

TOMORROW'S TEACHERS

Fact Sheet



What is *Tomorrow's Teachers*?

Tomorrow's Teachers is an innovative course designed to attract talented young people who possess exemplary interpersonal and leadership skills to consider a career in teaching. The program seeks to provide high school students insight into the nature of teaching, the problems of schooling, and the critical issues affecting the quality of education in America's schools. As such, the program also provides and inspires these aspiring future teachers to also become community leaders with insights about teachers and schools that will enable them to be advocates of education.

Tomorrow's Teachers is taught for a minimum of one class period a day for a year, or the equivalent in contact hours. It includes four themes: (1) Experiencing Learning; (2) Experiencing the Classroom; and, (3) Experiencing the Teaching Profession. A variety of hands-on activities and a strong emphasis on observations, and field experiences are provided. Emphasis is also placed on teaching critical shortage subject areas. Instructors for *Tomorrow's Teachers* are recommended to have a minimum of three years of successful teaching experience. The training is offered at no cost to school districts; there is a charge only for the required curriculum materials. Funding for the training has been provided by the New Jersey Education Association. This program is endorsed by the NJ Department of Education.

Why Does *Tomorrow's Teachers* Matter?

Young people need role models in professional positions and the *Tomorrow's Teachers* high school course provides such role models for aspiring educators. The course:

- Provides the needed spark to encourage academically-talented students to pursue a career in the education profession. After completing the course, 43 percent of the participating students chose teaching as the career they planned to pursue after college. Nearly one out of four students who plan to teach indicated that they were undecided or planned to pursue a different career before taking the course.
- Provides a curriculum-based, hands-on approach to educate students on the requirements to become a successful teacher and enables students to put their knowledge to work through a classroom internship.
- Makes students more aware and appreciative of the education profession which fosters advocacy for education policy reform at the state and national levels. [Source: Center for Educator Recruitment, Retention, and Advancement (CERRA) at Winthrop University]

What is the History of *Tomorrow's Teachers* in New Jersey?

Tomorrow's Teachers training was first implemented in New Jersey in 2007. Since then, training has been provided for instructors from over 300 high schools in state.

Want to Learn More?

Visit The CERRA Teacher Cadets website at <https://www.teachercadets.com/> to learn more about the program, training, curriculum, and research.

College Credit Opportunities!

Fairleigh Dickinson, Kean, Rider, and Stockton Universities offer college credits to high school students who successfully complete the one-year *Tomorrow's Teachers* high school course.

- **Fairleigh Dickinson University:** Contact: Ms. Barbara Torna (barbara@fdu.edu) or Dr. Vicki L. Cohen (cohen@fdu.edu)
- **Kean University:** Contact: Dr. Gail Verdi (gverdi@kean.edu)
- **Rider University:** Contact: Dr. Tracey Garrett (tgarrett@rider.edu)
- **Stockton University:** Contact: Ms. Kate Juliani (Kate.Juliani@stockton.edu)

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Curriculum Standards: Experiencing Education 11th Edition

Theme 1: Experiencing Learning

AWARENESS AND REFLECTION

- I.1.1: Students will analyze their strengths and areas for improvement as learners.
- I.1.2: Students will evaluate themselves as diverse individuals, learners, and community members.
- I.1.3: Students will determine how diversity enhances the classroom and the community.
- I.1.4: Students will analyze the role of self-esteem in learning and its contributing factors.
- I.1.5: Students will recognize and establish a respectful environment for diverse populations of students in the classroom.

STYLES AND NEEDS

- I.2.1: Students will evaluate different learning styles.
- I.2.2: Students will identify the special needs and exceptionalities of learners and determine how these needs affect the learning process.
- I.2.3: Students will evaluate major physical, social, and personal challenges that can impede successful learning.

GROWTH AND DEVELOPMENT

- I.3.1: Students will differentiate among the physical stages of learners.
- I.3.2: Students will differentiate among the cognitive stages of learners.
- I.3.3: Students will distinguish between the moral stages of learners.
- I.3.4: Students will analyze the steps in the psychosocial stages of learners.
- I.3.5: Students will apply their knowledge of the developmental changes of learners.

Theme 2: Experiencing the Classroom

OBSERVATION AND PREPARATION

- II.1.1: Students will analyze their strengths and areas for improvement as potential teachers.
- II.1.2: Students will evaluate positive and negative aspects of the teaching profession.
- II.1.3: Students will evaluate appropriate instructional objectives after analysis of developmental stages of learners.
- II.1.4: Students will distinguish between effective and ineffective methodologies and teaching strategies and traits in various educational settings.
- II.1.5: Students will analyze ways in which a teacher's personality impacts instructional style and interaction.
- II.1.6: Students will defend effective teaching methodologies and strategies.
- II.1.7: Students will evaluate components of effective classroom climate, management, and discipline.
- II.1.8: Students will incorporate various technologies in the planning of effective instruction and demonstrate its application.
- II.1.9: Students will evaluate various assessment techniques.
- II.1.10: Students will design and deliver an effective lesson for instructor and peer feedback that differentiates instruction to accommodate all learners.

APPLICATION AND INSTRUCTION: THE INTERNSHIP WITH A COOPERATING TEACHER

- II.2.1: Students will implement developmentally appropriate learning activities for all learners in order to build

- II.2.2: confidence, knowledge and skills. Students will accommodate major physical, social, and personal challenges that can impede successful learning.
- II.2.3: Students will apply knowledge of learning styles, multiple intelligences, and Bloom's Taxonomy, Webb's Depth of Knowledge, brain-based strategies for learning, and classroom management to instruction and assessment.
- II.2.4: Students will design and deliver an effective lesson in a classroom setting that differentiates instruction to accommodate all learners.
- II.2.5: Students will apply the components of effective classroom climate, management, and discipline.
- II.2.6: Students will describe, analyze, and reflect on their teaching practices and field experiences.

Theme 3: Experiencing the Teaching Profession

HISTORY AND TRENDS

- III.1.1: Students will identify and analyze the impact of key historical educational events in the United States.
- III.1.2: Students will evaluate various educational philosophies and begin developing their own personal philosophy of education.

STRUCTURE AND GOVERNANCE

- III.2.1: Students will compare and contrast the various types of schooling.
- III.2.2: Students will analyze the governance structure of their local, state, and national educational systems.

CERTIFICATION AND EMPLOYMENT

- III.3.1: Students will investigate careers in education.
- III.3.2: Students will describe the process and structure of teacher certification.
- III.3.3: Students will identify the reasons for teacher shortages and the content and geographic areas that are most greatly impacted.
- III.3.4: Students will demonstrate effective job application and interview skills.

ETHICS AND PROFESSIONALISM

- III.4.1: Students will analyze and interpret the current state code of educator conduct.
- III.4.2: Students will demonstrate how teachers can exhibit leadership as advocates and agents of change for education and their communities.
- III.4.3: Students will identify the services professional organizations provide for teachers.

