 451 1339 556"> <thead> <tr> <th>ID</th> <th>Concept</th> <th>Eval Type</th> </tr> </thead> <tbody> <tr> <td>81745</td> <td>Educational issues</td> <td>PE</td> </tr> </tbody> </table>	ID	Concept	Eval Type	81745	Educational issues	PE
ID	Concept	Eval Type					
81745	Educational issues	PE					
Learning Activity: A. Cadet teachers will find and read articles from educational journals each quarter. They will summarize their findings and relate them to their personal experiences as cadet teachers/students. B. Cadet teachers will select an educator, prepare interview questions, and then interview that educator as their 4 th quarter project. They will present their findings in essay format. The questions they prepare will address education issues and the educator's experiences as a professional in the classroom.	Instructional Method: Supervising teacher will model how to write a summary and personal response paper. Supervising teacher will explain the format of the MLA bibliographic entry. Supervising teacher will provide access to educational journal articles. Supervising teacher will help students develop interview questions for interview paper.						
Content Standards: CA 1, CA 3, CA 4, Process Standards: 1. 8, 2.1, 1.2,	Equity/Workplace Readiness MSIP Code/MSIP Indicator						
Resources:	Correction Exercise:						
Enrichment Exercise:	Special Needs:						
Grade Level Expectations: GLE Code/Discipline/Strand/Big Idea/Concept/Grade Level-Course/GLE							
Frameworks: Discipline/Strand/Defining Element/Grade Level/To Know Statement/ To Do Statement/Framework Code							
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Objective Notes/Essential Questions: Date/Note-Question							

Subject: Career and Technical Education	Grade: 11	Course: Cadet Teaching						
<p>Unit Title/Unit Number/Essential Skill:</p> <p>Local Objective: Is this Objective used to evaluate students? <input checked="" type="checkbox"/></p> <p>Learn to perform the clerical duties of the classroom</p> <p>A. Grade papers and tests B. Figure grade averages C. Record assignments and scores in grade books D. Copy collate, and staple papers E. Create bulletin boards F. Take lunch count G. Prepare letters to parents H. Take inventory and order supplies I. File papers and make portfolios</p>								
<p>Assessment Activity: A-I. Cadet teachers will be evaluated on the performance of their clerical duties by the cooperating teacher twice per quarter using the following criteria:</p> <ol style="list-style-type: none"> Follows directions Is dependable Is neat and thorough Is accurate Accepts responsibility Accepts constructive criticism Is prompt Is regular in attendance <p>E. As their 2nd quarter special project, cadet teachers will plan and create a bulletin board for a grade by their supervising teacher. The bulletin board will be evaluated using the following criteria:</p> <ol style="list-style-type: none"> Is neat and colorful Is creative Is appropriate 	<p>Level of Expectations:</p> <p>List of concepts and Evaluation Types</p> <table border="1" data-bbox="852 625 1291 714"> <thead> <tr> <th>ID</th> <th>Concept</th> <th>Eval Types</th> </tr> </thead> <tbody> <tr> <td>81747</td> <td>Clerical duties</td> <td>PE</td> </tr> </tbody> </table>		ID	Concept	Eval Types	81747	Clerical duties	PE
ID	Concept	Eval Types						
81747	Clerical duties	PE						
<p>Learning Activity: A-I. Cadet teachers will work with their cooperating teacher s as they become proficient in the daily clerical duties of a teacher. They will grade papers and tests, figure grade averages, and record the assignments and scores in the grade book. Students will prepare worksheets for student use by copying, collating, and stapling them. Cadet teachers will make/maintain portfolios for students and will file student papers in them. They will create colorful, educational bulletin boards for different seasons, occasions, holidays, etc. Students will learn how to take lunch count, take inventory, and order supplies. They will learn to prepare letter to parents by observing what their cooperating teachers do.</p>	<p>Instructional Method: Cooperating teachers will provide instruction and modeling in the performance of clerical duties required of teachers in the classroom. Cooperating teachers will provide examples and ideas for creating bulletin boards for the elementary classroom. Supervising teacher will evaluate finished bulletin boards.</p>							
<p>Content Standards: MA 1, Process Standards: 1.8, 2.1,</p>	<p>Equity/Workplace Readiness MSIP code/MSIP Indicator</p>							
<p>Resources:</p>	<p>Correction Exercise:</p>							
<p>Enrichment Exercise:</p>	<p>Special Needs:</p>							
<p>Grade Level Expectations: GLE Code/Discipline/Strand/Big Idea/Concept/Grade Level-Course/GLE</p>								
<p>Frameworks: Discipline/Strand/Defining Element/Grade Level/To Know Statement/To Do Statement/Framework Code</p>								
<p>Social Studies Content Specifications: Standard Num/Standard/Grade/Benchmark Num/Benchmark/Example/Page Num</p>								
<p>Objective Notes/Essential Questions: Date/Note-Question</p>								

Subject: Career and Technical Education	Grade: 11	Course: Cadet Teaching						
Unit Title/Unit Number/Essential Skill: Local Objective: Is this Objective used to evaluate students? <input checked="" type="checkbox"/>  Practice the professional courtesies that are required of educators A. Learn to meet deadlines B. Learn to conduct themselves in a professional manner C. Notify cooperating teacher of absence before a scheduled class D. Dress appropriately								
Assessment Activity: A. Penalties are given for papers and projects assigned by the supervising teacher that are not turned in on time. Failure to meet deadlines is evaluated by the cooperating teacher in his/her twice quarterly evaluation of the cadet teacher. B-C. Cadet teachers are evaluated twice per quarter by their cooperating teachers for professional conduct and notifying of absences. D. Cadet teachers are evaluated on appropriate dress during their planned observations. Ten points of the seventy possible points are assigned to this category.	Level of Expectation: List of concepts and Evaluation Types <table border="1" data-bbox="852 478 1360 569"> <thead> <tr> <th data-bbox="852 478 930 527">ID</th> <th data-bbox="930 478 1219 527">Concept</th> <th data-bbox="1219 478 1360 527">Eval Type</th> </tr> </thead> <tbody> <tr> <td data-bbox="852 527 930 569">81748</td> <td data-bbox="930 527 1219 569">Professional courtesies</td> <td data-bbox="1219 527 1360 569">PE</td> </tr> </tbody> </table>		ID	Concept	Eval Type	81748	Professional courtesies	PE
ID	Concept	Eval Type						
81748	Professional courtesies	PE						
Learning Activity: A. Cadet teachers are evaluated on their ability to meet deadlines by both their supervising teacher and their cooperating teacher. All papers and projects assigned by the supervising teacher have designated deadlines. Tasks assigned by the cooperating teachers also have designated deadlines. B. Cadet teachers learn about professional conduct through modeling, videos, and direct instruction provided by the supervising teacher and the cooperating teacher. When cadet teachers meet with their supervising teacher, they view professional videos that demonstrate effective and proper professional conduct. When cadet teachers work with their cooperating teachers, they observe professional educators interacting daily with students and colleagues. Through this observation, cadet teachers learn proper ways to handle everyday situations in the school setting. C. Cadet teachers are required to call the elementary office if they are not going to be in attendance on a particular day. If they know about an absence ahead of time, cadet teachers are required to inform their cooperating teachers as soon as possible. Cadet teachers realize that this common courtesy makes planning easier for the cooperating teacher. D. Cadet teachers understand that they are role models for the Students in their elementary classrooms; therefore, how they dress is Very important. On days they are doing planned observations, cadet teachers are required to “dress up.” They understand that this is the professional thing to do.	Instructional Method: Supervising and Cooperating teachers will model professional behavior, professional dress, and professional courtesies. Supervising teacher will provide instruction in professional behavior through the use of videos and classroom lectures.							
Content Standard: SS 6, Process Standards: 4.5, 4.4, 1.10,	Equity/Workplace Readiness MSIP Code/MSIP Indicator							
Resources:	Correction Exercise:							
Enrichment Exercise:	Special Needs:							
Grade Level Expectations: GLE Code/Discipline/Strand/Big Idea/Concept/Grade Level/Course/GLE								
Frameworks: Discipline/Strand/Defining Element/Grade Level/To Know Statement/To Do Statement/Framework Code								
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Objective Notes/Essential Questions: Date/Note-Question								

DATE: August 14, 2013
TO: Elementary Teachers
IN RE: Cadet Teachers
FROM: Cindy Freegard (SAMPLE)

I am in the process of organizing the cadet teacher schedule for the 1st semester. I have several cadet teachers interested in working with the elementary students. So many of you have given freely of your time and talents in the past, and this has had a very positive effect on the success of our program. Again I am asking for volunteer cooperating teachers. I realize that this requires extra effort on your part, and for this the cadet teachers and I are truly grateful.

The cadet teaching class is scheduled for third period (10:09-10:59). I realize that this automatically eliminates some of you from being able to serve as cooperating teachers, and I am sorry that this has to happen. Ideally, teachers from all grade levels would be available to serve as cooperating teachers. In the real world of conflicting schedules, this is not possible.

Please check one of the applicable lines, sign your name, and indicate the grade and/or subject you teach. Then return this to me by September 1, 2014. Thank you so much for your response.

_____ Yes, I would like to have a cadet teacher.

_____ No, I do not want a cadet teacher.

_____ The schedule will not permit me to have a cadet teacher.

Teacher's Name

Grade and /or Subject

Cadet Teaching

The cadet teaching class is designed to give students interested in the teaching profession hands-on experience. Students are provided with the opportunity to interact with elementary teachers and their students in a classroom environment. Cadet teachers engage in the same activities a professional teacher encounters in his/her classroom. Students are evaluated by both the supervising teacher and the cooperating teacher.

Who is eligible? Sophomores, juniors, and seniors who have no failing grades and who maintain a “C” average may enroll in the class.

What does a cadet teacher do in this class? Students are paired for one semester with an elementary teacher who has expressed a desire to have a cadet teacher. Fifty percent of the time in the classroom will be spent in direct student contact. They may work one-on-one with students, in small groups, and with the class as a whole. Students also are responsible for making copies, doing bulletin boards, planning activities, grading papers, and completing any other tasks the cooperating teacher assigns.

How is a cadet teacher’s grade determined? Each quarter the cooperating teacher evaluates the cadet teacher’s performance twice. The supervising teacher evaluates a lesson the cadet teacher has prepared and presented to the class. The cadet teacher must also complete a special project during the quarter and write a reaction paper responding to an educational journal article he/she has read. Cadet teachers also keep daily journals of their observations and experiences in the elementary classroom. This is evaluated by the supervising teacher.

What are the benefits of having a cadet teaching class? Students have found the cadet teaching experience valuable in helping them make informed decisions about whether or not they really want to enter the teaching profession. And, once they have decided to enter the profession, their cadet teaching experience helps them decide the level at which they would like to teach.

Cooperating teachers have found the cadets to be an “extra hand” in the classroom. They have found them particularly helpful with those students who need personal attention and one-on-one assistance. They have also found cadet teachers to be especially helpful with all of the paperwork teachers find themselves buried under.

An additional benefit to the teaching profession is that this class actively seeks out the “brightest and best” students as candidates for teaching careers.

Cadet Teaching Guidelines

1st Quarter

1. Follow all high school and elementary school rules. Please check with your cooperating teacher for copy of the elementary student handbook.
2. Be in regular attendance. You should be in the elementary school classroom at the same time that you would be in the high school classroom, which is at 10:09 a.m. In case of a necessary absence, you must notify the cooperating teacher that you will not be in the classroom that day. If you know ahead of time that you will be absent, please notify your cooperating teacher as soon as possible. If you are absent because of illness, you need to call the elementary secretary, Lisa McCubbin by 8:00 a.m. on the day of the absence. The phone number is 573-793-6267. Please be sure to tell her your name and the name of your cooperating teacher.
3. Be an ACTIVE member of FTA. This means you should attend the monthly meetings and participate in FTA activities.
4. Keep a daily journal. Include your daily experiences and your observations of elementary students' activities and responses in the classroom. Your journal entries should be concise and interesting to read, which means that they must consist of more than two or three lines. Journals will be due on the days that you are meeting with Mrs. Buckley in the high school.
5. Have a C average or above in academic ranking with NO failing grades.
6. Student must be a sophomore, junior, or a senior.
7. Prepare a paper summarizing a journal article from a teaching publication and giving your personal response to the topic. It must be 1 ½ to 2 pages typed, double-spaced. Include a copy of the article you are writing about.

Grading First Quarter

1. Attendance
2. Evaluation sheet from cooperating teacher, midterm, and final
3. Journal entries
4. Article summary
5. Lesson-plan observation
6. Quarter project - Worksheet

Cadet Teaching Guidelines

2nd Quarter

1. Continue to follow all school rules.
2. Continue regular attendance. Be sure to phone the school secretary if you are sick. If you know ahead of time that you will be absent, tell your cooperating teacher; he/she will appreciate it.
3. Be an ACTIVE member of FTA
4. Continue to keep your daily journals. They will contain better information if you complete them on the day of the class you are writing about. Journals are due each time you meet with Mrs. Buckley.
5. Have a C average or above in academic ranking with NO failing grades.

Grading 2nd Quarter:

1. Attendance
2. Evaluation sheet from cooperating teacher, midterm, and final
3. Journal entries
4. Article summary and personal response
5. Lesson plan observation
6. Bulletin board designed entirely by cadet teacher

Cadet Teaching Guidelines

3rd Quarter

1. Continue to follow all school rules.
2. Continue regular attendance. Be sure to phone the school secretary if you are sick. If you know ahead of time that you will be absent, tell your cooperating teacher; he/she will appreciate it.
3. Be an ACTIVE member of FTA.
4. Continue to keep your daily journals. They will contain better information if you complete them on the day of the class you are writing about. Journals are due each time you meet with Mrs. Buckley.
5. Have a C average or above in academic ranking with NO failing grades.

Grading 3rd Quarter:

1. Attendance
2. Evaluation sheet from cooperating teacher, midterm, and final
3. Journal entries
4. Article summary and personal response
5. Lesson plan observation
6. Game designed entirely by cadet teacher

Cadet Teacher Guidelines

4th Quarter

1. Continue to follow all school rules.
2. Continue regular attendance. Be sure to phone the school secretary if you are sick. If you know ahead of time that you will be absent, tell your cooperating teacher, he/she will appreciate it.
3. Be an ACTIVE member of FTA.
4. Continue to keep your daily journals. They will contain better information if you complete them on the day of the class you are writing about. Journals are due each time you meet with Mrs. Buckley.
5. Have a C average or above in academic ranking with NO failing grades.

Grading 4th Quarter:

1. Attendance
2. Evaluation sheet from cooperating teacher, midterm, and final
3. Journal entries
4. Article summary and personal response
5. Lesson plan observation
6. Interview of professional educator

Personal Response and Summary of Article from Education Journal

Prompt: Your task is to design a 1 ½ - to 2 page typewritten paper in standard format that clearly and in a well organized manner presents a summary of an educational journal article and your personal response to the content, using relevant supporting detail. Your paper should begin with the bibliographic information in MLA format. A copy of the article should accompany your paper.

Scoring Guide

Summary:

40 = Clear & complete; includes copy of article

30 = Clear, not complete; includes copy of article

20 = Incomplete, disorganized may not include copy of article

Personal Response:

40 = Is based on experience, uses appropriate detail as support

30 = Has some response, may not be based on personal experience, has some supporting detail

20 = Inadequate response, and/or no supporting detail

Format:

10 = Double-spaced typewritten 1 ½ to 2 pages; correct MLA format; 10 or 12 font

6 = Double-spaced typewritten 1 to 1 ½ pages; some errors in MLA format; 10 or 12 font

4 = Less than 1 page and/or handwritten; incomplete or no bibliographic entry; single spaced font larger than 12

Grammar & Mechanics:

10 = Few or no errors in spelling, grammar, and punctuation

6 = Several errors in spelling, grammar, and punctuation

4 = Many errors in spelling, grammar, and punctuation

Total Points Earned _____ /100 = _____ %

Cadet Teaching Daily Journal Scoring Guide

4	3	2	1
<p>Journal entries contain clear and interesting information about Cadet Teacher's daily experiences and observations of elementary students' activities and responses in the classroom.</p>	<p>Journal entries contain clear information about Cadet Teacher's daily experiences in the elementary classroom.</p>	<p>Journal entries contain some information about Cadet Teacher's daily experiences in the elementary classroom.</p>	<p>Journal entries contain minimal information about Cadet Teacher's daily experiences in elementary classroom.</p>
4	3	2	1
<p>Journal entries are at least 10 sentences long.</p>	<p>Journal entries are at least 7 sentences long.</p>	<p>Journal entries are at least 5 sentences long.</p>	<p>Journal entries have 4 or fewer sentences.</p>
4	3	2	1
<p>All journal entries are written in a notebook and clearly marked with the correct dates.</p>	<p>All journal entries are written in a notebook, and most are correctly dated.</p>	<p>Journal entries are written on loose leaf paper, and most entries are correctly dated.</p>	<p>Journal entries Are written on loose leaf paper, and many dates are omitted or are incorrect.</p>

Checklist:

Journal was turned in on time.	Yes = 1	No = 0
Journal is neat and easy to read	Yes = 1	No = 0

Total # of Points Earned _____ x 8 = Total Score _____ /112 = _____ %

Cadet Teacher Lesson Plan Evaluation Sheet

Supervising teacher will circle the appropriate number under each category.

- The cadet teacher handed in a Pre-Observation Worksheet.

10 = Before lesson 8 = During lesson 6 = Late or not at all

- The cadet teacher stated the lesson objectives.

10 = Clearly & completely 8 = Clearly but not completely 6 = Not at all

- The cadet teacher modeled or gave an example of what the students would be doing.

10 = Clearly & completely 8 = Briefly but not clearly 6 = Not at all

- The cadet teacher checked for comprehension.

10 = Often 8 = Sometimes 6 = Not at all

- The cadet teacher provided guided practice.

10 = Often 8 = Sometimes 6 = Not at all

- The cadet teacher was confident when teaching.

10 = Always 8 = Often 6 = Sometimes

- The cadet teacher used a visual aid.

10 = One developed by cadet 8 = The chalkboard 6 = Not at all

- The cadet teacher was appropriately dressed.

10 = Professionally dressed 8 = Neatly dressed but wearing jeans or shorts

Total points earned _____/80 Possible = _____%

Supervising Teacher's Signature

Cadet Teaching Pre-Observation Worksheet

Date: _____

Observation Time: _____

Cadet Teacher: _____

Cooperating Teacher: _____

Grade Level & Subject: _____

- **What are the lesson objectives?**

- **What teaching/learning activities will be used?**

- **How will you check student understanding and mastery of objectives?**

- **Are there any teaching behaviors you especially want monitored?**

- **Are there any special circumstances the supervisor should be aware of?**

**Cadet Teaching
Cooperating Teacher Evaluation Form**

Date: _____

Cadet Teacher: _____

Cooperating Teacher: _____

Grading Period: _____

Circle the appropriate number for each category: 5 = Always; 4 = Frequently; 3 = Occasionally; 2 = Seldom; 1 = Never

- The cadet teacher accepts responsibility. 5 4 3 2 1
- The cadet teacher follows instructions willingly. 5 4 3 2 1
- The cadet teacher accepts guidance from the cooperating teacher. 5 4 3 2 1
- The cadet teacher is considerate. 5 4 3 2 1
- The cadet teacher takes initiative in working with students. 5 4 3 2 1
- The cadet teacher accepts constructive criticism. 5 4 3 2 1
- The cadet teacher displays mature behavior. 5 4 3 2 1
- The cadet teacher is prompt. 5 4 3 2 1
- The cadet teacher is regular in attendance. 5 4 3 2 1
- The cadet teacher is enthusiastic about teaching. 5 4 3 2 1

Comments: _____

Total points earned _____/50 = _____%

Cadet Teaching Interview Scoring Guide

4	3	2	1
Has an introductory paragraph that introduces teacher, talks about setting of interview, & tells why cadet teacher chose to interview him/her	Has an introductory paragraph that introduces teacher & talks about setting of interview or tells why cadet teacher chose to interview him/her.	Has an introductory paragraph that introduces teacher but may not clearly tell why cadet teacher chose to interview him/her.	Has little or no introductory paragraph but does tell who the cadet teacher chose to interview.
4	3	2	1
Is presented in an interesting & well organized story or essay format with skilled use of paragraphing to present main ideas.	Is presented in a well organized story or essay format with competent use of paragraphing to present main ideas.	Is presented in story or essay format with some use of paragraphing to present main ideas.	May or may not be presented in story or essay format. Uses few or no paragraphs to present main ideas.
4	3	2	1
Is double spaced, typewritten, one & one half to two pages. Font size is no greater than 14.	Is double spaced, typewritten, one to one & one half pages. Font size is no greater than 14.	Is at least one page typed, may or may not be double spaced. Font size may be larger than 14.	Is handwritten and/or less than one page.
4	3	2	1
Few or no errors in spelling, grammar, & punctuation.	Some errors in spelling, grammar, & punctuation that are not distracting to the reader.	Several errors in spelling, grammar, & punctuation that may be distracting to the reader.	Many errors in spelling, grammar, & punctuation that make the paper difficult to comprehend.

Total Points Earned _____ x7 = _____ /112 = _____ %

Cadet Teaching Student Evaluation Form

Circle the number which most accurately responds to the statement.

1. Cadet Teaching gave me many opportunities to engage in “hands-on” teaching experiences.

3	2	1
Strongly Agree	Agree	Disagree

2. Cadet teaching helped me decide if teaching was the right career choice for me.

3	2	1
Strongly Agree	Agree	Disagree

3. Cadet Teaching gave me a more realistic look at the teaching profession.

3	2	1
Strongly Agree	Agree	Disagree

4. Cadet Teaching gave me a new respect for the work a teacher does.

3	2	1
Strongly Agree	Agree	Disagree

5. Cadet Teaching allowed me to learn many skills that I feel will be valuable to me in the future.

3	2	1
Strongly Agree	Agree	Disagree

6. I would recommend Cadet Teaching to any student who is considering teaching as a career choice.

3	2	1
Strongly Agree	Agree	Disagree

Additional Comments: _____

Cadet Teaching Cooperating Teacher Evaluation Form

Circle the number which most accurately responds to the statement.

1. My cadet teachers have been an asset to both me and my students.

3	2	1
Strongly Agree	Agree	Disagree

2. My cadet teachers have demonstrated noticeable improvement in skills necessary for competence as a classroom teacher.

3	2	1
Strongly Agree	Agree	Disagree

3. Through cadet teaching, cadet teachers gain a realistic picture of the teaching profession.

3	2	1
Strongly Agree	Agree	Disagree

4. The cadet teaching program helps students determine if teaching is a viable career choice for them.

3	2	1
Strongly Agree	Agree	Disagree

5. I feel that the extra work involved in being a cooperating teacher is worthwhile because it helps both students and the teaching profession.

3	2	1
Strongly Agree	Agree	Disagree

6. As teaching professionals we should support a strong cadet teaching program as a means of attracting quality young people to the profession.

3	2	1
Strongly Agree	Agree	Disagree

Additional Comments: _____

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