

# Teacher Educator Handbook

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## College Partnerships: A Key Component in South Carolina's Teacher Recruitment Continuum



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**For information or questions about this document:**

Marcella Wine-Snyder, Program Director  
 CERRA – South Carolina  
 Stewart House at Winthrop University  
 Rock Hill, SC 29733  
 800.476.2387 x6062  
 winesnyderm@cerra.org

# Center for Educator Recruitment, Retention & Advancement (CERRA)

## **CERRA Mission Statement**

The purpose of CERRA is to provide leadership in **identifying, attracting, placing and retaining** well-qualified individuals for the teaching profession in our state.

In doing so, CERRA will respond to the changing needs for teachers from **under-represented** populations, in **critical subject fields**, and in **under-served geographical areas** in South Carolina.

The Center will **work cooperatively** with other organizations to promote the education profession.

## Section One:

### Overview of College Partnerships

#### The College Connection

Each college partnership reflects a certain degree of uniqueness based on specific needs of the high schools being served and the resources and expertise available at the cooperating college. Ideally, the College Partners bring a wealth of knowledge about education to the course, and in turn, the experience of working in high schools is valuable to them. High schools benefit by having the opportunity to showcase their college partner. Colleges benefit by having the opportunity to showcase their campuses and programs to bright young people, and, most importantly, students benefit by having the opportunity to study with both high school and college educators.

After working with the college partner, visiting, and taking part in special activities on campus during the year, many Teacher Cadets choose the partner institution to attend after high school.

#### Selecting the Right Person as the College Partner Coordinator

Selecting the right person to be the College Partner Coordinator is essential for the success of the partnership. Listed below are criteria that colleges should consider when selecting someone to serve as the College Partner Coordinator:

- Coordinators should have the desire to work with high school students. Cadets are extremely bright and talented, but they are still high school students with the unique personalities and learning styles of adolescents.
- Coordinators should be interested in going into high schools – places with bells, noise, and rules.
- Coordinators must *buy into* the hands-on experiential model of teaching and learning utilized in the Teacher Cadet curriculum.
- Coordinators should be enthusiastic people; our goal is to help young people become excited about teaching.

# The Teacher Cadet Program

## Purpose

The Teacher Cadet program is considered an introduction or orientation to the teaching profession. Its main purpose is to encourage students, who possess a high level of academic achievement and the personality traits found in good teachers, to consider teaching as a career. An important secondary goal of the program is to provide these talented future community leaders with insights about schools. Although the course is taught at the college freshman level, the curriculum includes simulations and other “hands-on” activities designed to excite students about teaching. Students are exposed to teaching careers and the education system through a variety of teaching methods.

## Criteria for Participants

Students enrolled in the Teacher Cadet Program must meet the following criteria:

- GPA of a “B” average (3.0+)
- Enrolled in college preparatory courses
- Recommended by at least five teachers
- Submit an essay discussing why they want to participate in Teacher Cadet or an essay about a teacher who has had a positive influence on them
- Interview with a selection panel (optional)

## Core Components

Participants in the South Carolina Teacher Cadet network use the Teacher Cadet curriculum, *Experiencing Education*, Tenth Edition. The curriculum contains a variety of activities and learning experiences. Although instructors are not required to use every activity in the curriculum, they are expected to include certain core components in the Teacher Cadet courses, regardless of whether those courses are taught for high school credit and/or college credit.



## Core Requirements

- Students attend a daily, one-period class for two semesters or its equivalent (i.e. year-long 90 minute A/B block, 90 minute block on a 4X4 semester schedule, year-long traditional 50-55 minute block, etc.)
- Students observe and participate in public school classrooms at the kindergarten, primary, elementary, middle/junior high, and secondary levels
- Students learn about various personnel in the educational setting and their responsibilities
- Students discuss both negative and positive aspects of teaching as a career
- Students will complete and discuss self-assessments in order to obtain clear pictures of their personal interests and abilities.
- Students learn about educational career opportunities and college support
- Students will receive information about Teaching Fellows, the South Carolina Teachers' Loan, and other college support options
- Students read current newspaper articles, professional journals, and books that relate to education and teaching
- Students are involved in field experiences and observations within a variety of regular special education classes.

## Observations

Students will observe in classrooms throughout the year, based on the content of the curriculum. For example, after studying human growth and development characteristics of children ages 6-12, Cadets will observe students of that age in a public school classroom. Observations should be structured and should be based on specific objectives. Prior to these observations, students should be trained in observation skills (e.g., collecting data, making inferences, and drawing conclusions). Students are required to observe in classrooms at the primary/elementary, middle/junior high, and secondary levels. When feasible, provisions should be made for Cadets to observe and participate in a variety of settings, including special education classes, pre-school children programs, remedial/compensatory programs, and vocational/technical programs.

## Field Experience

The field experience typically occurs in early spring in a traditional year-long class, during which time the students are placed in a classroom under the supervision of a master teacher. (The timing of the extended field experience for Teacher Cadets on an A/B or 4x4 schedule should be adjusted to occur fairly late in the course and allow adequate time for the Cadets to get a complete experience, including bonding with the younger students. This is the magical part of the Teacher Cadet Experience — the hook that will grab potential teachers — and it should be utilized effectively). **The Teacher Cadets may be placed at the elementary, middle, or high school level, depending on their content interest. Cadets should continue to attend their Teacher Cadet class at least one**

**class period each week during the extended field experience in order to plan and process their experiences.**

Types of teaching and observation experiences may include, but are not limited to, the following: peer tutoring; tutoring; serving as an assistant to a master teacher; planning and teaching lessons to a small or large group of students; planning and developing learning centers; serving as a laboratory assistant; and whole group instruction.

## **Curriculum Sections**

The curriculum is shaped around four sections: **Experiencing the Learner**, **Experiencing the Profession**, **Experiencing the Classroom**, and **Experiencing Education**.

- In section one, **Experiencing the Learner**, students explore personal values, the role of self-esteem, personality and learning styles, human growth and development from birth to adolescence, and special needs students. As part of their experience, Teacher Cadets observe students (in area schools) at various developmental stages.
- In the second section, **Experiencing the Profession**, Cadets study the history of schools, the governance of schools, roles of school personnel, roles of parents and the public in the school environment, and the organization and management of schools.
- In the third section, **Experiencing the Classroom**, students explore the process of becoming a teacher, the characteristics of today's teachers, teachers' responsibilities, variables that contribute to effective teaching, classroom culture, and careers in education. At the end of this part of this study, Teacher Cadets work with master classroom teachers in an extended field experience. Cadets continue to attend their Teacher Cadet class at least one day a week, depending on their schedule.
- In the fourth section, **Experiencing Education**, Cadets utilize the opportunity to reflect on the totality of their Teacher Cadet experiences. They weigh the pros and cons of the profession and provide feedback regarding program strengths and weaknesses.

## **Teacher Cadet Core Curriculum Standards**

### **Experiencing Learning**

#### **AWARENESS AND REFLECTION**

- I.1.1: Students will analyze their strengths and areas for improvement as learners.
- I.1.2: Students will evaluate themselves as diverse individuals, learners, and community members.
- I.1.3: Students will examine and appreciate others' diversity.
- I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors.

#### **STYLES AND NEEDS**

- I.2.1: Students will evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.
- I.2.3: Students will examine major physical, social, and personal challenges that can impede successful learning.

#### **GROWTH AND DEVELOPMENT**

- I.3.1: Students will differentiate among the physical stages of learners.
  - I.3.2: Students will examine the cognitive stages of learners.
  - I.3.3: Students will distinguish between the moral stages of learners.
  - I.3.4: Students will analyze the steps in the psychosocial stages of learners.
  - I.3.5: Students will apply an understanding or knowledge of the developmental changes of learners.
- 

### **Experiencing the Profession**

#### **HISTORY AND TRENDS**

- II.1.1: Students will trace the history of education in South Carolina and the United States.
- II.1.2: Students will evaluate the educational philosophies that have influenced the issues in education today.
- II.1.3: Students will predict future educational movements based on past and current events.

#### **STRUCTURE AND GOVERNANCE**

- II.2.1: Students will compare the various types of schooling.
- II.2.2: Students will examine the governance structure of their local, state, and national educational systems.

#### **CERTIFICATION AND EMPLOYMENT**

- II.3.1: Students will explore careers in education.
- II.3.2: Students will describe the process and structure of teacher certification.
- II.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas that are greatly impacted.
- II.3.4: Students will demonstrate effective job application and interview skills.

#### **ETHICS AND PROFESSIONALISM**

- II.4.1: Students will recognize and analyze the current state code of educator conduct.
- II.4.2: Students will identify and evaluate the Teacher's Bill of Rights.
- II.4.3: Students will understand how teachers can exhibit leadership as advocates and agents of change for education.
- II.4.4: Students will assess the importance of service to the community and civic responsibility.
- II.4.5: Students will identify the services professional organizations provide for teachers.

## **Experiencing the Classroom**

### **OBSERVATION AND PREPARATION**

- III.1.1: Students will analyze their strengths and areas for improvement as potential teachers.
- III.1.2: Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.
- III.1.3: Students will distinguish between desirable and undesirable teaching strategies and traits.
- III.1.4: Students will analyze ways in which a teacher's personality, disposition, and cultural competence impact instructional style and interaction.
- III.1.5: Students will defend effective teaching methodologies.
- III.1.6: Students will evaluate components of effective classroom climate, management, and discipline.
- III.1.7: Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.
- III.1.8: Students will evaluate various assessment techniques.
- III.1.9: Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.

### **APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER**

- III.2.1: Students will implement developmentally appropriate learning activities for all learners in order to build confidence, knowledge, and skills.
  - III.2.2: Students will accommodate major physical, social, and personal challenges that can impede successful learning.
  - III.2.3: Students will apply knowledge of learning styles, multiple intelligences, Bloom's Taxonomy, brain-based strategies for learning, and classroom management to instruction and assessment.
  - III.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
  - III.2.5: Students will apply the components of effective classroom climate, management, and discipline.
- 

## **Experiencing Education**

### **ANALYSIS AND REFLECTION**

- IV.1.1: Students will evaluate positive and negative aspects of the teaching profession.
- IV.1.2: Students will describe, analyze, and think systematically about their practice and reflect on their field experiences.
- IV.1.3: Students will develop a personal philosophy of education.
- IV.1.4: Students will submit requested data for program development and evaluation in a timely manner.

## Standards Alignment Matrix

### I. Experiencing Learning

#### *Awareness And Reflection:*

<b>SCTCC</b>	<b>NBPTS</b>	<b>ATE</b>	<b>INTASC</b>
<b>I.1.1</b> Analyzing self as learners	Core Prop. 2, 4, 5	Standard 1, 3, 4	Principle 2, 9
<b>I.1.2</b> Evaluating self as individuals, learners, and community members	Core Prop. 2, 4, 5	Standard 1, 2, 4	Principle 3, 5, 6, 7, 9
<b>I.1.3</b> Examining and appreciating diversity	Core Prop. 1, 3	Standard 1, 2	Principle 3, 6, 7, 9
<b>I.1.4</b> Analyzing the role of self-esteem in learning	Core Prop. 1, 2, 3	Standard 1	Principle 1, 2, 5

#### *Styles And Needs:*

<b>SCTCC</b>	<b>NBPTS</b>	<b>ATE</b>	<b>INTASC</b>
<b>I.2.1</b> Evaluating different learning styles	Core Prop. 1, 2, 3, 4	Standard 1, 2, 3	Principle 1, 2, 3, 7
<b>I.2.2</b> Identifying special needs and exceptionalities of learners and the effects on the learning process	Core Prop. 1, 2, 3, 4, 5	Standard 1, 2, 3, 6	Principle 1, 2, 3, 5, 7
<b>I.2.3</b> Examining the physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 3, 9	Principle 1, 2, 3, 5, 7

#### *Growth And Development:*

<b>SCTCC</b>	<b>NBPTS</b>	<b>ATE</b>	<b>INTASC</b>
<b>I.3.1</b> Differentiating among the physical stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
<b>I.3.2</b> Examining the cognitive stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
<b>I.3.3</b> Examining the moral stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
<b>I.3.4</b> Examining the psychosocial stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
<b>I.3.5</b> Examining the developmental changes of learners	Core Prop. 1, 2, 3, 4	Standard 1, 2	Principle 1, 2, 7

## II. Experiencing the Profession

### *History And Trends:*

SCTCC	NBPTS	ATE	INTASC
II.1.1 Tracing the history of education	Core Prop. 2, 4	Standard 3	Principle 1, 9
II.1.2 Evaluating educational philosophies and issues	Core Prop. 4, 5	Standard 1, 3	Principle 1, 9
II.1.3 Predicting future educational movements	Core Prop. 4, 5	Standard 8, 9	Principle 1, 9

### *Structure And Governance:*

SCTCC	NBPTS	ATE	INTASC
II.2.1 Comparing various types of schooling	Core Prop. 1	Standard 1	Principle 1, 2
II.2.2 Examining the governance of local, state, and national educational systems	Core Prop. 5	Standard 1, 7	Principle 1, 9

### *Certification And Employment:*

SCTCC	NBPTS	ATE	INTASC
II.3.1 Exploring careers in education	Core Prop. 1, 2, 4, 5	Standard 8, 9	Principle 1
II.3.2 Describing the process and structure of teacher certification	Core Prop. 1, 4, 5	Standard 8	Principle 1
II.3.3 Identifying factors contributing to teacher shortages by subject and geographic areas	Core Prop. 5	Standard 8, 9	Principle 1
II.3.4 Demonstrating effective job application and interview skills	Core Prop. 1, 2, 4, 5	Standard 1, 8	Principle 1

### *Ethics And Professionalism:*

SCTCC	NBPTS	ATE	INTASC
II.4.1 Analyzing the code of conduct for educators	Core Prop. 1, 5	Standard 1, 8	Principle 9
II.4.2 Evaluating rights conferred upon teachers	Core Prop. 1, 4, 5	Standard 1, 8	Principle 9
II.4.3 Exhibiting leadership as advocates and agents of change	Core Prop. 1, 4, 5	Standard 1, 2, 3, 4, 5, 7, 8, 9	Principle 9, 10
II.4.4 Assessing the importance of service to community and civic responsibility	Core Prop. 1, 5	Standard 2, 3, 6, 7, 8, 9	Principle 1, 5, 9, 10
II.4.5 Identifying the services of professional organizations	Core Prop. 5	Standard 1, 3, 4, 5, 6, 8	Principle 9, 10

### III. Experiencing the Classroom

#### *Observation And Preparation:*

SCTCC	NBPTS	ATE	INTASC
III.1.1 Analyzing personal strengths and weaknesses as potential teachers	Core Prop. 4	Standard 1, 9	Principle 3, 9
III.1.2 Evaluating appropriate instructional objectives based upon the developmental stages of learners	Core Prop. 2, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7, 8
III.1.3 Distinguishing between desirable and undesirable teaching strategies and traits	Core Prop. 1, 2, 3, 4	Standard 1	Principle 1, 2, 4, 5, 7
III.1.4 Analyzing the impact of a teacher's personality, disposition, and cultural competence on student learning and interactions	Core Prop. 1, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7
III.1.5 Defending and applying effective teaching methodologies	Core Prop. 1, 2, 3, 4	Standard 1, 3, 9	Principle 1, 2, 3, 4, 6, 7
III.1.6 Evaluating components of effective classroom climate, management, and discipline	Core Prop. 1, 3	Standard 1	Principle 1, 2, 5, 6, 7
III.1.7 Incorporating various technologies in planning for instruction	Core Prop. 1, 2, 3, 4	Standard 1, 9	Principle 1, 2, 3, 4, 6, 7
III.1.8 Evaluating various assessment techniques	Core Prop. 3	Standard 1, 9	Principle 1, 2, 4, 7, 8
III.1.9 Designing and delivering an effective lesson (for instructor and peer feedback) that differentiates instruction to accommodate all learners	Core Prop. 2, 3	Standard 1	Principle 1, 2, 3, 4, 6, 7

#### *Application And Instruction: The Internship With a Cooperating Teacher*

SCTCC	NBPTS	ATE	INTASC
III.2.1 Implementing developmentally appropriate learning activities for all learners	Core Prop. 1, 2, 3, 4	Standard 1, 6, 9	Principle 1, 2, 3, 4, 5, 7
III.2.2 Accommodating physical, social, and personal challenges that impede learning	Core Prop. 1, 2, 3, 5	Standard 1, 2, 6	Principle 1, 2, 3, 4, 7
III.2.3 Applying knowledge of learning styles, multiple intelligences, Bloom's taxonomy, brain-based	Core Prop. 1, 2, 3, 4	Standard 1, 6	Principle 1, 2, 3, 4, 7, 8

	strategies, and classroom management to instruction and assessment			
<b>III.2.4</b>	Designing and delivering an effective lesson in a classroom setting that differentiates instruction to accommodate all learners	Core Prop. 1, 2, 3	Standard 1, 2, 6	Principle 1, 2, 3, 4, 5, 6, 7

#### IV. Experiencing Education

##### *Awareness And Reflection:*

	<b>SCTCC</b>	<b>NBPTS</b>	<b>ATE</b>	<b>INTASC</b>
<b>IV.1.1</b>	Evaluating the positive and negative aspects of the teaching profession	Core Prop. 4	Standard 1, 8	Principle 1, 9
<b>IV.1.2</b>	Describing, analyzing, and thinking systematically about the practice of teaching	Core Prop. 4, 5	Standard 1, 4, 9	Principle 1, 3, 4, 6, 7, 9
<b>IV.1.3</b>	Developing a personal philosophy of education	Core Prop. 4	Standard 3	Principle 9
<b>IV.1.4</b>	Submitting requested data for program development and evaluation	Core Prop. ***	Standard ***	Principle ***

##### **Legend**

SCTCC: South Carolina Teacher Cadet Curriculum  
 NBPTS: National Board for Professional Teaching Standards  
 ATE: Association of Teacher Educators  
 INTASC: Interstate New Teacher Assessment and Support Consortium  
 \*\*\*: Not Applicable

#### **Block Scheduling**

The movement away from traditional 50-minute classes to 90-minute class block scheduling has complicated the relationship between college partners and Teacher Cadet sites somewhat. CERRA has found that a majority of Teacher Cadet sites are using the semester block schedule and that the Teacher Cadet course is most often offered during first semester at these sites. However, there are some semester block Teacher Cadet classes second semester. College Partner Coordinators need to take these scheduling patterns into consideration when scheduling campus visits and providing other support for the sites in the Partners' network.

## **CERRA and the College Partnership**

CERRA supports the college partnership component of the Teacher Cadet program in many ways.

### **Teachers in Residence**

College Partner Coordinators are supported by the regional Teachers in Residence (TIRs) who make site visits to Teacher Cadet classes and college partner campuses. The Teacher in Residence (TIR) should be included in planning sessions between college partners and their network schools. They are also available to help with planning and coordinating special events hosted by the college partner during the year for their Cadet sites. TIRs can be reached through their mobile numbers and email addresses that are found online at [www.teachercadets.com](http://www.teachercadets.com).

### **Curriculum Training**

Each new College Partner Coordinator will find the Teacher Cadet curriculum training extremely helpful. Training is held annually each summer.

### **College Partner Meeting**

Each summer, prior to the beginning of school, the College Partner Coordinators meet in Columbia to discuss plans for the year and share ideas with other coordinators in the network.

### **Grants**

The College Partner Coordinator may be able to receive a grant of *up to* \$500 for each site that it supports. This money is to be used to enhance the efforts and support offered through the college partnership, including the procurement of speakers for the Teacher Cadet classes, books, videos, professional magazines or periodicals, and to help defray the cost of tuition or admission charges when the college grants college credit to the Cadet in its network. In order to be eligible to receive site grants from CERRA, any Facilities & Administrative (F & A) costs normally charged by an institution must be waived. A financial report is required at the end of each school year.

### **Workshop**

A two-day Fall Recruitment Workshop, which focuses on the latest issues and trends in education as well as research on the Teacher Cadet Program (and other CERRA programs), is held annually in October. At the workshop, College Partner Coordinators have the opportunity to share ideas and concerns with other coordinators from across the state and have time to plan and work with Teacher Cadet instructors in their networks. One of the primary purposes of the combined workshop is for Teacher Cadet instructors and College Partner Coordinators to build a greater sense of collegiality.

### **Resources**

All materials and resources housed at CERRA are available for use by college partners. These include curriculum-related videos available for loan (as listed in the Teacher Cadet

curriculum) as well as handouts relating to teacher supply and demand, teacher licensure, financial aid, and other teacher recruitment materials, such as TC one-pagers and brochures. Materials may be requested simply by phoning, faxing, e-mailing, or writing the Center.

## **How to Start a College Partnership**

Once the college has decided that it would like to serve as a college partner, it should contact CERRA to find out about interested high school partnering sites. For high schools, which indicate to CERRA they wish to establish a college partnership, CERRA will provide information about whom to contact at the college and facilitate initial contact between the college partner and the Teacher Cadet instructor.

### **Issues to Consider for the Partnership**

The college partner and Teacher Cadet instructor should work through the following issues utilizing the planning sheet provided in this handbook:

- the number of visits the College Partner Coordinator or other college staff will make
- the type, number, and scheduling of guest speakers
- the materials/resources the college will provide and how these can be obtained
- the special programs that the college partner will provide (e.g., College Day, regional conferences, student/parent receptions, etc.)
- the scheduling of additional planning sessions (at a minimum, college partners and Teacher Cadet instructors should meet once prior to the beginning of school)
- the granting of college credit
- registration, tuition, and textbook concerns
- discussion of how the grant money can be used to enhance the partnership
- maintaining contact through telephone calls or email

Section  
**2**

## Section Two:

### The Partnership at Work: A Worksheet

#### Planning for the Partnership

1. The course will be offered for credit.
  - a. How many hours of credit will be offered? \_\_\_\_\_
  - b. How will students be registered? \_\_\_\_\_
  - c. Will tuition be charged? \_\_\_ No \_\_\_ Yes How much? \_\_\_\_\_
  - d. Who will pay? \_\_\_\_\_
  - e. For what course(s) will Teacher Cadet count? \_\_\_\_\_
  - f. Will the Teacher Cadet credit be accepted from other schools outside your partnership?  
\_\_\_ Yes \_\_\_ No
  
2. Will **students** be required
  - a. To follow a prescribed college syllabus? \_\_\_ Yes \_\_\_ No
  - b. To purchase a college textbook? \_\_\_ Yes \_\_\_ No
  - c. To take a college exam? \_\_\_ Yes \_\_\_ No
  - d. To complete other college requirements? \_\_\_ Yes \_\_\_ No  
If yes, please specify \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
3. If CERRA and college **curricula** are to be used together, how will they be coordinated and/or integrated to provide course continuity?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
  
4. How will the partnership ensure that all **fundamental curriculum components** required by CERRA are included in the course?  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

5. By what method will the school and college partner develop **instructional plans** that describe each person's responsibilities during the Cadet course?
- A. prior to school: \_\_\_\_\_
- B. throughout the year: \_\_\_\_\_

What **resources** will the college provide to the Cadet class?

*(A minimum of three visits/speakers per semester as well as planning time with teachers and coordination of special events for Cadets is strongly recommended if the college is working with one to three TC sites.)*

\_\_\_\_ **college faculty**

- a. How many days each month will the college partner provide instruction? \_\_\_\_\_
- b. Will other college faculty provide instruction? \_\_\_\_ Yes \_\_\_\_ No
- c. How will they be identified? \_\_\_\_\_

\_\_\_\_ **guest speakers**

- a. How many speakers will be provided per semester? \_\_\_\_\_
- b. How will speakers be identified? \_\_\_\_\_
- c. Who will contact and schedule speakers? \_\_\_\_\_
- d. Will speakers receive compensation? \_\_\_\_\_

\_\_\_\_ **on-campus activities / College Day**

- a. tour of campus?                      \_\_\_\_ Yes                      \_\_\_\_ No
- b. visit to on-campus lab school?    \_\_\_\_ Yes                      \_\_\_\_ No
- c. visit to other education labs?    \_\_\_\_ Yes                      \_\_\_\_ No
- d. visit education classes?            \_\_\_\_ Yes                      \_\_\_\_ No
- e. library orientation?                    \_\_\_\_ Yes                      \_\_\_\_ No
- f. other? \_\_\_\_\_

\_\_\_\_ **library privileges/ID cards**

- a. How will students obtain library/ID cards? \_\_\_\_\_
- b. How will students learn to use the library? \_\_\_\_\_

\_\_\_\_ **access to film/videotape libraries**

- a. Who will arrange for teachers' access? \_\_\_\_\_
- b. How will the teacher learn what is available? \_\_\_\_\_

## **Compensation for the College Partner Coordinator**

Although serving as a College Partner Coordinator is tremendously satisfying, it is still important for colleges to recognize and reward this work. First and foremost, Coordinators need the time to devote to the Teacher Cadet program. Most colleges consider the Teacher Cadet course as part of the professor's full-time teaching load. The number of credit hours allotted to the coordinator is generally dependent on the type of services offered and the number of schools involved.

Teacher Cadet sites vary in schedules within a partnership. Some sites have block scheduling while others remain on traditional, year-round schedules. Further, sites on block schedules may meet one of two semesters. Therefore, it is essential that College Partner Coordinators plan to work with all sites, both semesters during the academic year.

## **Creative Alternatives**

In a time of budget shortfalls, colleges may need to be creative in developing avenues for compensating their coordinators. If the college does not feel that it can allow the suggested amount of credit listed above, it may consider other rewards, such as those listed below:

- Favorable recognition in the promotion and tenure process for serving as a College Partner Coordinator;
- Monetary stipend from the Teacher Cadet grant or other funds;
- Travel money or money for materials, such as computer software, books, etc.;
- Assignment of a student assistant to help with the Teacher Cadet work;
- Reassigned time to work with the Teacher Cadet sites.

## **Team Teaching Approach**

Some colleges have found it best to use a team approach for working with the Teacher Cadet Program. Other colleges employ graduate assistants for this role.

# Section 3

## Section Three:

### Beginning-of-the-Year (BOY) and End-of-the-Year (EOY) Paperwork

#### Partnership Forms

Paperwork is required of all college partners twice a year, at the beginning of the academic school year and at the end. **All of the data that you provide to us is essential** as we work to improve our services, make budgetary plans from one year to the next, and use your suggestions to make curriculum and procedural decisions.

We are often asked to share data and compile reports based on the number of Teacher Cadets that enter the world of work as a certified teacher and the collaborative efforts with college partners. With your **accurate and timely data**, CERRA increases its chances to be able to reestablish funding for the Teacher Cadet program.

The CERRA staff is always willing to assist you in any way we can. If you have any questions or concerns, we're only a phone call away at 800-476-2387. Please feel free to call/email Charlene Brown (ext. [6461](tel:6461)/ [browncd@winthrop.edu](mailto:browncd@winthrop.edu)).

**BOY Required Paperwork: (Online Submission at <http://www.teachercadets.com>)**

- \*CERRA College Partner Participation Agreement Form
- \*College Partner Database Form
- \*College Partner/Teacher Cadet Instructor Agreement Form(s)

**EOY Required Paperwork: (Online Submission at <http://www.teachercadets.com>)**

- \*End-of-Year Activity Report
- \*End-of-Year Financial Report
- \*College Partnership Intent Form

## CERRA College Partner Participation Agreement Form 2011-2012

*Please initial by each item.*

- \_\_\_\_\_ A. The Partnership will be provided \_\_\_**Fall Semester** \_\_\_**Spring Semester** \_\_\_ **Both Semesters**. Site grant funds will be provided only for the semester(s) services are provided and only if funds are available.
- \_\_\_\_\_ B. **Each College Partner will provide an experienced college faculty member or designated person with outstanding people skills to work with the Teacher Cadet class(es)**. The faculty member should express a desire to work with high school students and be allowed enough reassigned time to provide adequate support for the Teacher Cadet sites. Please designate the semester(s) the College Partner(s) will have reassigned time to provide the partnership: \_\_\_**Fall Semester** \_\_\_**Spring Semester** \_\_\_ **Both Semesters**.
- \_\_\_\_\_ C. **The College Partner agrees to conduct (at a minimum) a planning session for Teacher Cadet Teachers in their partnership near the beginning of the course and sometime again near the end of the course.** If there are 4x4 2<sup>nd</sup> semester courses in the partnership, it is recommended that a beginning planning session for these sites be held at the beginning of the 2<sup>nd</sup> semester.
- \_\_\_\_\_ D. **College Partners agree to visit Cadet sites in their partnership and facilitate speakers to the sites.** The College Partner, in consultation with the TC Teacher, will determine the number of site visits and speakers used.
- \_\_\_\_\_ E. **College Partners agree to attend College Partner meetings hosted annually by CERRA, including the annual fall professional development conference.**
- \_\_\_\_\_ F. **The College Partner agrees that new faculty contacts will take part in a three-day training program at the Center's expense.** The faculty members will be trained in strategies for implementing a Teacher Cadet Program, managing a College Partnership, and the use of the Teacher Cadet curriculum.
- \_\_\_\_\_ G. **The College Partner agrees to waive any F & A costs normally charged for grant funds received, and submit a financial report at the end of the year specifying how grant funds were used to support Teacher Cadet sites in the partnership.**
- \_\_\_\_\_ H. The College Partner agrees to complete a **written CERRA evaluation** of the partnership as requested.
- \_\_\_\_\_ I. Following consultation with CERRA, the **College Partner and/or the Teacher Cadet instructor reserve the right to dissolve the partnership**, and if this shall be done, it must be done in writing.

\_\_\_\_\_  
**College or University Site**

\_\_\_\_\_  
**Signature of College Contact/Coordinator**

\_\_\_\_\_  
**Date**

# College Partner/Teacher Cadet Instructor Agreement Form

2011-2012

Initial by each applicable item.

**THE COLLEGE PARTNER AGREES TO:**

- \_\_\_\_\_ **Make initial contact with the Teacher Cadet instructors** in the partnership (e.g. by phone, letter, or e-mail)
- \_\_\_\_\_ Host a **planning meeting** for TC instructors at the beginning and end of the year and at the beginning of the 2<sup>nd</sup> semester for 4x4 2<sup>nd</sup> semester sites
- \_\_\_\_\_ Host a **Teacher Cadet College Day** for all sites in the partnership
- \_\_\_\_\_ Arrange for a **campus tour**
- \_\_\_\_\_ Provide **College ID's** for Teacher Cadets (where applicable)
- \_\_\_\_\_ Provide **fee waivers** for admissions application (where applicable)
- \_\_\_\_\_ Provide access to the **college media center, writing labs, etc.** (where applicable)
- \_\_\_\_\_ Make \_\_\_\_\_ **visits** to the Teacher Cadet site during the school year
- \_\_\_\_\_ Arrange for \_\_\_\_\_ **speakers to present lessons in the Teacher Cadet classroom** during the school year
- \_\_\_\_\_ Other \_\_\_\_\_

**THE TEACHER CADET INSTRUCTOR AGREES TO:**

- \_\_\_\_\_ **Attend all functions hosted by the College Partner including planning meetings, Teacher Cadet College Days, meetings conducted by the College Partner at Teacher Cadet Conference, etc.**
- \_\_\_\_\_ **Respond promptly** to requests for information made by the College Partner
- \_\_\_\_\_ **Request \_\_\_\_\_ speakers** from the College Partner (where applicable)
- \_\_\_\_\_ **Submit grades for college credit** in a timely fashion (where applicable)
- \_\_\_\_\_ **Ensure that Teacher Cadets will attend and participate in all Teacher Cadet functions hosted by the College Partner for the benefit of the Cadet**
- \_\_\_\_\_ Other \_\_\_\_\_

I AGREE TO THE ABOVE CONDITIONS.

\_\_\_\_\_  
College or University Site

\_\_\_\_\_  
Signature of College Contact/Coordinator

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Cadet Site

Check one:    \_\_\_\_\_ **1<sup>st</sup> semester class**                      \_\_\_\_\_ **2<sup>nd</sup> semester class**  
                  \_\_\_\_\_ **1<sup>st</sup> and 2<sup>nd</sup> semester classes**                      \_\_\_\_\_ **Year-long class**

\_\_\_\_\_  
Signature of Teacher Cadet Instructor

\_\_\_\_\_  
Date

## Planning a Budget

### **Grant Money**

Careful budget planning is important. The grant money from CERRA is given to the colleges to enhance the effectiveness of the college partnerships. At the end of the year, colleges are required to document in which way(s) they utilized the grant money by submitting to CERRA a Financial Report Form.

A number of colleges opt to provide scholarships for Teacher Cadets in their network – using a portion of their funds.

The Center recommends that colleges begin the budgeting process by determining how much money will be necessary to fund the program, including travel for the College Partner Coordinator, money for speakers from the college, and other expenses. After this initial phase has been completed, it is helpful to include the high schools in a discussion of the way that the remaining funds can best be used to enhance the partnership, such as the purchasing of video resources or a textbook for the class library.

Sample budgets are included in this section to assist in the budget planning process.

## Sample Budgets

- **Sample Budget One**  
**Six sites at \$250 per site: \$1,500.00**

College Partner's travel to sites	=	250.00
Teacher Cadet Scholarships	=	300.00
College Day	=	450.00
Student/Parent Reception	=	100.00
Other Socials	=	100.00
Books and Materials	=	200.00
Miscellaneous	=	100.00
<b>Total</b>	<b>=</b>	<b>\$1,500.00</b>

- **Sample Budget Two**  
**Three sites at \$250.00 per site: \$750.00**

College Partner Travel	=	100.00
Mini-College Day	=	300.00
Fall Conference	=	50.00
Speakers for Sites (3 @ \$50.00)	=	150.00
Planning Retreat for Teacher Cadet Instructors	=	150.00
<b>Total</b>	<b>=</b>	<b>\$750.00</b>

## End-of-the Year Financial Report

**College or University:** \_\_\_\_\_

Carry-over funds from previous year \$ \_\_\_\_\_

Site grant funds for this year \$ \_\_\_\_\_

**2011-2012 Beginning Balance** \$ \_\_\_\_\_

Description of Expenditure*	Amount Spent	Balance
1. Beginning Balance in 11/12	-----	
2.		
3.		
4.		
5.		
6.		
7.		
8.		
9.		
10.		
<b>Fund Balance</b>		<b>Amount</b>
	<b>As of MAY 2012</b>	

\_\_\_\_\_  
**Coordinator**

\_\_\_\_\_  
**Date**

*\*Note: Allowable expenses are broadly defined to include any activities in support of the Teacher Cadet Program (e.g., materials, supplies, social activities, high school support, travel, etc.)*



## 2012-2013 Teacher Cadet College Partnership Intent Form

**College or University:** \_\_\_\_\_

We plan to serve as a CERRA College Partner during the 2012-2013 academic year with the following Teacher Cadet sites:

- |    |     |
|----|-----|
| 1. | 9.  |
| 2. | 10. |
| 3. | 11. |
| 4. | 12. |
| 5. | 13. |
| 6. | 14. |
| 7. | 15. |
| 8. | 16. |

FACULTY/STAFF WHO WILL COORDINATE THE PARTNERSHIP:

**Name:**

**Title:**

**Mailing Address:**

**City:** \_\_\_\_\_ **SC** **Zip:** \_\_\_\_\_

**Phone:** \_\_\_\_\_ **Fax:** \_\_\_\_\_

**Email:**

COLLEGE CREDIT FOR TEACHER CADETS IN 2012-2013

Credit issued:       Yes (free)       Yes (for a fee\*)       Yes (only with admission)

Number of Credit Hours earned for Teacher Cadet:

\*Fee: \$ \_\_\_\_\_ (total that each Teacher Cadet is to pay for credit)

Is the course credit transferable?       Yes       No

We will **not** be able to serve as a CERRA College Partner during the 2012-2013 academic year.

**Dean's Signature:** \_\_\_\_\_

**Date:** \_\_\_\_\_