Unit 04: APPLICATION AND INSTRUCTION: FIELD EXPERIENCE

Content Area: **Family and Consumer Sciences**
Course(s):
Time Period: **Marking Period 4**
Length: **9-10 Weeks**
Status: **Published**

BRIEF SUMMARY OF UNIT

Unit 4: Application and Instruction: Field Experience

In this unit, students will apply the knowledge they have gained from the Teacher Cadet course in a real-world situation by observing, assisting and teaching in a classroom. Students will establish a relationship with an elementary or middle school mentor teacher in the Cranford School District. Students will report to their Mentor Teachers on a designated date during the time frame in which their Cadet class is scheduled to meet. The students will also have a "study period" during the spring semester for a double block field experience.

Students will develop a greater understanding of the roles of teachers during the field experience. During this field experience, the students are required to spend a minimum of one full day during the Field Experience with the Mentor Teacher. Students will observe, question, reflect teaching strategies, philosophical choices, and student understanding. The Mentor Teachers will encourage the students to reflect on the concepts covered in the Teacher Cadet Program. The students will teach a minimum of two lesson plans during the Field Experience. Lessons may be administered to an individual, small group, or whole class of students. Lessons may include tutoring and reviewing concepts, introduction or minilesson of a skill, concept and/or content. Students will be observed by the Mentor Teacher and the Teacher Cadet Instructor for informal observations and discussions. Students will also participate once a week in a "Faculty Meeting" class session with the Teacher Cadet Instructor for lessons, reflections, articulation, and assessments. The Teacher Cadets will follow all the guidelines and requirements of the Teacher Cadet Program. The Mentor Teachers will encourage the students to explore the education profession.

The purpose of Module 5:The Field Experience is to immerse Cadets in real classroom environments. They will work alongside experienced educators to develop practical teaching skills. Through observations and a gradual increase of responsibilities, Cadets will gain insight into lesson planning, classroom management, and instructional techniques. The Field Placement provides the bridge between the theoretical coursework they have participated in thus far and the realities of teaching. This module is designed to give Cadets a space to grow, learn, connect, and reflect on the complex art of education under the mentorship of a cooperating teacher.

The purpose of Module 6: Educational Practice and Professionalism is to introduce Cadets to experiences that will deepen their understanding of educators as professionals. Focus will be placed upon teacher leadership, how schools are governed, and the variety of alternative school settings. Through interviews, research, shadowing, and simulations, Cadets will gain insight into how various stakeholders and structures support and build the school and district learning community. This module is designed to introduce Cadets to the

educators, networks, shared visions, and community required to build a successful educational climate.

Having Cadets create authentic lessons, activities, and assessments allows them to fully understand the role of the teacher. Including a full-day experience offers the Cadets a chance to see the parts of teaching that are often unrelated to academics, such as bus duty, lunch duty, collaborative planning, etc. Field experience offers a realistic look into the world of teaching, especially important for those Cadets considering education as a profession.

When completing this course, students can make informed choices and pursue electives in the FCS program that further their study and contribute toward the formation of career interest. Successful completion of the course and payment of a fee to Fairleigh Dickinson University garner four college credits through the FDU's Early College Dual Enrollment Program in cooperation with the Center for Future Educators, Tomorrow's Teachers, and The Center for Educator Recruitment, Retention, and Advancement (CERRA).

Updated 2025

STANDARDS

FAM.9-12.1.3.5	Analyze the effects of public policies, agencies, and institutions on the family.
FAM.9-12.4.2.1	Analyze child development theories and their implications for educational and childcare practices.
FAM.9-12.4.2.2	Apply a variety of assessment methods to observe and interpret children's growth and development.
FAM.9-12.4.2.3	Analyze cultural and environmental influences when assessing children's development.
FAM.9-12.4.2.4	Analyze abilities and needs of children and their effects on children's growth and development.
FAM.9-12.4.3.4	Demonstrate a variety of teaching methods to meet individual needs of children.
FAM.9-12.4.3.5	Arrange learning centers that provide for children's exploration, discovery, and development.
FAM.9-12.4.4	Demonstrate a safe and healthy learning environment for children.
FAM.9-12.4.4.1	Manage physical space to maintain a learning environment that is safe and healthy and encourages physical activity.
FAM.9-12.4.5.1	Apply developmentally appropriate guidelines for behavior.
FAM.9-12.4.5.2	Demonstrate problem-solving skills with children.
FAM.9-12.4.5.3	Demonstrate interpersonal skills that promote positive and productive relationships with children.
FAM.9-12.4.6.1	Utilize opportunities for continuing training and education.
FAM.9-12.4.6.2	Apply professional ethical standards as accepted by the recognized professional organizations.
FAM.9-12.5.1.5	Create an employment portfolio for use with applying for internships and work-based learning opportunities in facilities management and maintenance careers.
FAM.9-12.6.2.1	Demonstrate awareness of multiple diversities and their effects on individuals, families, and society.

FAM.9-12.6.2.2	Analyze the effects of social and cultural diversity on individual and families.
FAM.9-12.6.2.3	Analyze the effects of empathy for diversity on individuals in family, work, and community settings.
FAM.9-12.6.2.4	Demonstrate respect for diversity with sensitivity to anti-bias, gender, equity, age, culture, and ethnicity.
FAM.9-12.6.2.5	Analyze CRP.K-12.CRP4:the effects of globalization and increasing diversity on individuals, families, and society.

Interdisciplinary connections across content areas:

MA.K-12.1:	Make sense of problems and persevere in solving them.
MA.K-12.5:	Use appropriate tools strategically.
LA.RST.6-8.3:	Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.

Inclusion of the Career Ready Practice Standards

CRP.K-12.CRP2: Apply appropriate academic and technical skills.

CRP.K-12.CRP4: Communicate clearly and effectively and with reason.

CRP.K-12.CRP5: Consider the environmental, social and economic impacts of decisions

CRP.K-12.CRP8: Utilize critical thinking to make sense of problems and persevere in solving them.

CRP.K-12.CRP9: Model integrity, ethical leadership and effective management

Integration of 21st Century Skills through NJSLS 9

CAEP.9.2.8.B.3:	Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career.

Integration of Technology Standards through the NJSLS

TECH.8.1.8.A.3:	Use and/or develop a simulation that provides an environment to solve a real world problem or theory.

OBJECTIVES: STUDENTS WILL KNOW

Lesson 5A: The Field Experience

SWK how to apply the knowledge gained throughout the course in a real-world setting by observing teachers and students, creating lesson plans, presenting lessons, assessing student success, and reflecting on their own experiences.

Lesson 5.J: Crafting Your Philosophy of Education

SWK how to revise and add to the Philosophy of Education after each module.

Lesson 6A: Teacher Leaders

SWK how to explore the leadership roles that teachers can take in their school communities

Lesson 6B: Changing Our Comfort Zones
SWK how to identify the origins of my name and what it means to me.

Lesson 6C: The Many Faces of Education
SWK how to research the many alternatives to traditional public education.

Lesson 6D: Governance of School
SWK the key aspects of school governance, the roles and responsibilities of various stakeholders, and how governance affects the educational environment and outcomes.

Lesson 6E: The Local Scene

SWK how to explain the organization of both district and school-level staff and the impact it has on how the district and school operate.

Lesson 6F: In Another's Shoes: A Shadowing Activity

SWK how to examine how schools operate by exploring the roles of a variety of people who work in the school through shadowing.

Lesson 6G: 6.G: Making the Case: School Issues on Trial
SWK how to demonstrate understanding of the roles and responsibilities of various stakeholders in school governance and the decision-making process through a hands-on, interactive simulation.

Lesson 6H: School Perfection
SWK how to design a new elementary school for the school district using the provided criteria and the knowledge gained throughout the course.

Lesson 6.I: Crafting Your Philosophy of Education
SWK how to revise and add to the Philosophy of Education after each module.

Application and Instruction

Lesson 5A: The Field Experience

SWK the knowledge gained throughout the course in a real-world setting by observing teachers and students, creating lesson plans, presenting lessons, assessing student success, and reflecting on their own experiences.

SWK how to apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting, and teaching in a real classroom.

SWK how to identifying and analyzing various schools of educational philosophy.

SWK how to apply the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting, and teaching in a real classroom.

SWK how to analyze various schools of educational philosophy.

Field Experience

SWK how to evaluate appropriate instructional objectives after analysis of developmental stages of learners.

SWK how to implement developmentally appropriate learning activities for all learning in order to build confidence, knowledge, and skills.

SWK how to apply knowledge of learning styles, multiple intelligences, Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.

SWK how to design and deliver two effective lessons in a classroom setting that differentiates instruction to accommodate all learners.

SWK how to describe, analyze, and reflect on their teaching practices and field experiences.

SWK how to evaluate various educational philosophies and developing their own personal philosophy of education.

OBJECTIVES: STUDENTS WILL BE SKILLED AT

Application and Instruction

Lesson 5A: The Field Experience

SWBSA applying the knowledge gained throughout the course in a real-world setting by observing teachers and students, creating lesson plans, presenting lessons, assessing student success, and reflecting on their own experiences.

Lesson 6A: Teacher Leaders

SWBSA exploring the leadership roles that teachers can take in their school communities

Lesson 6B: Changing Our Comfort Zones

SWBSA identifying the origins of my name and what it means to me.

Lesson 6C: The Many Faces of Education

SWBSA researching the many alternatives to traditional public education.

Lesson 6D: Governance of School

SWBSA key aspects of school governance, the roles and responsibilities of various stakeholders, and how governance affects the educational environment and outcomes.

Lesson 6E: The Local Scene

SWBSA explaining the organization of both district and school-level staff and the impact it has on how the district and school operate.

Lesson 6F: In Another's Shoes: A Shadowing Activity

SWBSA examining how schools operate by exploring the roles of a variety of people who work in the school through shadowing.

Lesson 6G: 6.G: Making the Case: School Issues on Trial
SWBSA demonstrating understanding of the roles and responsibilities of various stakeholders in school governance and the decision-making process through a hands-on, interactive simulation.

Lesson 6H: School Perfection
SWBSA designing a new elementary school for the school district using the provided criteria and the knowledge gained throughout the course.

Lesson 6.I: Crafting Your Philosophy of Education
SWBSA revising and add to the Philosophy of Education after each module.

SWBSA applying the knowledge they have gained from the Teacher Cadet course in a real world situation by observing, assisting, and teaching in a real classroom.

SWBSA identifying and analyzing various schools of educational philosophy.

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Field Experience

SWBSA evaluating appropriate instructional objectives after analysis of developmental stages of learners.

SWBSA implementing developmentally appropriate learning activities for all learning in order to build confidence, knowledge, and skills.

SWBSA applying knowledge of learning styles, multiple intelligences, Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.

SWBSA designing and delivering two effective lessons in a classroom setting that differentiates instruction to accommodate all learners.

SWBSA describing, analyzing, and reflecting on their teaching practices and field experiences.

SWBSA evaluating various educational philosophies and developing their own personal philosophy of education.

ESSENTIAL QUESTIONS

Lesson 5A:

How can Cadets demonstrate their knowledge of teaching methods, assessments, differentiation, and classroom management in a classroom setting?

Lesson 5.J: Crafting Your Philosophy of Education

How can teacher balance the various roles they play in the classroom?

Why are reciprocal respect and engagement between the teacher and the students integral to a positive environment and learning experience?

How has your view of education and the many hats that teachers wear changed throughout your field experience?

How has this impacted your educational philosophy?

Lesson 6A: Teacher Leaders

How are teachers expected and encouraged to be leaders outside of the classroom?

Lesson 6B: Changing Our Comfort Zones

How do you currently respond to unexpected changes?

What skills can you develop to become more adaptable?

How does change impact the educational system?

Lesson 6C: The Many Faces of Education

How do alternative education models challenge traditional public education, and what are the potential benefits and drawbacks of these approaches for students and families?

Lesson 6D: Governance of School

How does the governance of schools impact student learning, teacher effectiveness, and the overall educational environment and outcomes?

Lesson 6E: The Local Scene

In what ways does the district office staff influence the schools within the district?

How does the organizational structure of a school and district impact how it operates?

Lesson 6F: In Another's Shoes: A Shadowing Activity

In what ways do all school and district employees impact the teachers and students within the district?

Lesson 6G: 6.G: Making the Case: School Issues on Trial

What impact do stakeholders have on decision making within a school district?

Lesson 6H: School Perfection
What are the essential components to consider when building a brand-new school?

Lesson 6.J: Crafting Your Philosophy of Education

What do the roles of other staff members in the building contribute to contribute to the overall education of the students?

Why is the leadership so vital to the overall climate of the school district?

How can teacher leaders bridge the divide between teachers and administrators?

Application and Instruction

In what ways are today's schools impacted by former and current educational philosophers?

Field Experience

What routine procedures does the mentor teacher have for the classroom?

How does a teacher handle interruptions in the classroom?

How does a teacher use instructional strategies to encourage student learning and understanding?

What special instructional methods or strategies does the teacher have in the classroom?

How does a teacher select an instructional method or strategy during a specific lesson?

How does a teacher know the students are learning?

What types of formative or summative assessments are used in the classroom to evaluate student learning?

How does a teacher use data to drive instruction?

How does a teacher utilize differentiated instruction and personalized learning in the Field Experience classroom?

How does a teacher scaffold instruction during lesson and unit planning?

Enduring Understandings

Application and Instruction

How can students combine all that they have learned about the learner, the school, the teacher, and the art of teaching to assist a model/master teacher in his/her classroom?

Which school(s) philosophy best reflects your personal educational philosophy?

Field Experience

How does a teacher utilize differentiated instruction and personalized learning in the Field Experience classroom?

LEARNING PLAN

In this unit, students will be exposed to an Educational Field Experience in the elementary or middle school classroom in the Cranford School District. During this unit, the Teacher Cadet Instructor will plan the Field Experience calendar and create placements for all the Teacher Cadets. Teachers will prepare all information packets for Cadets, teachers and administrators. The teacher will visit and observe the Teacher Cadets in their field experience classrooms during the Teacher Cadet block.

The Teacher Cadets will observe various strategies for effective instruction during the Field Experiences. Students will learn methodologies and strategies through models, academic articles, and research. The unit focuses on effective teaching and student learning by modeling student engagement by cooperative learning, project based learning, and differentiated instruction. Personalized learning activities will encourage self exploration of the profession and professional growth.

Students will examine classroom management and how creating a culture of learning impacts the classroom; discover and implement project based learning activities for their own academic growth; and examine and observe teaching methodologies in diverse classroom settings. Finally, students will explore formative and

summative assessments, and recognize the role that data plays in students' learning and teacher instruction. Students will collaborate on authentic project based learning activities and will be monitored through teacher conferencing. An emphasis will be based on the transfer of skills through scaffolding objectives, instruction and assessments. The text complexity and rigor of reading will be appropriate for grades 11-12; materials selection for whole-class and literature circles will be from the book list approved by the Board of Education.

Teachers create text sets and mini lessons using the sub unit topics. The lessons include techniques and terminology specific to education and teaching pedagogy. Study includes database research, analysis, and reflection of teaching methods and philosophies. Students create weekly journal writings that are included in their Learning ePortfolios. Lessons focus on the process of understanding and learning in addition to the assessments with an emphasis of synthesis and evaluation of concepts. Lessons will include identifying, modeling, and practicing effective speaking and listening strategies for collaborative, Socratic, and whole group discussions. Teachers may personalize instruction during this unit and address the distinct learning needs, interests, aspirations, or cultural backgrounds of individual students.

This unit of study will focus on "Application and Instruction: Field Experience" and is centered on the quotation by John Dewey,"Education is not preparation for life; it is life itself." Through these lessons, emphasis is on the development and appreciation of learning and the creation of lifelong advocates for the education of all children.

Potential lesson plans/activities may include:

Module 5A: The Field Experience

Plan the Field Experience Calendar. Your cadets should spend 17-20 hours plus one (1) full day in the field experience. You will need to set aside the appropriate number of days/weeks for your Cadets to fulfill this requirement, based on your individual school's schedule/calendar. Consider when you will need the Cadets back in your classroom for the remainder of the semester/year. In addition, plan to have the Cadets back in your room a few times during their field experience to address concerns, issues, etc.

Distribute the Teacher Cadet Field Experience Documents to Cadets. Use the Field Placement Preference Form to identify field experience placement choices of Cadets. It may help for Cadets to give you a list of their top three choices. This information will give you a comprehensive list when you contact the school's administration. Remind Cadets you have to work with teachers who are approved by the administration AND who have students during the Teacher Cadet class time period (instead of students in related arts, for example).

Contact your Field Experience schools. You will need a positive working relationship with your feeder schools, so begin contacting principals early. If you have used these schools for classroom observations in Module 2, your professional relationship will already be established. You can also give

a presentation at elementary and middle schools during faculty meetings so teachers are aware of the Teacher Cadet Program and its requirements. Let the principal (or designee) know how many Cadets you would like to place and which subjects/grades have been requested. If Cadets have asked for specific teachers, let the administration know, but the decision is ultimately up to individual school principals. Share with the principals the Documents for the Placement School Administration so that they know CERRA's expectations for the Cadet and the Cooperating Teacher.

Ensure that proper travel forms (CERRA, district, and school) have been signed and collected. In the Teacher Cadet Field Experience Documents, a CERRA travel form has been provided. You will also need to have Cadets complete any school or district-required travel forms. Know which Cadets can drive themselves, have made transportation arrangements, or need transportation issues resolved.

Once you have the principal's approval and have been provided with the names of cooperating teachers, make initial contact with them, either individually or in a group email. Provide them with the Documents for the Cooperating Teacher and include the following information:

- Dates Cadets will be in Field Experience
- Times Cadets will be in Field Experience

Explain each of the following documents/forms that are included in the Teacher Cadet Field Experience Documents.

- Contact Sheet for Cooperating Teacher, Cadet, and Instructor (for notification of absences, etc.)
- Attendance Record (to be completed by Cadet and signed by the CT each day)
- Guidelines for Teacher Cadets
- Rules and Expectations for Teacher Cadets
- Lesson Plan templates with potential due dates
- Lesson Plan Self-Evaluation templates with potential due dates
- Weekly Summary Sheets with due dates
- Field Experience Portfolio Requirements
- Field Experience Portfolio Scoring Rubric

Have the Cadets write an email to the Cooperating Teacher introducing themselves. Have them reference the Introduction Email Template included in their Teacher Cadet Field Experience Documents, if desired. Be sure the Cadet CCs the Instructor on the email.

Communicate often during Field Experience. As the Instructor, visit the schools and classrooms of the Cooperating Teachers to observe Cadets as they work with students. Use this time to touch base with

the Cooperating Teacher and answer any questions or address any concerns. If allowed, take pictures of your Cadet interacting with students or teaching (be sure to verify permissions beforehand). Remember, this is not an extra planning period for you but a chance for you to observe other schools and teachers and assess your own Cadets in action.

Lesson 5J.: Crafting Your Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module.

By the end of the course, Cadets will have developed a Philosophy of Education that is informed by not only their beliefs but also their experiences and knowledge gained.

Lesson 6A:

Divide Cadets into groups of four and provide them with markers and a sheet of anchor chart paper or butcher paper. Have each group of Cadets sit in a circle. Have the Cadets divide the paper into four sections with the following headings in each box:

- Teacher Leadership Opportunities
- Benefits of Teacher Leadership
- Challenges Teacher Leaders Face
- Developing a Teacher Leader

Ask the Cadets to collaborate and jot down their ideas and thoughts in each of the four sections. In the fourth box, they should list ways they think teachers can work towards becoming a teacher leader and how schools/districts can build teacher leaders.

After each group has completed their chart, they will place their charts around the room. Cadets will then go on a gallery walk to view each of the charts. They will complete the gallery walk twice. During the first gallery walk, they will spend three minutes at each chart, discussing with their groups their thoughts on the information provided and reflecting on how it relates to the chart they created as a group. Once they have visited all of the charts, they will then go around once more. This time independently and with the freedom to rotate from chart to chart in any order. They will have five minutes total to complete the gallery walk. Before they begin, provide Cadets with three dot stickers or stickers of any kind. During their five minutes, they should pick three of the most important thoughts or ideas on the charts and place a sticker beside them. After the five minutes, the instructor will move the charts to the front of the room and the class will discuss the thoughts and ideas that are marked with stickers and why these are key to teacher leadership.

After the class discussion, work together to define what Teacher Leadership is and why it is important. Then provide Cadets with the handouts, Teacher Leadership Opportunities Handout and Navigating

Teacher Leadership Handout. Allow Cadets time to reflect on how the information provided aligns with the class discussion and work from today.

For the final activity of this lesson, Cadets are going to take their learning to the halls and research teacher leadership within their building by interviewing an administrator, a teacher, and the most recent Teacher of the Year. Cadets may be split into groups for these interviews and each group will be responsible for interviewing one of the stakeholders. It is important that the stakeholders being interviewed are notified prior to interview day so that they allow time in their schedule to talk with the Cadets.

During the interviews, cadets should ask the questions provided on the Teacher Leadership Stakeholder Interview worksheet. There is an Interview Questionnaire for each stakeholder.

After all stakeholders have been interviewed, allow Cadets time to share what they learned during the interviews and how it aligns with what has been discussed in class.

Lesson 6B:

As Cadets enter the classroom ask each one of them to hand you something or remove something that they have on them (ex. Remove one shoe, remove an earring, hand in their phone, leave their bookbag in the hall, etc.) Do not provide any explanation and then begin class as you usually would.

When everyone is settled, ask Cadets to express how they are feeling about what you asked them to do. Encourage them to be honest. Allow this time of reflection to lead to the class discussion on change- how it can be uncomfortable, but often necessary.

Ask Cadets to reflect on a time when they were pushed to step out of their comfort zone due to an unexpected change in their lives. Have them jot down their feelings and how they managed these experiences. Encourage Cadets to share with the class, using the following questions to guide the discussion:

- Was the change you experienced necessary? Why or why not?
- How did the change impact you and those around you?
- What did you learn from this experience?

Provide Cadets with a copy of the handout, Understanding and Navigating Change in Education. Allow this document to help you shift the focus to changes in education and the importance of change.

- As a class, dive into the document, Understanding and Navigating Change in Education and discuss it through an educator, professional, and student lens. The discussion will lead to the assessment for this lesson.

Lesson 6.C:

Begin the class by asking Cadets to write down the definition of traditional public education on an index card. Once they have written their definition, have them join you in a circle with their notecard. In the circle, have them pass their notecard to the left. They will do this until they have seen every Cadet's notecard. As they are handed each notecard, they should read the definition, and reflect on the similarities and differences they are noticing. The class will then discuss and come to a consensus on a definition for traditional public education.

After the class has reached a consensus on a definition, the instructor will explain that today they will explore alternatives to public education. Provide Cadets with a copy of the Alternatives to Public Education. Divide Cadets into groups or pairs, where each group will be responsible for researching one of the alternative school options.

The Cadets should research their topic and prepare a presentation for the class. The presentation should include the potential benefits and drawbacks of the alternative approach. They should also provide information as to why parents may choose the alternative as opposed to a traditional public education experience for their child. Below are ideas for student presentations.

- Create an infographic
- Create a commercial or song to advertise for the school type they researched.
- Prepare a slide presentation about their research topic.
- Create a PowToon

As Cadets present their research, provide them with the Note-Catcher to record notes.

Lesson 6.D:

Divide Cadets into groups of two or three. Provide them with a copy of the handout, Who Decides Flashcards. Each group should work together to determine who they believe makes each of the decisions on the cards. Then have the groups share their ideas with the class. An answer key for each flash card has been provided on the second page of the handout.

After the flashcard activity, provide Cadets with the Governance of Schools slides. You may choose to teach the class using these slides or divide Cadets up and have them teach the content to each other. After going through the slides, and having a conversation around the content being shared, Cadets should spend time reflecting on the Philosophy of Education drafts they have worked on throughout the course. They should utilize class time to revise their work based on the new content learned during this lesson.

Cadets should then complete the reflection.

At the conclusion of this lesson, provide Cadets with a copy of the Governance of Schools Presentation slides as well as the Who Decides Flashcards. They will need these as they move into the next lesson to prepare for the mock trial. You may place a copy in your learning management system or print a copy for each student.

Lesson 6.E:

Before this lesson, contact district office staff to arrange a panel for your Cadets. Depending on availability, you may need to arrange for the Cadets to take a field trip to the District Office rather than have the panel come to your classroom. You and the district staff may choose which works best for you. If you teach at a charter school or private school, you may tweak this lesson to best meet the way your school/district is governed.

At the beginning of the class, ask one of the district office representatives, preferably the Superintendent or Assistant Superintendent, to provide Cadets with an overview of the District Organizational Chart. If a board member is not present, ask one of the district representatives to provide an overview of the role of the school board. Then allow each panel member the opportunity to share details about individual roles and where each falls on the Organizational Chart.

After panel members have provided an overview of roles and responsibilities, encourage Cadets to ask questions.

Following the panel discussion, allow Cadets the opportunity to reflect on their learning and share their biggest takeaways. For this reflection activity, divide Cadets into groups of three to four. Instruct group members to number off. Cadet number one begins the discussion by sharing a personal reflection. After one minute, the instructor calls time. Cadet number two continues by adding to the previous reflection and sharing an individual response. The instructor calls time again after one minute. Continue this pattern until each group member has contributed. After all members have shared, Cadet number one presents the group's collective reflection to the class. Allow two minutes per group for this final sharing.

After the reflection activity, leave Cadets in the same groups. Obtain a building organizational chart from school administrators or from the school's website. For this activity, cut each of the positions into slips. You may group employees by teams, subjects, grades, etc. however you see fit. Provide each group with the slips of paper that represent all the positions at the school.

Once the materials have been distributed, ask each group to reflect on what was learned from the district office panel and organizational chart presentation. Then, instruct Cadets to use the slips

provided to create the organizational chart for the school.

Once each group has completed the activity, have them share organizational charts, including the processes that culminated in the final product. Once all groups have presented, share the official school organizational chart for the Cadets to compare with those created.

Lesson 6.F:

Before Cadets enter the classroom, hang a long piece of butcher paper up on the wall or board, horizontally. This will be the graffiti wall for the lesson.

Provide each Cadet with a marker as they enter the classroom.

Begin the lesson by having Cadets self-reflect on all of the people it takes to run a school building. They should reflect on their field experience, observations, and lessons about the organization of the school and district.

Instruct Cadets to silently share their reflections on the graffiti wall. As they reflect, encourage them to annotate other reflections they see on the wall. Sample annotations include placing a star to symbolize the importance of that role or person, drawing a line to connect two roles that work together, etc.

After all Cadets have finished adding to and annotating the graffiti wall, they should then share their observations and takeaways from the graffiti.

Cadets will then identify a role that they would be interested in learning more about and shadowing for a day.

Provide support to Cadets as they make contact with the selected person to schedule a day for shadowing. Ideally, Cadets should be able to spend an entire day shadowing this person. You may need to make prior arrangements with administration for Cadets to be excused from other classes. During this class period, Cadets may reach out via email or a phone call if the selected person is at the district level or another school within the district. If the person selected for shadowing is at your school, allow Cadets to visit with the person face to face to make arrangements for shadowing.

During the shadowing experience, Cadets should conduct an interview with the individual regarding the position held at the school or district level. Cadets should include the following interview:

- What certifications and education were required of you to pursue this career?
- What does a typical day look like for you?
- Who do you work most closely with in the school and/or district?
- What impact does your role have on the education of students within the school and/or district?
- What advice do you have for someone who may pursue a career like yours in the future?

To ensure the shadowing experience is as authentic as possible, encourage Cadets to play an active role throughout the day. If allowed, Cadets can take pictures and/or record videos to document the shadowing experience.

After completing the shadowing experience, Cadets should prepare to share the experience with the class. They may do so through a podcast episode, presentation, infographic, video presentation, etc. Cadets may decide on a class presentation through a mock job fair, interview day, etc. Allow them to determine what form the presentations from the shadowing experiences will take.

Lesson 6.G:

Briefly review the key stakeholders in school governance: school board members, administrators, teachers, parents, and the community.

Review the concept of school decision-making and how each group's perspective influences the final decisions.

Introduce the issue on trial. Below are three issues that you may choose from. If there is an issue currently on trial within your school/district, you may choose to use that issue/scenario with Cadets as long as it is appropriate and approved by your administration.

- Scenario 1: Budget Cuts – The school board must decide how to handle a 10% reduction in funding. They must choose between cutting extracurricular programs, increasing class sizes, or reducing teacher salaries. (You may choose specific extracurricular activities that Cadets would have the most experience with such as drama programs, an athletic program, related arts class, etc.)
- Scenario 2: A teacher is accused of inappropriate behavior (e.g., making offensive comments in class). The school board must decide whether the teacher should be suspended, fired, or given a second chance. The issue revolves around whether the teacher was given proper due process, including whether the allegations were investigated fairly, whether the teacher had a right to a hearing, and if the punishment fits the severity of the misconduct.
- Scenario 3: Curriculum Change – The principal of an elementary school must decide how to implement a new state-mandated curriculum that will require additional resources and teacher training. The instructional coach is already stretched thin and the principal is advocating for an additional full-time certified employee so they do not have to remove a classroom teacher from

one of the grade-level teams to fulfill this instructional leadership role. By removing a classroom teacher, class sizes will increase, which will make implementing the new curriculum mandate even more challenging. It has also been suggested the principal cut the reading/math interventionist position so they can move someone from within the building into the role of overseeing this new curriculum mandate.

Divide the class into small groups and assign each group a role from the following list of stakeholders:

- School Board Members (3-4 students): responsible for making the final decision based on input from others.
- Principal/Superintendent (2 students): present the administrative perspective and recommend solutions.
- Teachers (3-4): represent the teacher's perspective and advocate for classroom needs and the impact the decision will have on students.
- Parents (2-3): represent the interests and concerns of the parent community, including student well-being and school safety when appropriate.
- Students (2-3): represent the student body and voice the interests and concerns of their peers.

After each group has been assigned a role, provide them with the Scenarios and Stakeholder Perspectives handout. The groups should discuss the issue from the assigned perspective or choose to take a different perspective. Groups should do any research necessary and be able to clearly present the points needed to make their case to the school board. Depending on the time you have for this activity, you may encourage Cadets to seek input from those who are serving in the various roles at the school or district levels.

After all groups have had adequate preparation time, a simulated school board meeting should take place. The School Board members will moderate the meeting, inviting each group to present its viewpoints.

Each group of stakeholders should present its argument for three to five minutes.

After all stakeholders have presented, the School Board Members will debrief and determine if there is a need to hear from a group again, bring up a further point of discussion, or make a decision and share it with the groups.

After a decision has been made, have Cadets debrief as a class. Encourage a discussion that includes challenges faced and any surprises experienced during the trial.

Lesson 6.H:

Divide Cadets into groups of three to five.

Explain to Cadets that the school district has decided to open a brand-new elementary school and they have been tasked to design the school from the ground up. For this assignment, Cadets will create an organizational chart for the school by staffing the school with administration, certified staff, support staff, and other faculty/staff members. They will also design the school building to meet the needs of the number of students enrolled at the school along with other spaces for related arts classes, administrative offices, the nurse's office, etc.

After Cadets have completed the Organizational chart and designed the school, they should prepare a presentation to deliver to the school board. The school board will be tasked with choosing which school model and organization to adopt. Instructors should create a panel to act as school board members for the presentations.

Provide Cadets with the Project Criteria handout. At this time, instructors should provide Cadets with the project deadline, presentation deadline, and how much class time will be allotted to work on this assignment.

Lesson 6.I: Crafting Your Philosophy of Education

Cadets will continue to revise and add to the Philosophy of Education after each module.

By the end of the course, Cadets will have developed a Philosophy of Education that is informed by not only their beliefs but also their experiences and knowledge gained.

Application and Instruction

1. The Teacher Code of Conduct
2. Planning the Field Experience Calendar
3. Communication with Mentor Teachers
4. Understanding Curriculum
5. Philosophy of Education
6. Reflective Journals
7. Presentation of ePortfolios
8. Teacher Cadet Final Ceremony and Celebration

Field Experience

1. Understanding culture and climate
2. Observation and Reflections
3. Communication and Articulation
4. Practical Experience
5. Lesson Planning and Teaching

EVIDENCE/PERFORMANCE TASKS

FCS courses are designed to promote skill attainment. Student progression and pace through which they proceed through the performance tasks is based on their affinity for and ability to reach skill attainment. The teacher will determine formative and summative skill attainment; alternative assessments will be incorporated for each student based on their strengths and challenges.

Varied and differentiated assessments will be administered to students for the purpose of measuring the knowledge, academic readiness, skill obtainment, and educational needs of the students. Teachers will continuously evaluate individual and whole classes' formative and summative assessments to develop the appropriate progression for lesson and unit planning.

Following are suggested performance tasks students may complete as they proceed through the unit:

Required: Students will complete a Field Experience Portfolio. This product will receive a major grade or equivalent of an exam grade.

During the field experience, the following assignments and activities are expected of Cadets, Teacher Cadet Instructors, and Cooperating Teachers. Instructors have the discretion to assign grades to any or all of these components. The first two assignments/activities are mandatory for inclusion in the portfolio and may also be graded separately.

Cadets will complete daily or weekly journals and/or the Weekly Summary Sheet.

Cadets will teach a minimum of two lesson plans and complete self-evaluations of the plans.

Cadets will have lessons evaluated (for a grade) by their Cooperating Teachers and/or their Instructors.

Cadets will have their overall performance evaluations completed twice. The first Field Experience evaluation will occur at the midway point, and the final evaluation will take place at the end of the Field Experience. The Cooperating Teacher and/or Teacher Cadet Instructor may complete the performance evaluations.

Reflection Cadets should summarize what they learned about teaching and their experiences in the classroom throughout their portfolio essays. In addition, Cadets can share their reflections in the following ways:

Present the most impactful parts of your portfolio to your classmates, administration, and/or college partner.

Have your portfolio available for perusal during a Teacher Cadet Banquet or other end-of-the-year celebration.

Lesson Plans for Field Experience

Rubrics for Lesson Planning and Teaching

Presenting of Lesson Plans during Field Experience

Mentor Teacher Commentary and Observation Forms

Teacher Cadet Instructor Commentary and Observation Forms

The Teacher's Bill of Rights: Generate a list of rights/ responsibilities for teachers.

Teacher as Change Agent: Create a digital class forum discussing the ways teachers can effect change and exhibit leadership.

Hero Advocates for Educators: Research and brainstorm the types of professional organizations available to teachers and the benefits of membership in them.

"The Practicum" of the Certification Process: Divide students into teams. Each team will be given a candidate card and research the steps need to be taken to obtain certification in New Jersey.

Digital or ePortfolio for College Preparation Courses and Programs.

Cadets should summarize what they learned about leadership in and out of the classroom by responding to the following prompt: While teacher leadership tends to focus on leadership opportunities for teachers within the building, how might a school create leadership opportunities for support staff members who would like to be more involved? Why might this be important for the school culture?

As a class, you will create a mini-podcast series on the topic of change. The class should be split into three

groups and each group will create and record a short episode for the series. The following episodes should be created and recorded: Why is change necessary? Tips for stepping out of your comfort zone and embracing change. Embracing change in the world of education

Cadets will be assessed on their presentation.

Cadets will spend time reviewing the Philosophy of Education drafted throughout the course. Cadets should revise the draft based on what they have learned through this lesson.

Oftentimes, local news stations highlight the work of local school districts at the start of the school year. Pretend you are a local news reporter and you are doing a segment on the great work of your district and school. Work with your group to create a brief newscast that shares how your district seamlessly operates. Base your segment on what you learned about both the district and school processes through the organizational charts. You may choose to record your newscast or present it live.

Cadet presentations of the shadowing experience should serve as the assessment for this lesson.

Cadets will be assessed on the quality of the arguments made during the debate, based on their assigned role.

The assessment for this lesson will be the group presentation, which should include an explanation of the school organizational chart and the school building model.

Educational Philosophy

Reflective journals for Academic Articles.

Site visits to Cranford Schools' high school, middle school, and elementary classrooms.

Cooperative and collaborative options with cooperating schools

Conferences: Individual and small group, accompanying conference notes

Self- Evaluations and reflective journals

Entrance and Exit Tickets

Personalized Learning, Project-based Learning, and Problem-based Learning Assignments

MATERIALS

Materials:

The materials used in this course allow for integration of a variety of instructional, supplemental, and intervention materials that support student learners at all levels in the school and home environments. In addition to the materials below, this link connects to district approved textbooks and resources utilized in this course:
https://www.cranfordschools.org/apps/pages/index.jsp?uREC_ID=1774932&type=d&pREC_ID=2180338

Anchor chart paper, Markers, and Stickers (3 per student)

Handout: Teacher Leadership Opportunities

Handout: Navigating Teacher Leadership

Worksheet: Teacher Leadership Stakeholder Interview

Handout: Alternatives to Public Education

Worksheet: Note-Catcher

Handout: Who Decides Flashcards

Slides: Governance of Schools Presentation

Philosophy of Education Drafts

District Office Panel Participants

District Organizational Chart

School Building Organizational Chart

District and School Organizational Chart

District and School Website

Handout: Scenarios and Stakeholder Perspectives

Handout: Project Criteria

Teacher Cadet Field Experience Documents

Teacher Cadet Portfolio Requirements

Documents for the Placement School Principal

Documents for the Cooperating Teacher

Associated web content and media sources are infused into the unit as applicable and available.

Teacher Cadet Online Curriculum Tool : https://www.teachercadets.com/teacher-cadet-hub.html

Teacher Cadet Online Curriculum: https://www.cerra.org/

NJ Future Educators of America: https://www.njea.org/about/center-for-future-educators/

Research, academic journals, academic articles, and ERIC database.

Information for guest speakers from the district and/or universities.

Site visits to other Cranford School District Schools including elementary and middle school classrooms.

NEA Today magazines.

New Jersey Education Association REVIEW magazines.

TED Talks

NJ Future Teacher conferences and virtual tours throughout the year.

SUGGESTED STRATEGIES FOR MODIFICATIONS

This link includes content specific accommodations and modifications for all populations:

FCS Integrated Accommodation and Modifications, Special Education students, English Language Learners, At-Risk students, Gifted and Talented students, Career Education, and those with 504s