

Greenville Tech Charter HS

Teacher Cadet Course Syllabus

2020-2021



Instructor: Lisa Hall
Room: 213
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Planning: 3A and 4B

Office Hours:
Face to face: Mondays 2:50 - 3:30pm
Virtual: Mondays & Thursdays
10am - 12 pm and 1:30 - 3:30 pm
Fridays (live through Google Meet)
10:30 - 11:45 am

I. Course Description:

This course is a study of the history, development, organization, and practices of preschool, elementary, and secondary education. It is partially funded through Education Improvement Act initiatives and operates under an agreement between the school site and the Center for Educator Recruitment, Retention, & Advancement (CERRA) located in Rock Hill, South Carolina.

II. Objectives:

The objectives for Teacher Cadet are based on the standards found in the South Carolina Teacher Cadet Curriculum, *Experiencing Education*. Students who successfully complete Teacher Cadet with a passing grade will have demonstrated the abilities, concepts, knowledge, and skills required to do the following:

1. Identify characteristics of self as a learner (e.g., learning styles, multiple intelligences).
2. Explain the concept of self-esteem regarding the learner.
3. Identify and explain the stages of human growth and development.
4. Identify the components of effective groups.
5. Recognize barriers to learning and develop methods of dealing with these problems effectively.
6. Distinguish between effective and ineffective teaching.
7. Explain and demonstrate the process of teaching.
8. Identify and utilize various methods of instruction.
9. Participate in an extended field experience assisting a teacher with individual tutoring, group monitoring and tutoring, and whole class instruction.
10. Research the history and development of education in the public schools.
11. Distinguish between various alternatives to public education—private and home schools, etc.
12. Explain the structure/organization of a school and a school district.
13. Research on the Internet and debate in various educational issues.
14. Explain how individuals and schools react to and handle the need for change.
15. Develop one's own vision of the transformation of education.

III. Course Materials:

Curriculum Resources: Experiencing Education (11th ed.); SAY, MAY, FLAY curricula; various novels and films related to the teaching profession

Course Text: Experiencing Education: Teacher Cadet Student Guide

Suggested Notebook: 1.5" binder with clear plastic insert cover and 2" binder for portfolio

IV. Fees:

Fees are \$125 per year. This includes the course fees for Clemson University and books.

V. Major Curricular Topics:

The Teacher Cadet curriculum is written and coordinated by the Center for Educator Recruitment, Retention, & Advancement (CERRA) at Winthrop University under the auspices of the State of South Carolina.

VI. Course Outline:

The course will be taught in the sequence of units within the curriculum. When necessary, the teacher will make adjustments to the course calendar.

VII. Course Credit:

Teacher Cadet is an AP-weighted, dual credit accrual course. Students earn one Carnegie unit of high school credit (must earn) and three hours of transferable college credit upon successful completion of the course.

Students at GTCHS receive college credit through Clemson University. Students complete registration paperwork provided by the college and at the annual College Day on Clemson University campus

The course is a three hour (credit) course that can be transferred to any college or university either in S.C. or out-of-state. If the student attends Clemson University, the grade received will count toward the student's GPA. If the credit is transferred to another college, only the credit transfers—not the grade. Each Teacher Cadet high school is partnered with a college or university in its area to be the credit-granting institution. **It is the student's responsibility to request that this credit is transferred to the college of their choice. Forms will be provided to students at the end of the year.**

VIII. Grading, Student Records, and Homework:

Student progress is assessed during each grading period of the course. Methods of demonstration, modeling, teamwork in pairs and small groups, hands-on activities, projects—research, computer, video or multi-media, presentations, tests, readings, essays, participation, and self-evaluations will be used for assessment. Students will receive grades through the **point system**. Each assignment will be assigned a set number of points, and the student must accumulate a set total to equal the grade for the quarter. The field experience will be assessed through **journal writing, lesson plans, and a portfolio**.

Clemson University Grading Scale:

A=90-100%

B=80-89%

C=70-79%

D=60-69%

F=59 and below

GTCHS Grading

Major Assignments are 60% .Minor Assignments are 40%. Midterm and final exams will be 10% of the respective semester.

Note: Students must make a grade of 75% or above to earn the high school credit.

Power School Parent Portal:

The most recently posted student grades may be seen via the Power School Parent Portal internet-based reporting system.

Homework Policy:

Students are expected to finish required daily written work and reading assignments for homework if the work is not completed in class.

IX. Class Procedures and Class/School Rules:

Student Behavior: Teacher Cadets are given many responsibilities. They must be mature, dependable, responsible, but most of all trustworthy. BEING A MEMBER OF THIS PROGRAM IS A PRIVILEGE.

In order to promote positive choices, prevent discipline measures, and to enhance the credibility of the Teacher Cadet Program, Teacher Cadets must comply with duties and responsibilities set forth by CERRA, the program's sponsor, the Teacher Cadet instructor, and school administration, in addition to school/district rules outlined in the Student Handbook.

Students are advised to follow the rules and procedures, as well as the expectations, for the class. The Teacher Cadet instructor **will explain those procedures as part of lesson assignments.**

School Rules about Misbehavior:

The school and district clearly outline school rules and policies governing student behavior. For a first offense, the student will be issued a verbal warning; at the second offense, he/she will have a before or after-school detention; at the third offense, the student will be referred to an administrator. The parent/guardian will be notified if an unacceptable behavior persists. The student will be referred to the school administration for disciplinary action if behavior causes class disruption or interferes with the rights of other students to learn.

X. Classroom Management:

Students are expected to behave in a respectful way as it relates to people, property, and others' rights to learn at all times and in every situation. Failure to do so will result in appropriate action.

All Teacher Cadets must remember that, once they become a Teacher Cadet, they are responsible for their actions both **inside the program and out. When students are the guests of other district schools during observations and field experience, they are expected to follow all rules of GTCHS and represent the school in a manner that brings honor and dignity to themselves, the school, and the Teacher Cadet program. Failure to do so may result in removal from the program.**

Any discipline infraction that results in a formal disciplinary action is grounds for immediate dismissal from the Program. If, because of a student's actions at school or in public, the Teacher Cadet instructor or principal of GTCHS believes that the Teacher Cadet will not maintain the honor, dignity or trust required to be a Teacher Cadet, the Cadet may be summarily removed from the Program.

If removed and a TC has paid for college credit at the partnering college/university, all rights to credit from the Teacher Cadet course will be forfeited and no refund of any payment will be given. This is a college/university policy. Neither the Teacher Cadet instructor nor the school will be held liable for fees already processed by the partnering college/university. Additionally, if a student withdraws from the course or is removed for reasons stipulated in the syllabus, he or she will receive an F at the college level.

XI. Absences & Make-up Policy:

Students are expected to make up previously announced tests or turn in previously assigned projects the day they return to class. For all other work, they have 5 days to make up the work they missed.

Attendance/Tardy Policy:

The policies are set forth by the school **and** the partnering college or university. Each will be strictly observed. Students may not miss more than 5 days in the class in order to receive high school and college credit. Please note there are time restrictions at the collegiate level for dropping this class.

During the field experience, it is extremely important that students inform the supervising teacher at the assigned school **and** Mrs. Hall if the student is to be absent. This may be done the day before, but must be **no later than 7:50 a.m.** on the day of the absence. **Absences from field experience will be counted as absences from class and will count toward the 5-day limit.** Field experience days are not optional; if missed, they must be made up.

XII. Communication:

The quickest way to get in touch with Mrs. Hall is through email or Remind text. To join my class, enter 81010 and text this message: @gg8ka9

XIII. Non-Instructional Routines:

Each Teacher Cadet will have parents or guardians sign a permission form for observations and field trips for the course.

XIV. Office Hours:

Every Monday 2:50 - 3:30pm and other days as needed (by appointment).

XV. Suggestions for Study Skills:

As this is a college credit course, students are expected to maintain all work on the level expected of a college freshman. This means fulfilling all assignments, whether they are journals, essays, research projects, group projects, or reading assignments. **Timeliness is not just expected; in this course, it is demanded. Late work will not be accepted and will result in a failing grade!**

XVI. Honor Code:

The Academic Honesty Policy is being implemented to ensure that students submit credible work that is evident of their content mastery. Students should seek to be totally honest in their dealings with others. They should complete their own work and be evaluated based upon its originality. They should avoid academic dishonesty and misconduct in all its forms, including plagiarism, fabrication or falsification, cheating, and other academic misconduct.

XVII. Course Instructor Concerns:

If a question or problem should arise, the student should talk to Mrs. Hall.

Syllabus Acknowledgement & Information Sheet

Teacher's Name: Mrs. Hall
Course Title: Teacher Cadets

I have read and thoroughly understand with great detail the expectations, rules, and procedures that are expected of me while enrolled in this course. I realize that I am responsible for these rules, regulations, procedures, and course requirements, and I will be held accountable for adhering to the contents of this course syllabus and code of conduct.

Student Name (Print): _____ Date: _____

Student Signature: _____ Date: _____

I have read thoroughly the contents of this syllabus and discussed with my child the expectations of him/her in this course.

Parent/Guardian Name (Print): _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Contact Information

Name of Parent/Guardian: _____

Home Phone Number: _____ Work Number (Parent/Guardian 1) _____
(Parent/Guardian 2) _____

Cell Phone Numbers: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____

Email Addresses: (Parent/Guardian 1) _____

(Parent/Guardian 2) _____

(Student) _____