College Partners' Handbook

The College Partnership:
A Key Component in South Carolina's
Teacher Recruitment Continuum

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CERRA's Mission Statement

CERRA's mission is to provide collaborative leadership in the recruitment, retention, and advancement of outstanding educators for all children in South Carolina.

Section

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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, 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. The high schools benefit by introducing its students to post-secondary opportunities. Colleges benefit by having the opportunity to showcase its campus 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.

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.

Conditions for Participation in SC's Teacher Cadet Program

Teacher Cadets

Conditions for acceptance:

- Have a GPA/GPR of at least 3.0 on a 4-point scale (B average) and/or receive a recommendation from the Review Panel. (The panel shall consist of a minimum of three members to include a school administrator or guidance counselor, the College Partner Coordinator (where applicable), an instructor of the student's choice, and, possibly, a student. The Teacher Cadet instructor serves as chair of the panel.)

- Be enrolled in a college preparatory curriculum.

- Be recommended in writing by three or more instructors.

- Submit an essay on why he/she wants to be in the class. (The Cadet instructor will keep this essay on file.)

- Be a senior or junior.

- Participate in an interview, if required.

- Agree to provide data for program evaluation via a brief pre- and post-survey, including a valid social security number for data collection and reporting purposes only.

Conditions while enrolled:

- Agree to adhere to the Teacher Cadet Discipline Policy as outlined in the course requirements.

- Participate and/or observe teaching activities in a variety of settings (preschool, kindergarten, elementary school, middle school, high school, vocational education/career centers, and special education classes, with a special emphasis on critical shortage areas).

- Complete and submit data for program evaluation via a brief pre- and post-survey, including a valid social security number for data collection and reporting purposes only.

High Schools

- Each high school will provide an experienced instructor with exemplary teaching skills to teach the course on a daily basis or the equivalent time; the instructor will not be asked to give up a planning period in order to teach the Teacher Cadet course. (Recommended enrollment is 10-20 students with 15 being ideal.)

- School administrators agree that new instructors will take part in a three-day training session during the summer on the campus of Winthrop University. At this time, the instructor will be trained in strategies for implementing a Teacher Cadet Program and in the use of the curriculum and supplementary resources.

- The school agrees to allow the instructor to take part in training sessions and meetings sponsored and funded by CERRA and to release the Teacher Cadet instructor for a maximum of four days during the school year to attend the annual Pre-Collegiate Fall Renewal Conference and Teacher Cadet College Day at the partnering college/university.

- The school will actively seek to recruit students of color and males in keeping with the need to help expand the future pool of minority teachers.

- At the Center's request, the school/instructor will provide evidence that all students enrolled in the course met the eligibility requirements for participation.

- The school agrees to provide data to CERRA about student enrollment and Teacher Cadet activities at each site.

- The school acknowledges that its site grant will be based on the number of students enrolled and is awarded based upon available funding. When available, the minimum grant a class will receive is $100, and the maximum grant is $250. Grant checks will be issued by semester, and the school agrees to account for the grant funds upon request.

- The school agrees to give the Teacher Cadet instructor direct access to and decision-making power over the budget earmarked for the Teacher Cadet class in the Center's grant. The grant money is not to be used to pay the cost of substitute teachers for the Teacher Cadet instructor to attend the required training sessions, conference, or the Teacher Cadet College Day.

- The school principal and the Teacher Cadet instructor agree to complete a written CERRA evaluation of the Teacher Cadet Program at the end of the year and require students to complete a brief pre- and post-survey.

Instructors

- New instructors agree to take part in a three-day training session during the summer on the campus of Winthrop University. At this time, the instructor will be trained in strategies for implementing a Teacher Cadet Program and in the use of the curriculum and supplementary resources.

- The instructor agrees to take part in training sessions and meetings sponsored and funded by CERRA and to attend the annual Pre-Collegiate Fall Renewal Conference and Teacher Cadet College Day at the partnering college/university.

- The instructor will actively seek to recruit students of color and males in keeping with the need to help expand the future pool of minority teachers.

- At the Center's request, the school/instructor will provide evidence that all students enrolled in the course met the eligibility requirements for participation.

- The instructor agrees to teach all the core curriculum components of *Experiencing Education*, Tenth Edition.

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 complete *every* activity in the curriculum, they are expected to include all components in their Teacher Cadet course(s).

Curriculum Sections

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

Experiencing the Learner	Helps students become better acquainted with themselves as individuals, learners, and community members; appreciate the diversity of others; and examine the various stages of learners
Experiencing the Profession	Helps students develop a greater understanding of the history of education in our state and nation; gain insights into the structure and functions of our schools and school systems; learn the steps to teacher and educator certification; and recognize the significance of teacher leadership and advocacy for the profession
Experiencing the Classroom	Helps students become acquainted with the personal and professional roles of educators
Experiencing Education	Helps students to reflect on the teaching profession and think systematically about it; identify their personal philosophy of education; and provide feedback for program development and evaluation

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 and 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.

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.

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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.

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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:

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

Styles and Needs:

	SCTCC	NBPTS	ATE	INTASC
I.2.1 Evaluating different learning styles	Core Prop. 1, 2, 3, 4	Standard 1, 2, 3	Principle 1, 2, 3, 7
I.2.2 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
I.2.3 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:

	SCTCC	NBPTS	ATE	INTASC
I.3.1 Differentiating among the physical stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.2 Examining the cognitive stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.3 Examining the moral stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7

SCTCC		NBPTS	Standard	Principle
I.3.4	Examining the psychosocial stages of learners	Core Prop. 1, 3	Standard 1	Principle 1, 2, 7
I.3.5	Examining the development-al 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

SCTCC		NBPTS	Standard	Principle
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,	Core Prop. 1, 3, 4	Standard 1, 2	Principle 1, 2, 3, 4, 7

SCTCC	NBPTS	ATE	INTASC
disposition, and cultural competence on student learning and interactions			
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 development-tally 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 strategies, and classroom management to instruction and assessment	Core Prop. 1, 2, 3, 4	Standard 1, 6	Principle 1, 2, 3, 4, 7, 8

	SCTCC			
III.2.4	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:

SCTCC		NBPTS	ATE	INTASC
IV.1.1	Evaluating the positive and negative aspects of the teaching profession	Core Prop. 4	Standard 1, 8	Principle 1, 9
IV.1.2	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
IV.1.3	Developing a personal philosophy of education	Core Prop. 4	Standard 3	Principle 9
IV.1.4	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.

Program Facilitators

College Partner Coordinators are supported by regional Program Facilitators (PFs) who make site visits to Teacher Cadet classes and college partner campuses. The regional Program Facilitator 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. PFs can be reached through their mobile numbers and email addresses as noted below.

Region	CERRA Staff	Contact Information
Region 1: Upstate	**Rona Neely** Program Facilitator	Email: rona@cerra.org Phone: 864-682-0046
Region 2: Savannah River	**Karen Pack** Program Facilitator	Email: karen@cerra.org Phone: 864-909-4719
Region 3: Midlands	**Arthur Pinckney** Program Facilitator	Email: pinckneya@cerra.org Phone: 803-429-8312
Region 4: Pee Dee	**Jean Burden** Program Facilitator	Email: jean@cerra.org Phone: 843-457-3292
Region 5: Lowcountry	**Kelly Browder** Program Facilitator	Email: kelly@cerra.org Phone: 843-442-1735

Curriculum Training

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

College Partner Meetings

Each summer, prior to the beginning of the academic school year, the College Partner Coordinators meet in Columbia to discuss plans for the year and share ideas with other coordinators in the network. College Partner Coordinators also meet during the Fall Renewal Conference in Myrtle Beach, SC.

Grants

The College Partner Coordinator may be able to receive a grant of **up to $250** 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 Cadets in their 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.

Conference

A three-day Pre-Collegiate Fall Renewal Conference, which focuses on the latest issues and trends in education as well as professional development related to the Teacher Cadet Program (and other CERRA programs), is held annually in October. At the conference, 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 network. One of the primary purposes of the combined conference 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 and on the online Video Library Request Form) as well as handouts relating to teacher supply and demand, financial aid, and other teacher recruitment materials, such as TC one-pagers. 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. Once high schools indicate to CERRA that they are ready to establish a college partnership, CERRA will provide information about possible partnership institutions, 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 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/video 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; and/or

- 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. Teacher Cadet instructors love the idea of team-teaching with their respective College Partner Coordinator.

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 are 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 Carrie Hamiter (ext. 2378/ carrie@cerra.org).

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

*CERRA College Partner Participation Agreement Form
http://www.teachercadets.com/forms/cppariticpation.aspx

*College Partner Database Form
http://www.teachercadets.com/forms/cpdatabase.aspx

*College Partner/Teacher Cadet Instructor Agreement Form(s)
http://www.teachercadets.com/forms/cptcagreement.aspx

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

*End-of-Year Activity Report
http://www.teachercadets.com/collegepartner/eoyactiv.aspx

*End-of-Year Financial Report
http://www.teachercadets.com/collegepartner/financial.aspx

*College Partnership Intent Form
http://www.teachercadets.com/collegepartner/siteintent.aspx

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 children's literature or a textbook for the class library. Additionally, should College Partners have funds remaining in their accounts from site grants received from CERRA, they are allowed to "carry over" those funds into the next fiscal year for program support. To do so, please request a "Carry Over Funds" Memorandum from CERRA for this purpose. Sample budgets are included in this section to assist in the budget planning process.

- **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
Total	**=**	**$1,500.00**

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

College Partner Travel	=	100.00
College Day	=	300.00
Fall Conference	=	50.00
Speakers for Sites (3 @ $50.00)	=	150.00
Planning Retreat for Teacher Cadet Instructors	=	150.00
Total	**=**	**$750.00**