

Shawnee Mission South Cadet Teaching Program

The Cadet Teaching Program is designed to provide an opportunity for high school students to serve as a peer role model for fellow students. This will take place in a social skills classroom, resource room, alternative learning environment or regular classroom.

The course will require an application that provides:

- Detailed goals and objectives
- Specific criteria by which student's grade will be determined
- Signatures from a parent, teacher, counselor and administrator.
- Enrollment must be initiated by a classroom teacher and/or case manager.

SECTION ONE: GENERAL INFORMATION

Candidate Name: _____

Graduation year: _____

Current GPA (based on last semester): _____

Total absences (excused or unexcused) so far this school year: _____

Total absences (excused or unexcused) in your HOUR 4 CLASS ONLY so far this school year:

School E-Mail: _____

Cell Number (optional): _____

Current Class Schedule

Hour	Class	Teacher
1		
2		
3		
4		
5		
6		
7		

GOALS:

It is the goal of Cadet Teaching to develop long-lasting peer relationships between our students and cadets while reinforcing age-appropriate social behaviors and providing academic skill support.

PLS GRADES:

Student's grade will be determined by a series of activities, events, and assignments including but not limited to:

Group Outings: Activities are organized throughout each semester for the group to attend events together. Cadets must attend at least two outings *per semester*. Examples: attending a school play, attending a sporting event, Extravaganza rehearsal and participation.

Attendance at the Spring Formal: We host a spring formal dance in early March each year that is planned and implemented by students and cadets. Cadets must attend this event. Spring formal counts as one of the two required group outings for second semester.

Fundraiser participation: We will organize a fundraiser for PLS in order to help pay for supplies, busing, and other expenses for the group.

Creating Lessons: Cadets will plan and implement lessons on social skills topics such as personal hygiene, appropriate relationship boundaries, workplace norms, etc.

Cadet-Led Fridays: Not necessarily scheduled for a Friday. Each semester, each cadet plans a 50-minute lesson in which they share a personal talent or skill with the class and teach it to others. Past Cadet-Led Friday lessons have included learning volleyball skills, creating friendship bracelets, and doing yoga. This is a chance for you to share what you love! May be completed with another cadet partner.

Job Olympics Coaching: Each spring, students compete in Job Olympics, a workplace readiness competition. Cadet teachers will take the lead in learning assigned events, monitoring student progress by taking accurate performance data and providing ongoing, hands-on feedback.

Job Olympics Training Video: Each cadet will create a video demonstrating how to properly complete one Job Olympics event. Videos will be posted to our group's YouTube channel, #SMSIPS.

Daily Group Assignments: Cadets are expected to take a teaching and leadership role in engaging students to the best of their abilities to engage in daily lessons and assignments. Cadets model how to be an engaged learner as well as a teacher.

Cadet Cadre Seminars: Once per quarter, cadets must meet with PLS teachers for a training and brainstorming session during Seminar. These are graded sessions and attendance is required.

Monthly Chat and Chew: Once per month, cadets and students will meet for lunch in the classroom together to eat lunch as a group, socialize, deal with current concerns, and brainstorm future topics and activities.

Attendance: Daily attendance can and will be monitored and can affect daily/semester grade. Consistent attendance and on time arrival to class sets the proper example for all students, including other cadets.

STRONGLY SUGGESTED: Attendance at summer cadet training sessions. During these sessions, cadets learn about common behavior challenges and how to deal with them, strategies for working with students of different ability levels, rules about confidentiality, and other topics as needed.

**CADET PARTNERING IN GENERAL EDUCATION:
Student's grade will be determined by a series of activities, interactions, modeling, and assignments including but not limited to:**

Monitoring student progress on assignments to encourage completion

Modeling ideal student behavior, attitudes, and work ethic

Adjusting and adapting assignments and the educational environment to meet the needs of the student

Weekly electronic communication with the case manager.

Monthly face-to-face update with case manager

Completing the progress monitoring for the assigned student.

Documenting work completed by the student

SECTION TWO: General Questions

1. Do you currently belong to any groups or clubs at Shawnee Mission South? If so, which ones?

2. Do you know any of our current cadets? Who?

3. Why do you want to be a cadet teacher?

4. Do you have any previous experience working with people with physical or intellectual disabilities? If so, please describe your experience. *Experience is not necessary.

5. There are two different cadet teaching opportunities: PLS Cadet Teaching and Cadet Partnering in General Education classes. Which cadet teaching opportunities interest you (check one or both)?

___ **PLS Cadet Teaching** requires enrollment in hour 5 PLS (Personal Life Skills). The focus of this class is the development of socially appropriate behaviors here at school, out in the community, and at work. Cadet teachers work in small groups consisting of 1-2 other cadets and 2-3 students. Cadet teachers plan lessons, model appropriate behavior, engage in games and activities, train students in Job Olympics (workplace skills) events, and attend outside-of-school functions. The ability to be highly self-directed, take a leadership role, and flourish in a high-energy environment is necessary for this role.

___ **Cadet Partnering in General Education** is offered throughout the school day, not just during 5th hour. The focus of Cadet Partnering is providing academic and social support for students in general or special education class. Cadet partners attend education classes across the curriculum in order to provide 1:1 support for students in those settings. Cadet partners provide encouragement, help students manage stress/frustration, promote normative social interactions in the general education setting between students and their peers, aid in work completion, and provide a support system for students. Cadet Partnering requires a high level of self-direction, adaptability, and patience. In this role you have the support of a Special Education in the course.

SECTION THREE: Cadet Teaching in PLS

1. Describe a social situation that adolescents may find challenging.

Explain what is challenging about that situation.

Describe something you would do in that situation in order to feel more comfortable.

2. Describe a challenge you are continuing to work on overcoming (ex. Feeling nervous speaking in public, not liking to ask for help in class).

List two strategies you are currently using to work on this issue.

SECTION FOUR: Cadet Partnering in General Education Classes

1. Describe an experience you have helping another person complete academic tasks.
2. Describe how you would integrate you and your assigned student into group work with typically performing peers.
3. Describe what you would do if the student was unable to complete the work as assigned, even if the work had already been modified (prepared) for him/her at a level that we thought was appropriate.

SECTION FIVE: References

CADET CANDIDATE NAME: _____

Teacher Reference #1

Name: _____

Signature: _____ Date: _____

Teacher Reference #2

Name: _____

Signature: _____ Date: _____

Peer Reference

Name: _____

Signature: _____ Date: _____

Administrator Reference: I do not have concerns related to behavior or attendance that would prohibit this student from being a successful cadet teacher.

Name: _____

Signature: _____ Date: _____

Parent/Guardian Permission to Apply for Cadet Teaching: I support my student's desire to apply to become a cadet teacher.

Name: _____

Signature: _____ Date: _____

Please read this carefully before signing:

By signing below, you attest to the truthfulness of all information listed on this application. You agree to let our program confirm all information listed and contact the references you listed.

I have read and understood the program's rules, regulations, and responsibilities for becoming a mentor. If selected I will follow the rules of the program and be a dedicated mentor.

Candidate Signature: _____ Date: _____

Copy of this document that you can copy and edit:

https://docs.google.com/document/d/1OhKtxoxWVst39PaoUKAuU5cw5JaZMOtagS9niwnhh_/edit?usp=sharing