

COLORADO TEACHER CADET STANDARDS

October 2006

THEME ONE: Experiencing Learning

AWARENESS AND REFLECTION

- I.1.1: Students will identify own strengths and areas for improvement as learners.
- I.1.2: Students will evaluate themselves as individuals, learners, and community members.
- I.1.3: Students will be able to work cooperatively with others.
- I.1.4: Students will understand the factors contributing to self-esteem.
- I.1.5: Students will understand the role of self-esteem in learning.
- I.1.6: Students will analyze their own diversity.

STYLES AND NEEDS

- I.2.1: Students will identify and evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and describe how these needs affect the learning process.
- I.2.3: Students will identify major physical, social, and personal challenges that impede successful learning.
- I.2.4: Student's will encourage acceptance of others' diversity.

GROWTH AND DEVELOPMENT

- I.3.1: Students will sequence the physical stages of learners.
- I.3.2: Students will recognize and recall cognitive stages of learners.
- I.3.3: Students will recognize and distinguish between the moral stages of learners.
- I.3.4: Students will order the steps in the psychosocial stages of learners.
- I.3.5: Students will make intrapersonal applications of the developmental changes of learners.

Teacher Cadet is a Licensed Curriculum from South Carolina Center for Educator Recruitment, Retention and Advancement

THEME TWO: Experiencing Education

HISTORY AND TRENDS

- II.1.1: Students will trace the state and national history of education.
- II.1.2: Students will understand the educational trends that have influenced the issues in today's education.
- II.1.3: Students will predict future educational trends based on past and current events.
- II.1.4: Students will identify positive and negative perceptions of the teaching profession.

STRUCTURE AND GOVERNANCE

- II.2.1: Students will identify and describe careers in special education.
- II.2.2: Students will compare the various types of schooling available today.
- II.2.3: Students will describe the governance structure of their local, state, and national educational systems.

CERTIFICATION AND EMPLOYMENT

- II.3.1: Students will describe the steps to teacher certification.
- II.3.2: Students will identify areas of teacher shortages.
- II.3.3: Students will begin the process of "college artifact" development to meet the needs of teacher licensure standards. *(Colorado addition)*



Teacher Cadets

THEME THREE: Experiencing the Classroom

OBSERVATION AND PREPARATION

- III.1.1: Students will identify their own strengths and areas for improvement as potential teachers.
- III.1.2: Students will choose appropriate instructional objectives after analysis of developmental stages of learners.
- III.1.3: Students will describe characteristics of an outstanding teacher.
- III.1.4: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.
- III.1.5: Students will recognize effective teaching strategies.
- III.1.6: Students will identify the elements of an effective lesson for all learners.
- III.1.7: Students will plan and deliver a lesson for all learners.
- III.1.8: Students will identify components of effective classroom climate, management, and discipline.
- III.1.9: Students will describe effective use of technology in the classroom.
- III.1.10: Students will identify different assessment techniques.

APPLICATION AND INSTRUCTION: THE INTERNSHIP

- III.2.1: Students will implement meaningful ways to build confidence, knowledge, and skills in all learners.
- III.2.2: Students will provide developmentally appropriate learning activities for groups and individual learners.
- III.2.3: Students will accommodate major physical, social, and personal challenges that impede successful learning.
- III.2.4: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy to instruction and assessment.
- III.2.5: Students will plan and deliver a lesson for all learners.
- III.2.6: Students will participate in teaching in the real classroom.
- III.2.7: Students will document their field experience activities with a collection of artifacts.

ANALYSIS AND REFLECTION

- III.3.1: Students will critique their teaching of at least one lesson from FLAY, MAY, or SAY.
- III.3.2: Students will describe, analyze, and reflect on their field experiences.