

# **The Academies of Secaucus High School**

## **Future Teachers Academy Manual**

**Student/Parent/Faculty/Administrator Manual  
2009-2010**

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The Secaucus Board of Education, District Office, administration and/or department facilitator reserves the right to amend this handbook.  
Parents will be given prompt notification if changes are made.

**“WE STRIVE FOR EXCELLENCE”**

**FUTURE TEACHERS ACADEMY**

**Submitted by**

**Kathy Kuchar, Facilitator**

**Family and Consumer Sciences**

**July 13, 2009**

# The Academies of Secaucus 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 Secaucus High School:

Science & Math Academy

Business & Technology Academy

Media & Communications 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/teacher:

Science & Math Academy – Dr. Daniela Dimichino

Business & Technology Academy – Felice Wilson

Media & Communications Academy – Debbie Gerbasio

Future Teachers Academy – Kathy Kuchar

Thank you for your time.

# The Academies of Secaucus High School

APPLICATION FOR MEMBERSHIP – Please select one

\_\_\_\_\_ SCIENCE & MATH ACADEMY

\_\_\_\_\_ BUSINESS & TECHNOLOGY ACADEMY

\_\_\_\_\_ MEDIA & COMMUNICATIONS  
ACADEMY

\_\_\_\_\_ FUTURE TEACHERS ACADEMY  
(beginning in the Fall, 2010)

## 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 Secaucus High School

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

\_\_\_\_\_ Science & Math Academy

\_\_\_\_\_ Business & Technology Academy

\_\_\_\_\_ Media & Communications 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 Secaucus 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 assistant principal and your guidance counselor.**

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

Rating	Assistant Principal Printed Name	Assistant Principal Signature	Date
Comments			

**Counselor Information**

GPA	Counselor Printed Name	Counselor Signature	Date
Comments			

## FUTURE TEACHERS ACADEMY

### INTRODUCTION

The Family and Consumer Sciences department and its life skills classes in particular have a mission to provide learning experiences that prepare students for participation in families and communities, in education and in work. 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 Secaucus 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 mission of the Future Teachers Academy is to identify and reach out to students from across academic areas. The students will be provided with an instructional program and field experiences including community service opportunities. The academy will also foster teacher/student relationships. This will maximize the student potential by providing individualized attention, building group identity, building on individual strengths, utilizing problem based learning, differentiated instruction and the infusion of current technologies. Ultimately, we will provide individual and group projects enhancing teamwork to provide collegiate partnerships.

## **ADMISSIONS**

Students that would like to participate in the Academies at Secaucus 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 Secaucus 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 Secaucus 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, Psychology (if offered), Sociology, Public Speaking, Writer’s Workshop, as well as the FTA Senior Field Experience “Project Teach”, 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.

## **NEW JERSEY CLARIFICATION PROJECT**

We as a department have been a leader in development, promoting, and teaching in accordance to the Standards Clarification Project. The Family and Consumer Science Department has prided itself in being a pioneer in the development of our curriculum long before it was decided that these skills are necessary for students. We continue to strive toward meeting the standards that have been developed for our students:

### **Standard 9: Career Education and Consumer, Family and Life Skills.**

**Mission:** Through Career and Technological Education, students identify and pursue career goals, apply communication and critical thinking skills, develop employability skills, and plan for further education and employment.

#### **Standard 9.1 Career and Technical Education**

All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

**Big Idea:** Students explore career opportunities and assess individual aptitudes and interests to make informed decisions regarding career and educational choices.

#### **9.1 A. Career Awareness and Planning**

##### **Essential Questions:**

How do I decide what I want to be and how do I prepare for my career?

Why do I need a career plan? How do I communicate this information to post-secondary institutions and employers?

#### **9.1.B. Employability Skills**

##### **Essential Questions:**

How can we best prepare for the workforce when we will likely change jobs multiple times and perhaps even careers?

**Standard 9.2 Consumer, Family, and Life Skills**

All students will develop career awareness and planning, employability skills and foundational knowledge necessary for success in the workplace.

**Big Idea:** All students will demonstrate critical life skills in order to be functional members of society.

**9.2.A. Critical Thinking**

**Essential Questions**

How do I decide or make choices?

**9.2.B. Self-Management**

**Essential Questions**

Why do I need to be accountable?

**9.2. C. Interpersonal Communications**

**Essential Questions**

How do I best communicate?

**9.2. D. Character Development and Ethics**

**Essential Questions**

How do family, school, community, and workplace influence an individual's character and ethics?

**9.2. E. Consumer and Personal Finance**

**Essential Questions**

When should I start planning financially, and how is it best to do so?

**9.2. F. Safety**

**Essential Questions**

How is safety a personal and societal responsibility?

**COURSE OF STUDY**

Courses Recommended for The Future Teacher Academy Students as presented in our Program of Studies Guide:

**WRITER'S WORKSHOP/RESEARCH – 0168                      L2                      9 (required)                      5 Cr.**

Students will explore ideas, examine options, problem-solve and share their thoughts with others in a variety of writing modes. In addition to creative writing, each student will develop the skills needed to write persuasive essays and research papers.

**PUBLIC SPEAKING – 0166                      L2                      9,10,11,12                      5 Cr.**

This course explores and develops creative skills in self-expression and provides opportunities to perform poetry, prose, and drama. In addition, the elective also introduces the arts of formal speech making and debating.

**SOCIAL DEVELOPMENT – 0244                      L2                      11,12                      5 Cr.**

Students who select this course will be able to develop a useful understanding of why man behaves the way he does , and experiences things he does. The areas to be encountered will include physical and emotional development behavior, motivation, perception, personality characteristics, and the relations of people in social groups. Professional speakers add to the curriculum with their input.

**CHILD DEVELOPMENT I – 0870      L2                      10,11,12                      5 Cr.**

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 access the progress of the Pre-K students.

**CHILD DEVELOPMENT II – 0871      L2                      11,12                      5 Cr.**

**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.

**CLASSROOM MANAGEMENT                      L2                      11, 12                      5Cr.**

**Pre-requisite: Child Development I, II and teacher recommendation**

This senior level course is designed to give academic rigor and credit to the culminating experience of Future Teacher Academy Students. Classroom management will offer the students insight into the planning, management, resources, publicity, record keeping, confidentiality, local and state laws. In addition students will be exposed to the technological tools and benefits of Promethean Boards, on-line lesson planning, on-line grade books, and web-portals to teacher resources.

**ACADEMY INTERNSHIP (“Project Teach”)    L1                      12                      5 Cr.**

**Pre-requisite: Classroom Management**

The Academy Internship is offered to those seniors who are enrolled in any Academy Program offered by Secaucus High School. By interning in the local schools in the Secaucus 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.

## FUTURE TEACHER ACADEMY

### Curriculum

#### Ninth Grade

English 9  
Math  
\*Public Speaking  
Applied Computer Concepts

Physical Education/Health 9  
Science  
Social Studies  
\*Writer's Workshop

#### Tenth Grade

English 10  
Social Studies  
Science  
Math

Physical Education/Health 10  
\*Child Development I  
World Language  
Elective

#### Eleventh Grade

English 11  
Social Studies  
Science  
Math

Physical Education/Health 11  
\*Child Development II  
\*Classroom Management  
World Language

#### Twelfth Grade

English 12  
\*Social Development  
Art  
\*\*Elective

Physical Education/Health 12  
\*Academy Internship  
Family & Consumer Science Elective  
\*\*Elective

\*Required Academy Courses

\*\*The student will be able to add another Math or Science course to their schedule.

\*\*\*Future addition of a Psychology course in senior year.

## 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. Teacher generated rubrics and check lists will be used, as well as portfolio based assessment. Portfolios will enable the teacher to validate, improve and extend the information that is used in our current curriculum and help to be a springboard toward revising and updating our current curriculum. 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 Promethean 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"

## **MENTORING AND GUIDANCE**

The mentoring job of the Academy at present will be a shared job between the student, classroom teacher and department facilitator. Once we have our internship program working our teachers will then play an important role in the mentoring of our students. However, it is during the seminar time that we will have a common setting to work toward that small learning community. Mentoring is an on-going process and many times issues are presented that need attention. The classroom teacher will be the first line of action and then the department facilitator.

Our Guidance department will play a vital role in the success of the Future Teachers Academy, for it is there that students meet with their respective counselors and schedules are made. The Guidance department needs to be included in making the placement and scheduling decisions. Also, we have cited the use of the guidance counselor pertaining to the application process for the entrance into the Academy. Parental support of the placement of students into the Academy will be a guidance task.

## **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: 21<sup>st</sup> Century Skills an High School Reform,” a report issued in March by the Partnership for 21<sup>st</sup> 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.

**SUGGESTIONS AND ADDITIONAL RESOURCES**

Suggestions for the success of the Future Teachers Academy are as follows:

1. An additional Family and Consumer Sciences teacher so that we can add the new courses and still continue the existing FACS program.
2. Finalize the affiliation with New Jersey City University for college accreditation.
3. Curriculum Development for the Classroom Management Course
4. Consideration for the 11<sup>th</sup> grade students to be eligible for acceptance into the academy.
5. Adoption of the policy that *all students who successfully complete the SHS Future Teachers Academy and upon receiving their diploma from a four-year institution with a certification in teaching will be granted an "interview" for a teaching position in the Secaucus School district.*  
(However, this does not entitle the applicant to a position in the Secaucus School district but it does guarantee an interview upon an opening of a position.
6. A psychology course to be added to the curriculum.
7. Establish a common planning time for teachers
8. Establish a Future Teacher Academy Coordinator with a stipend.