

# CONDITIONS FOR PARTICIPATION IN THE TEACHER CADET PROGRAM

## Teacher Cadets

Conditions for acceptance:

- Have a GPA/GPR of at least 3.0 on a 4-point scale (B average).
- 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.

## 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 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. [L]  
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- 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 their 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.