

Course Name	Teacher Cadet II		Course Details	65 Class Periods- 45 Minutes Each	
			Course = 0.50 Carnegie Unit Credit	70 Class Periods = 3170 Min Each Sem	
Course Description	Teacher Cadet II is designed to provide additional field experience for those students who have successfully completed the Teacher Cadet I course. For students who know they want to enter the education profession, this field experience will enhance their experience and understanding of classroom instruction and challenges facing education today.				
Note:	This is a suggested scope and sequence for the course content. The content will work with any textbook or instructional resource. If locally adapted, make sure all essential knowledge and skills are covered.				
SCED Identification #		Schedule calculation based on 60 calendar days of a 90-day semester. Scope and sequence allows for additional time for guest speakers, student presentations, field trips, remediation, or other content topics.			
All courses taught in an approved CTE program must include Essential Skills embedded into the course content. The Essential Skills Framework for this course can be found at https://www.cde.state.co.us/standardsandinstruction/essentialskills					
Instructional Unit Topic	Suggested Length of Instruction	CTE or Academic Standard Alignment	Competency / Performance Indicator	Outcome / Measurement	CTSO Integration
Field Experience - semester one	55 hours minimum	III.1.1: Students will identify their own strengths and areas for improvement as potential teachers.	While completing their field experience, the student will: :Reflect on: - Goals for TC II - How did you “grow” during this experience - rewarding experiences. - challenging or frustrating experiences - Overall, what you learned this semester :Reflect on strengths and areas needing improvement based on TC Performance evaluation	First Semester Reflection essay 	

		III.1.3: Students will describe characteristics of an outstanding teacher.	:Interview field exp. teacher :Analyze and describe characteristics of field exp.teacher	Focus Essay #13 - Profile of the Field Experience Teacher	
		III.1.8: Students will identify components of effective classroom climate, management, and discipline.	:observe and evaluate the classroom and discuss their role in classroom and reflect on first impression : research the school website and handbook and get acquainted with building and key people in school :observe and evaluate the classroom setup and management of instruction and students	Focus Essay #1 - 1st Impression Essay Focus Essay #2 - The School Focus Essay #3 - Classroom Management	
		III.2.6: Students will participate in teaching and teaching duties in the real classroom.	:Participate in a wide variety of experiences :plan and present lessons to large or small groups of students, addressing different learning styles, focused on literacy and math and using technology :students will complete a self - evaluation for lesson	Colorado TC II Internship Semester Checklist of Field Experiences (1 per semester) Lesson plan (minimum of 5 per semester) Lesson - self evaluation Clinical Teacher Evaluation / Rubric	
		III.2.7: Students will document their field experience activities with a collection of artifacts.	:observe select students and evaluate their characteristics and stages of development based on Maslow's Hierarchy of Needs :observe, discuss an compare and contrast various students in the class based on their cognitive development based on Piaget's Stages of Cognitive	Focus Essay #4 - Social Development Focus Essay # 5 Cognitive Development	

			Development and reflect on their observation :observe and reflect on learning styles in the classroom, compare students with different learning styles and identify in a lesson the learning styles that it is geared toward :identify student with special needs in classroom, observe teaching methods and accommodations used with student and reflect on observation :observe and reflect on different focus areas related to teaching, classroom or school	Focus Essay #7 - Learning Styles Focus Essay #8 - Special Education/gifted and Talented Focus Essay - optional topics (complete at least one) • #10 Teaching Styles • # 11 Library & Teacher Librarian • #13 Profile of Teacher • #14 Behavior Management • #16 - Specials / Electives • #17 Children's/ Adolescent Literature in the Classroom • #18 TEchnology in the Classroom • #19 Books in the classroom • #20 Individual Research Project Weekly Reflection Journals First Semester Reflection essay	
		III. 3.2: Students will describe, analyze, and reflect on their field experiences.	:reflect weekly on activities, best and worst experiences for week and what they learned throughout week :reflect on: • Goals for TC II • How did you "grow" during this experience		

			• rewarding experiences. • challenging or frustrating experiences • Overall, what you learned this semester :Participate in a wide variety of experiences	Colorado TC II Internship Semester Checklist of Field Experiences (1 per semester)	
Field Experience - semester two	55 hours minimum	III.1.1: Students will identify their own strengths and areas for improvement as potential teachers. III.1.8: Students will identify components of effective classroom climate, management, and discipline. III.2.6: Students will participate in teaching and teaching duties in the real classroom.	While completing their field experience, the student will: :Reflect on strengths and areas needing improvement based on TC Performance evaluation :observe and evaluate the classroom and discuss their role in classroom and reflect on first impression : research the school website and handbook and get acquainted with building and key people in school :Participate in a wide variety of experiences :plan and present lessons to large or small groups of students, addressing different learning styles, focused on literacy and math and using technology :students will complete a self - evaluation for lesson	TC Performance Evaluations (4 per semester) Focus Essay #1 - 1st Impression Essay Focus Essay #2 - The School Colorado TC II Internship Semester Checklist of Field Experiences (1 per semester) Lesson plan (minimum of 5 per semester) Lesson - self evaluation Clinical Teacher Evaluation / Rubric Focus Essay #9 ESL	Early Childhood Education Teach and Train Technology in teaching Toys that Teach Focus on Children Digital stories for change

		III.2.7: Students will document their field experience activities with a collection of artifacts.	:identify an ESL in classroom, observe teaching methods and accommodations used with student and reflect on observation :observe and record the similarities and differences between 1st and 2nd semester field experiences - reflect on the similarities and differences :identify the assessments used by your site teacher, describe the grading system the teacher uses, observe and journal about assessments you see, describe an assessment you have used or graded with your students :observe and reflect on different focus areas related to teaching, classroom or school	Focus Essay #12 Comparison of Grade Levels Focus Essay #15 - Assessment and Grading Focus Essay - optional topics (complete at least one) • #10 Teaching Styles • # 11 Library & Teacher Librarian • #13 Profile of Teacher • #14 Behavior Management • #16 - Specials / Electives • #17 Children's/ Adolescent Literature in the Classroom • #18 TEchnology in the Classroom • #19 Books in the classroom • #20 Individual Research Project Weekly Reflection Journal Philosophy of Education	
		III. 3.2: Students will describe, analyze, and reflect on their field experiences.	:reflect weekly on activities, best and worst experiences for week and what they learned throughout week		

			:reflect on field experience and knowledge gain and rewrite their philosophy of education		
Portfolio		III.2.7: Students will document their field experience activities with a collection of artifacts.	In the Portfolio, the student will: :Create a theme portfolio that helps the reader understand the development of your skills towards becoming a teacher :Write an essay that describes the theme you are using so the reader will easily recognize the meaning of the divider pages. :reflect on personal growth throughout field experience - documented in portfolio :provide evidence of seminars and interviews experienced throughout the year :provide evaluations of performance and participation in a variety of activities	Colorado Teacher Cadet II Portfolio Rubric Portfolio Theme Description and Reflection Personal Evaluation Section ● TC Performance Evaluations (4 per semester) ● Weekly Reflections Section ● First Semester Reflection essay ● Philosophy of Education Revision Seminars / Interview Section in Portfolio TC Performance Evaluations (4 per semester)	Early Childhood Education Teach and Train Technology in teaching Toys that Teach Focus on Children Digital stories for change

		III.2.6: Students will participate in teaching and teaching duties in the real classroom. III.2.7: Students will document their field experience activities with a collection of artifacts.	:provide evidence of lesson taught during field experience: • Lesson plans • Self-evaluations • Field teacher evaluation • Supporting documents/visuals/etc. :provide evidence of observations and working with various students through focus topics : provide evidence of work completed during field experience- :reflect on goals, personal growth in people and job skills, discuss rewarding and challenging experiences, teaching experience/insights of teaching and future career goals	Colorado TC II Internship Semester Checklist of Field Experiences (1 per semester) Attendance Log Lesson Plan Section • Lesson plan (minimum of 5 per semester) • Lesson - self evaluations • Field Teacher Evaluation / Rubric Focus Essay Section (8 per semester) 1st Semester required: • 1st Impressions • The School • Classroom Management • Social Development • Cognitive Development • Learning Styles • Special Education/Gifted and Talented • Elective Topic 2nd Semester required: • 1st Impression • The School • ESL • Comparison of Grade Levels • Assessment and Grading • 3 Elective Topics Evidence of Work Section • Classroom Assistance Project • School Involvement Activity reflection • Evidence of Student Work Semester Reflection Section First Semester Reflection essay	
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Academic Standards Alignment

[CO CTE Academic Standards Resources](#) (Rubrics, integration strategies, etc)

[CDE Colorado Academic Standards Online](#) (Online standards lookup tool)

Standard 1: Oral Expression and Listening

- ## Standard 2: Reading for All Purposes

- ### Standard 3: Writing and Composition

- **Prepared Graduate 9:** Demonstrate mastery of their own writing process with clear, coherent, and error-free polished products.

Standard 4: Research Inquiry and Design

- **Prepared Graduate 10:** Gather information from a variety of sources; analyze and evaluate its quality and relevance; and use it ethically to answer complex questions.

Note: Mathematics and Science standards will be added in the future. Visit the [Colorado Academic Standards](#) page for the most current version.