

The Academies of Hopatcong High School

Future Teachers Academy

Student/Parent/Faculty/Administrator Manual

2014-2015

www.hopatcongschools.org

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FUTURE TEACHERS ACADEMY

INTRODUCTION

The Hopatcong Borough School district goal is to continually improve the learning experiences to prepare students to be active participants in global society. Among the many goals established by individual programs is promoting a positive self-image, developing personal and career skills, exploring career options, enhancing communication skills and acquiring related “real life” skills.

The Hopatcong High School Academy of Future Teachers will offer students a rigorous program of study which focuses on a career in education with a focus on technological skills. This is an exciting opportunity for students to succeed academically while getting a head start toward their career goals. With hands on instructional experience, creative lesson planning, innovative technology, and cooperative community service, the Future Teachers Academy will offer a wonderful experience to all who wish to succeed in the field of teaching.

Small learning communities have been documented as an option that works. Imagine traveling through your high school career within a framework that is nurturing, caring, and personalized. That path would involve a personal mentor who is an expert in the field that you are exploring as a career, courses that are directly related to your career choice, smaller classes, and hands-on experience in your chosen field. These small learning communities are housed within the larger high school environment. They are designed to encompass a particular course of study and personalize education through a specific content focus.

GOALS**Goal 1:**

- To develop a cadre of high school students who have an interest in teaching as a profession, especially those interested in technology, science, math, world languages, physical education, early childhood, elementary, intermediate and middle/high school education

Goal 1 Activities:

- Survey and identify students who are interested in FTA.
- Identify and reach out to interested students from across academic areas.
- Provide an FTA orientation workshop for students and parents.

Goal 2:

- Create a Future Teacher Academy with the high school that fosters authentic career exploration.

Goal 2 Activities:

- Provide an educational program with established group identity and strong teacher/student/mentor relationships found in a small learning community.
- Implement low teacher to student ratio connectedness.
- Provide a flexible plan which enables field experiences, creates a portfolio, accepts community service credit, and offers courses in education to count towards FTA program requirements, as well as college credit.
- Provide real career experiences.
- Develop a sense of students' work responsibility.
- Provide a location and opportunities for students to enhance communication and share ideas.
- Provide opportunities for students to shadow: teachers, visit universities, and take courses for college credit.

Goal 3

- To define a strand of study that lends itself to a Teacher Academy track.

Goal 3 Activities:

- Create a strand comprised of current High School courses related to education.
- Develop and implement an Academy Internship “Project Teach” grade 12 course and provide a course for college credit.
- Develop career based projects that will be enhanced by the use of technology culminating in grade 12.

Goal 4:

- To delineate and communicate positive aspects of a Future Teacher Academy to the community.

Goal 4 Activities:

- Develop a brochure that highlights the benefits of a Future Teachers Academy.
- To highlight and promote FTA on the school district and secondary school websites.
- To offer orientation sessions for prospective students and parents.
- To continue to foster collegiate and community based relationships.

VISION STATEMENT

There is an element of teaching in every career. The Future Teachers Academy will identify and reach out to students across academic areas. It will provide embedded career experience opportunities in education through authentic training in teaching, as well as field experiences under the umbrella of a Future Teachers Academy. Participation in FTA will prepare all students for any career choice delivering lifelong skills useful in college and post-college professional life.

MISSION STATEMENT

The Hopatcong High School Future Teachers Academy will offer students a rigorous program of study which focuses on a career in education. With hands on instructional experience, creative lesson planning, innovative technology, and cooperative community service, the FTA will offer a one-of-a-kind experience to all who wish to succeed in the field of teaching.

For the 2014-15 school year, the FTA is in a pilot phase and with increased student interest, Hopatcong High School is hopeful more courses will be created to meet the needs of their future teachers.

Interested students will enter into a specific course of study from grade 9 –12. Students who complete the Academy will earn **18 COLLEGE CREDITS** from NJ City University and William Paterson University and Fairleigh Dickinson University.

ADMISSIONS

Students that would like to participate in the Academies at Hopatcong High School will apply for membership within the appropriate academy of choice. The application packet follows.

Students will be required to answer all questions and further verify by their respective guidance counselor. The academic requirements will be deemed by each respective academy. A teacher recommendation will be necessary. Also, upon completion of the application by the student and parent/guardian, an interview will be set up for the candidate to meet with the departmental facilitator. This interview may be either a group or individual interview.

Upon acceptance into the FTA the first assignment to be completed for the first meeting will be a 1-2 typed page, double spaced MLA format addressing this statement: Describe the person who most inspired you to achieve your academic goals. This will be part of the portfolio that will be on-going through the years spent in the academy.

ACADEMIC REQUIREMENTS

Future Teachers Academy:

Academic Requirement: Maintain at least a B in all Future Teacher Academy required courses.

CURRICULUM

The Future Teacher Academy is one of the “small learning communities” in Hopatcong High School. It provides opportunities for students to explore meaningful activities related to a career in education. Future Teacher Academy develops a sense of membership within a community that shares common career goals and bonds. The vision of the Future Teacher Academy is to provide embedded career experience opportunities in education through authentic training in teaching. It includes an instructional program and field experiences incorporating community service opportunities. Student potential is maximized providing individualized attention, building group identity and individual strengths, utilizing problem based learning, and differentiated instruction.

Through a sequence of course offerings, evening seminars, portfolios and actual hands-on educational experiences, selected students grades 10-12 will gain valuable workplace skills, options for earning college credits while in high school, and community service opportunities. Successful FTA graduates will be guaranteed student teaching placement in the Hopatcong School district, and an interview for a position in their field, if available. Graduates will receive certificates of recognition upon satisfactory completion of the Future Teacher Academy program in Senior year.

Several of our courses, including Child Development I and II, Sociology, Careers in Education, as well as Classroom Management will have priority registration for FTA members. These classes are included in the course sequence for fulfilling the requirements of the Future Teacher Academy. Admission to the program is through an application process and recommendations. Academic criteria will also be evaluated.

FUTURE TEACHER ACADEMY

Curriculum

Ninth Grade

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. Global Mosaic English 2. Physical Education 9/Health 9 3. Algebra I 4. <u>*Child Development I</u> | <ol style="list-style-type: none"> 5. Biology 6. Global Mosaic Social Studies 7. World Language |
|--|--|

Tenth Grade

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. English 2 2. Physical Education 10/Dr. Ed 10 3. Geometry 4. Earth Science | <ol style="list-style-type: none"> 5. <u>*Child Development II</u> 6. US History I 7. World Language |
|---|---|

Eleventh Grade

- | | |
|--|--|
| <ol style="list-style-type: none"> 1. English 3 2. Physical Education 11/Health 11 3. Algebra 2 4. Chemistry | <ol style="list-style-type: none"> 5. Psychology AP (<i>recommended</i>) or World Language 6. US History 2 7. <u>*Careers in Education (semester 1)</u> 8. <u>*Mentoring Internship Seminar (semester 2)</u> |
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Twelfth Grade

- | | |
|---|---|
| <ol style="list-style-type: none"> 1. English 4 2. Physical Education 12/Health 12 3. Visual or Performing Art Elective(semester) 4. Public Speaking (semester) | <ol style="list-style-type: none"> 5. *Sociology (<i>recommended</i>) or World Language 6. Financial Literacy (semester) 7. Science Elective or Math Elective 8. <u>*Tomorrow's Teachers</u> |
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(CC) Concurrent Course

* College Credit Course

DISTINGUISHED COURSE DESCRIPTIONS**CHILD DEVELOPMENT I**

This course provides students with an understanding of the various aspects of human growth and development, beginning with prenatal development and continuing through the kindergarten years. The course emphasis is on the High School student as a Pre-K teacher. The students will learn the theory of teaching physical, intellectual and social-emotional growth.

They will then use this knowledge to create lesson plans for Pre-K classes and will be teaching young children under the direction of both the Pre-K and high school teachers at either Huber Street or Clarendon schools. In addition, students will develop observational techniques to assess the progress of the Pre-K students.

CHILD DEVELOPMENT II: Pre-requisite: Child Development I and teacher recommendation

This course is designed for the student who wishes to pursue a career in early childhood education. It will help the student to recall, review and expand on the concepts presented in Child Development I. In this course, students will learn how to prepare content specific lesson plans, including but not limited to writing, mathematics, science, social studies, food and nutrition and music. These lessons will be presented and evaluated and observations will be conducted three days a week with teacher guidance at the Huber Street and Clarendon schools.

Students will be encouraged to think more critically when solving problems and making decisions. In this course, students will solve complex problems, make difficult decisions and assess ethical implications of their decisions.

In addition to working with the Pre-K students, the high school students will be responsible for a variety of projects related to early childhood education. These projects will include designing a preschool

with work centers, creating lessons for pre-school children and students with special needs.

CAREERS IN EDUCATION

This course examines the historical and philosophical foundations of education, including introductory knowledge of lesson planning, classroom management, generic teaching methods, special education, learning styles, child development, legal issues, a code of ethics, multicultural education, and the role of reflection in teaching.

MENTORING INTERNSHIP SEMINAR Pre-requisite: Careers in Education

The Academy Internship is offered to those seniors who are enrolled in any Academy Program offered by Hopatcong High School. By interning in the local schools in the Hopatcong School District, students will have the opportunity to get hands-on experience in the professional realm, in addition to utilizing the acquired skills obtained through four years of intensive Academy work. The ultimate intention of this internship is to have the Academy students acquire the real-world experience preparing them for higher education or employment in industry.

PSYCHOLOGY AP

Advanced Placement Psychology introduces students to Psychology as a science. It will cover the history, approaches and methods of Psychology, sensation and perception, state of consciousness, learning, cognition, motivation and emotion development, personality, testing and individual differences, abnormal behavior, treatment of psychological disorders and social behavior. In addition to lectures and discussion, class will involve demonstrations, group work, role-playing, research films and videos and guest speakers.

Students enrolled in Psychology AP are required to take the College Board Advanced Placement in May.

SOCIOLOGY

Sociology is a concurrent enrollment course with Sussex County Community College. Students will receive six (6) transferable college credits and an official transcript upon request from the college. Tuition is to be paid by individual students. This course presents an exciting opportunity for students to amass college credits while still in high school. The semester focuses on Sociological Theory. Research is required.

TOMORROW'S TEACHERS

This course is designed to introduce the beginning student to the field of education the course is being offered to Juniors and Seniors who want to become teachers. The course is an overview of what educators learn in college, including lessons on multiple intelligence, learning barriers, classroom observations and pedagogy. Preference will be given to students enrolled in the Future Teacher's Academy program.

ASSESSMENT

Assessments are an important tool in “small learning communities”. The Future Teacher Academy will provide a wide range of activities which will lead to a more comprehensive student assessment.

Ultimately, these assessments will provide us with the data of student outcomes whereby the staff can then determine how to assist the students to a higher level of achievement.

The student’s assessments will be based on the following:

- Student Portfolio
- Student Internship
- Course work
- Provide timely assessments and/or feedback on the projects for content, oral and written communication, teamwork and critical thinking.
- Research topics and issues. Collect and evaluate information and present conclusions as special projects.
- Participation in seminars.
- Attendance

TECHNOLOGICAL INTEGRATION

Today's young people, a group often described as digital natives, have grown-up with computers, the internet, and cell phones. Such devices have always been a part of their lives, and these sorts of tools are natural and familiar to them. The goal of the Future Teacher Academy is to empower these students with the ability to integrate them into the classroom environment.

The following are examples of but limited to:

- Integration of interactive white boards and software.
- Internet based research
- Creating a teacher website
- On-line lesson planning
- On-line grade books
- On-line assessments
- Introduction of "Moodle" and "Blackboard" on-line environment
- Use of "Wiki" and "Blogs"

RECOGNITION

Recognition of the students of the Future Teachers Academy is extremely important.

We will recognize our students in the following ways:

- Certificate awarded at Senior Awards Ceremony
- Medal presented at graduation ceremony
- Academy involvement announced at graduation
- Academy involvement indicated on transcript

CONCLUSION

“Today’s graduates need to be critical thinkers, problem solvers, and effective communicators who are proficient in both core subjects and new, twenty-first century content and skills,” according to “Results that Matter: 21st Century Skills and High School Reform,” a report issued in March by the Partnership for 21st Century Skills.

These include learning and thinking skills, information and communications, technology literacy skills, and life skills.

Students of today enter an increasingly globalized world in which teachers play a vital role. They must be good communicators, as well as great collaborators. The new work environment requires responsibility and self-management, as well as interpersonal and project management skills that demand teamwork and leadership.

The Future Teacher Academy will help to shape the lives of many of the young people who will become the leaders and effective citizens of tomorrow. Teaching is an important and valuable profession in which our society depends and for which we need the best and most dedicated people.

THE ACADEMIES OF HOPATCONG HIGH SCHOOL

Application for membership – please select one:

<input type="checkbox"/> STEAM Academy	<input type="checkbox"/> Future Teachers Academy
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APPLICANT INFORMATION

First Name	Last Name	School	Today's Date	Grade
Address		City	State	Zip
Home Phone Number	Student Alternate Phone Number	Parent Emergency Phone Number		

Name of Teacher Reference: _____

Prior Related Experience (summer employment, community work, clubs)

From	To	Role/Job Title	Duties
Organization or Business Name		Contact Reference Name	Contact Phone Number
From	To	Role/Job Title	Duties
Organization or Business Name		Contact Reference Name	Contact Phone Number

THE ACADEMIES OF HOPATCONG HIGH SCHOOL

Explain why you would like to participate in the academy of choice:

_____ STEAM Academy	_____ Future Teachers Academy
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Signature Section:

1. I/We verify the information on this application is true and accurate.
2. I/We have read, understand and agree with the requirements, and understand that all policy and rules for the District of Hopatcong remain in effect and apply to any volunteer or other work.
3. I/We understand that any application requires the student to attend either group or individual interview and seminar time after school.

Student Printed Name	Student Signature	Today's Date
Parent/Guardian Printed Name	Parent/Guardian Signature	Today's Date

Please return this application to the Guidance Office for further verification by the principal and your guidance counselor.

Principal referral for respect, work ethic, and dependability: (Key: 1 = Excellent, 2 = Good, 3 = Fair)

Rating	Principal Printed Name	Principal Signature	Date
Comments			

Guidance counselor:

GPA	Counselor Printed Name	Counselor Signature	Date
Comments			

THE ACADEMIES OF HOPATCONG HIGH SCHOOL

TEACHER RECOMMENDATION

ACADEMIC REQUIREMENT - as per the respective academy

The following student has applied for acceptance into one of the following Academies of Hopatcong High School:

STEAM Academy

Future Teachers Academy

Would you kindly comment of their work ethic, level of respect for others, and dependability.

Name of Student: _____

Name of Teacher: _____

Date: _____ Rating: _____ (1 = Excellent, 2 = Good, 3 = Fair)

Comments: _____

Teacher's Signature: _____

Please return this form *as soon as possible* to the respective department facilitator:

STEAM Academy - Dr. Olga Edgerton

Future Teachers Academy – Dr. Joanne Mullane

Thank you for your time.

THE ACADEMIES OF HOPATCONG HIGH SCHOOL

Dear _____

We are pleased to announce your acceptance into the _____ Academy.

Your application has been reviewed and accepted. Requirements for your participation in this program are the following:

- Completion of all assignments.
- Community service requirements pertaining to respective academy.

Ms. Randina, Mrs. Walker, Dr. Edgerton, and Dr. Kaufhold have been actively involved in the development of the various academies. We look forward to working with you as you embark on your journey.

You may contact any of the staff members, either in person or by email at the addresses listed below, with any questions you may have. If you contact us by e-mail, please put "Academy" in the subject box.

Congratulations! We are so pleased to welcome you to this new program.

Sincerely,

Mrs. Cynthia Randina	crandina@hopatcongschools.org
Mr. Lewis Benfatti	lbenfatti@hopatcongschools.org
Mrs. Jaime Walker	jwalker@hopatcongschools.org
Dr. Joanne Mullane	jmullane@hopatcongschools.org
Mrs. Stephanie Martinez	smartinez@hopatcongschools.org