



Teacher Cadet 2025 - 2026 Syllabus

Teacher: Ms. Andrea Fruit

Email: afruit@astecschoools.com

Plan Period: 3rd Hour, Tuesday - Friday, 10:26 PM-11:14 PM

Phone: High School, (405) 947-6272

Textbook: *N/A*

Course Description

This course is for those who have expressed an interest in the education field. It is based on the assumption that the best teachers critically consider what to teach, how to teach, and how to assess students and their classes. In other words, the best teachers are equipped with a well-developed and thoughtful intellectual framework that helps them to make sound educational decisions based upon the myriad of factors that influence those decisions. This course will enable you to construct your own initial framework of ideas, skills, and dispositions to help you make educational/teaching decisions and empower you to act on those decisions.

Rationale

This course provides a foundation for understanding the relationship between planning, implementing, and assessing student learning. Preservice teachers practice processes essential for success in content-specific related methodology courses.

Course Objectives and Outcomes

As a result of the learning opportunities and activities of this course, the learner will be able to: • Identify and describe the skills and personality traits of effective teachers and explain their importance;

- Use professional language to describe K-12 curriculum, instruction, and assessment.
- Use principles of effective teaching to evaluate their own teaching and the teaching of others;
- Apply principles of effective teaching to make wise professional judgments;
- Develop general and specific strategies to address student diversity in the elementary school;
- Plan clear, coherent, and standards-based elementary lessons;
- Describe and evaluate examples of research-based teaching strategies for elementary teachers;
- Apply principles of assessment and classroom management to practical classroom situations;
- Teach a brief lesson consistent with the principles of effective teaching and learning

Required Materials:

- #2 pencils and pens - replenished during the year
- One handheld pencil sharpener with a shaving catcher
- Binder with seven dividers and non-spiral notebook paper (this binder will be graded weekly for organization and bellwork)

Attendance Policy and Classroom Expectations:

- All scholars must attend class with the required materials, be on time, and participate.
- You must attend 90% of the class days required in each semester to receive a grade for the class.
- Three tardies will equal one absence.
- All scholars are expected to be respectful to all individuals in the classroom at all times.
- There is to be no gum in the classroom.
- Scholars are to come to class prepared with all materials, including notebook paper, pens, and assignments.

- Any scholar absent from class has the same number of days as they are absent, plus one day to turn in missed assignments. The scholar must find out what assignments were missed (check Google Classroom or ask the teacher as soon as possible). Failure to turn in missed work will result in a zero. Any assignment or project due on the day of absence must be turned in the following school day in attendance.
- Scholars have one week to meet with their teachers to set a date to make up a test. scholars have until the quarter ends to take a test missed due to absence. Only tests not made up will receive a grade of zero.
- All assignments must be completed by the day they are due.
- Academic Dishonesty: Plagiarism and cheating will not be allowed in this classroom! Zeros will be given for plagiarism and cheating, parents will be called, and further disciplinary actions may be taken. Plagiarism and cheating include copying another scholar's work.

Academic Meaning of a Grade:

The grades reported to parents and students will be divided into two parts. A traditional "A through F" grade will be given to reflect the percentage assigned to the academic work attempted by the scholar. It DOES NOT reflect the scholar's mastery of the content. In addition, scholars will be given a Mastery-Based Learning grade. The last grade of the year will express how well the scholar has mastered the state-required content.

For example, a scholar may be given an "A" for the traditional grade but a "2" on the Mastery-Based Grading system and would be reported as "A/2." Ideally, these grades will match up as "A/4."

- Grades should accurately reflect individual scholar achievement about course evidence outcomes related to Oklahoma Academic Standards / National Standards for the subject taught.
- A "3" on a task/assessment is considered proficient or meeting grade-level standards, while a "4" is considered advanced or meeting grade-level standards with high excellence.
- Extra credit is not applicable, but an extension or alternative assignments/assessments may be offered to show proficiency or advanced proficiency.
- Scholars are given timely feedback, and reteach/relearn/reassessment opportunities are provided to promote proficiency in the standards.

Weighted Category:

40% - Tests/Projects
 30% - Quizzes
 25% - Daily Work
 5% - Participation

Grading Scale:

A 90-100%
 B 80-89%
 C 70-79%
 D 60-69%
 F Less than 60%

Formative Versus Summative Scores: "Teachers record and track *formative scores* from individual assessments as indicators of students' knowledge or skill at particular moments in time. In comparison, *summative scores* are final scores based on the pattern of students' responses over time. Teachers may base each score on several common assessment forms, such as obtrusive, unobtrusive, and student-generated assessments. However, formative scores are used for tracking progress. In contrast, summative scores express students' mastery of a topic, generally at the end of a unit." -Robert Marzano

Enrichment/Remediation: Students who struggle on an assessment with one or more standards may be assigned enrichment during the school day and required to attend Saturday morning enrichment. When students have completed enrichment, they are given a reassessment to show their understanding of the standard. The grade on the reassessment will replace the original grade.

Scholar Progress:

- Progress reports for scholars are prepared three times each year, midway through each 9-week grading period *except for the first quarter*. Parents MUST come onsite to pick up and sign for the progress report on the day they are issued. Parents/guardians of scholars making a “D” or “F” grade must meet with teachers then. If a parent/guardian does not attend this important meeting, their scholar will not be allowed back in class until the progress report is picked up and the meeting is attended. The conference will be scheduled according to the teacher's work schedule.