

Pre-Teaching Academy

High school juniors



In-school internships for juniors and seniors who are interested in the teaching profession:

- *Pre-teachers work with small groups, develop lesson plans and teach them, grade tests, review homework, and work closely with their mentors in all facets of the teaching profession.*
- *The program is a collaboration between the district and a school of higher education enabling the pre-teachers to attend college workshops and courses for college credit.*

Results



- *The Academy promotes positive attitudes toward the field of education and encourages young people to become teachers.*
- *The Academy prepares students for college, provides them the opportunity to accelerate their education, and exposes them to a college environment.*

The Program

The Pre-Teaching Academy is a collaborative venture between higher education and a public high school to introduce high school students to the joys and rewards of the teaching profession.

During their school years and two summers, high school juniors and seniors complete teaching internships supervised by high school teacher-mentors. Interns have firsthand classroom teaching experiences in their own high school, including tutoring, instructing small groups, reviewing homework, presenting preliminary lesson materials, teaming with their mentors to teach entire lessons, teaching entire lessons or parts on their own, and preparing and grading tests. They complete and receive credit for two college courses and attend Saturday and after-school educational workshops with their teacher-mentors. Pre-teacher candidates should meet the following criteria:

- grades of at least 75% in Regents-level classes with no failing grades,
- DRP percentile of at least 50,
- no attendance or school discipline problems, and
- enjoyment of learning and a desire to help others.

The unique, firsthand experience of teaching their peers significantly increases the self-esteem and communication skills of the pre-teachers.

Professional Development

Two initial days of in-service training and five follow-up visits throughout the year are provided. Topics covered in training include: 1) structuring student internships, 2) developing placements in schools and other agencies, 3) matching teacher-mentors with interns, 4) developing linkages with local colleges, 5) monitoring student growth, 6) providing feedback for students, 7) developing and implementing workshops for teacher-mentors and interns, 8) designing and implementing college credit courses for high school students, 9) structuring a comprehensive program evaluation, and 10) creating a program database.

Costs & Funding Options

A program coordinator at the high school (requires time to supervise the program) and a liaison at the college, preferably within the education department, are strongly suggested. Additional funding, if available, is used for stipends for students and teachers (with per session pay) to attend workshops and to offer one college education class per semester for pre-teaching interns. Training costs range from \$3,000 to \$5,000. Possible funding sources for replication include ESEA Title VI. The following materials will be provided to replicating schools: 1) course outline and Pre-Teaching Textbooks (\$20/each) for the college level Introduction of Education Course; 2) Cooperating Teachers Manual (\$10 each); 3) one Coordinator's Manual (\$30) for use by the school program coordinator and collaborating college; 4) evaluation forms for cooperating teachers to use to evaluate interns; 5) sample newsletters; 6) sample program evaluation forms; 7) Excel template for program database; and 8) Resource list (published and electronic).

Learning Standards

Career Development/ Occupational Studies:

2) demonstrate how academic knowledge and skills are applied in the workplace and other settings; 3a) demonstrate mastery of the foundation skills and competencies essential for success in the workplace.

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