



The Smartboard

"A teacher takes a hand, opens a mind, and touches a heart."



Recruiting Today's Students as Tomorrow's Teachers

Winter 2016

Special points of interest:

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- Meet 'Future Teacher' Turned 'Teacher of the Year,' Ms. Katie Goldberg, p. 6
- Meet NJFEA Advisor of the Month, Mr. Frank Stebbins, p. 5

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Read About Us in the NJEA Review—January 2016!

We are proud to announce that the Center for Future Educators at The College of New Jersey is featured on the cover of the January 2016 issue of the NJEA Review. This is a tremendous honor and we invite everyone to read the full article [online here](#).

All of our programs for future teachers are fully funded by the New Jersey Education Association. We are enormously grateful to the NJEA and its leadership for its unwavering support, and for its commitment to the next generation of aspiring educators and to the children who will sit in their classrooms in New Jersey.

"Teaching requires specific, well-honed skills in pedagogical techniques as well as deep content knowledge. It also requires a special kind of dedication to the betterment of society through the development of young people in whose hands we place our futures."

—Larry Fieber, Executive Director, Center for Future Educators

Our important work continues! Join us!



Hello Future Teachers!

The 2015-16 NJFEA State Officers have begun a new initiative to get to know our fellow future educators who are NJFEA local chapter members and/or current students in Tomorrow's Teachers high school classes. To help us in our effort to build a network of aspiring future educators in high schools across New Jersey, **please email your name, email address, phone #, and school name** to me at nicholasquintero0@gmail.com. **Also, tell me if you are a local NJFEA chapter member and/or a Tomorrow's Teachers course student.** We will use the contact information to expand our student-to-student communication from the NJFEA State Officers to make sure you are up to date about exciting opportunities, events/programs, news, etc., that will be useful to you as you explore teaching as a future career.

We look forward to having you become a part of our new statewide network.

Sincerely,
Nicholas Quintero, NJFEA Northern Region Representative



NJFEA Events/Programs for 2016



Mark your calendars!



**“Education is the most powerful weapon which you can use to change the world.”
—Nelson Mandela**

[NJFEA Conference @ Monmouth University](#), March 14, 2016



Register at: <http://www.oksignmeup.com/njfea/monmouth>

[NJFEA Conference @ Rutgers University-Newark](#), April 6, 2016



Register at: <http://www.oksignmeup.com/njfea/rn>

NJFEA Middle School Conference @ Montclair State University, June 7, 2016



Check the [Center for Future Educators website](#) for upcoming registration information.



FAIRLEIGH DICKINSON UNIVERSITY Tomorrow's Teachers Training at Fairleigh Dickinson University, June 27-28, 2016



RIDER UNIVERSITY Tomorrow's Teachers Training at Rider University, June 29-30, 2016

Get your Tomorrow's Teachers [invitation letter](#) and register by May 6th.



RIDER UNIVERSITY [Summer STEM Academy @ Rider University](#), July 11-22, 2016



TCNJ THE COLLEGE OF NEW JERSEY [Urban Teacher Academy @ The College of New Jersey](#), July 18-29, 2016

Apply by April 22nd.



STOCKTON UNIVERSITY [Urban Teacher Academy @ Stockton University](#), June 27-July 8, 2016

Apply by May 31st.

Be sure to see the [Center for Future Educators website Events page](#) for all important dates in 2016. The Events page is updated regularly, so check back often!



Students at the 2016 NJFEA Conference at The College of New Jersey

Over 400 Strong at 1st NJFEA Conference of 2016!

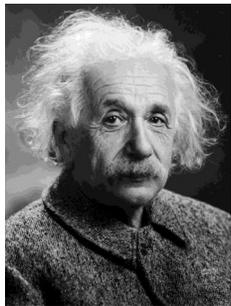
The first regional NJFEA Conference held at The College of New Jersey on January 15th drew **more than 400 students and their advisers!**

Participating students enjoyed a rich selection of over 20 breakout sessions on topics such as teaching in a special education classroom, learning how to teach science, creating positive classroom environments, and a special workshop for NJFEA advisers.



The NJFEA was honored to have a number of special guests present for this first conference of 2016, including Mr. Wendell Steinhauer (President, New Jersey Education Association) and Ms. Kimberley Harrington (Assistant Commissioner, New Jersey Department of Education).

Center for Future Educators at County Teacher Meeting



“Everyone is a genius. But if you judge a fish on its ability to climb a tree, it will live its whole life believing that it is stupid.” — Albert Einstein

CFE Executive Director/NJFEA State Director Larry Fieber made a presentation to the Teachers of the Year Committee meeting, chaired by NJEA Vice President Ms. Marie Blistan, at the NJEA Headquarters on January 19th. The presentation introduced the audience of highly accomplished educators to the program offerings of the CFE/ NJFEA. Mr. Fieber was accompanied by four former Urban Teacher Academy (UTA) students: Bridget McManus (3rd year teacher at Trenton Central High School), Dan Kaplan (1st year teacher in Bernards Township), Rachel Redelico (December 2015 graduate of The College of New Jersey and Literacy Support Teacher in Hopewell Township), and Kayla Jerman (senior early childhood education major at The College of New Jersey). All discussed the impact of the UTA and other CFE/NJFEA programs on their plans and preparation for becoming tomorrow’s teachers.

This was a powerful presentation that drew many questions and comments from the Teachers of the Year. We look forward to expanded involvement in CFE/NJFEA programs of this group of highly dedicated and talented educators.



1st Urban-Suburban Student Exchange of 2016



The first Urban-Suburban Student Exchange of 2016 was held on January 22.

Thanks to all Henry Snyder High School and Morris Hills High School students who participated in the Urban-Suburban Student Exchange on January 22.

These exchanges are designed to open dialogue and build bridges between aspiring future educators from diverse backgrounds. More exchanges will be scheduled throughout 2016.

NEA Read Across America Day: March 2, 2016

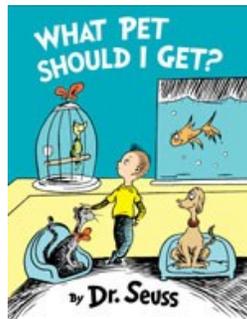
Get ready to Read Across America! NEA is gearing up for the March 2016 Read Across events featuring our 6-city NEA Reading Tour! Check back here for event schedules, planning tips, artwork, and more! For now, check out the highlights from [Read Across America 2015](#).



About NEA's Read Across America:

The National Education Association is building a nation of readers through its signature program, NEA's Read Across America. Now in its 19th year, this year-round program focuses on motivating children and teens to read through events, partnerships, and reading resources.

"You're never too old, too wacky, too wild, to pick up a book and read with a child."



What Pet Should I Get? Classroom Activity Guide Available Online

Hang on to your hats! It's time to gear up for NEA's Read Across America Day and go wild for reading! On March 2, tip your hat to Dr. Seuss and celebrate his newly discovered book, *What Pet Should I Get?* with creative acts of reading and learning for students of all ages. [In this guide](#), you'll find ideas for classroom-based activities and school-wide events that take advantage of students' affinity for animals and Dr. Seuss's talent for creating fantastic creatures.



What Books Should Your Students Read Next?

We asked NEA members nationwide to share with us those titles that are used by educators and loved by students. [>>Read more](#)

Help Your School Library and Reading Community

NEA's Books Across America is back with \$1,000 grants for school libraries in need, thanks to a generous donation by Walden Media and The Weinstein Company, producers of the film, "The Giver." NEA members will be able to apply for one of 100 grants in the amount of \$1,000, made available by the NEA Foundation to fund the purchase of diverse books and reading materials for under resourced school libraries. Fill out [this application](#) and best of luck to you!

For complete information, visit the [NEA Read Across America website](#).

Kevin Mount: Why Teach Internationally?



Why Kuwait? Why teach internationally? Many inquired before I embarked on my journey. Of course, they were very valid questions. Did I choose this path because I enjoy travelling, relish adventure, or have an aversion to the way public school teachers are treated in the U.S.? It would be simple to say I came to Kuwait for a mix of those reasons. However, over time, I have come to realize that these may have been small factors resulting in my move.

What motivates somebody to go into finance, customer service, advertising, or publishing? Was it a realization over time, or was their decision instantaneously made in one moment? And after they decide on a career path, why choose one company over others? What deters or attracts us to one place of employment over another? Salary, location, environment, and required qualifications can all affect the outcome.



Email Kevin at mountk2@tcnj.edu if you have any questions about teaching internationally.

I chose international teaching as my career path in the beginning of my senior year in high school. This was before I travelled to Australia and Italy to teach during college, before I understood the state of education in the country, and even before I was certain I wanted to enter teaching. So to simply answer the question: Why did I enter international teaching? I guess I had a simple answer; I had no idea why. However, everyday I have come to realize more and more why I am here. Maybe I was unable to explain why I wanted to depart for this new adventure, but in the back of my mind, I knew I was making the correct decision.

As my days in Kuwait pass, I have found the answer to these questions; it is simple. I went into international teaching because it makes me happy. And I came to Kuwait because I knew that this school would be the venue of my happiness. Of course, nothing in life is perfect. Being far away from home, friends, and family is difficult. But I seek growth under the rock the remains undiscovered. I know underneath there are a wealth of experiences, knowledge, and most importantly, happiness.

This answer may seem convoluted, but it is in fact very simple. Don't jump off the deep end without knowing how to swim. But if you can fight to keep your head above water just long enough to get to the edge without drowning, take a step off the ledge. You better know that you will be stronger when you climb out.

I believe this is what I have done. I may not have had experience or expected my life to lead here, but I feel that taking the risk and jumping in has made me stronger. If you have any inkling of curiosity about teaching internationally, I would strongly consider "jumping in."



About Kevin Mount: Kevin is a sixth and eighth grade mathematics teacher at the American International School of Kuwait. He is currently on a two-year contract, but plans on making international teaching a career. In college, Kevin had teaching internships in Sydney, Australia and Rome, Italy. Kevin graduated from The College of New Jersey in May 2015.





Ms. Katie Goldberg

Katie Goldberg: From Future Teacher to Teacher of the Year

by Samantha Nielsen, NJFEA Southern Region Representative

Katie Goldberg is a Spanish teacher at Washington Elementary School in Edison, New Jersey. Every day, she drives to school, never feeling as though she is driving to a job. Teaching is Katie's passion, and every day her students inspire her to become the best teacher she can possibly be.

Ms. Goldberg has been a Spanish teacher for four years. She aspired to be a science teacher for a very long time; however, when she was in high school, Katie decided to take Spanish classes for three years. She states: "All changed when I had a fantastic Spanish teacher for three years who inspired me to study, and eventually teach Spanish. His passion for the language was so contagious!"

Ms. Katie Goldberg has been awarded the Washington Elementary School Teacher of the Year for the 2015-2016 school year. As Teacher of the Year, she has many fond teaching memories. According to Ms. Goldberg, one of her greatest accomplishments occurs when her students have what she calls *light bulb moments*. She points out that these moments—when students suddenly *get it*—are the most exciting and rewarding aspects of teaching. Ms. Goldberg summarizes her love of teaching when she states: "All of my students make me so proud."

Some of Ms. Goldberg's favorite memories of being a teacher consist of the little things, like the thoughtful comments students make or watching her students grow as learners and people. Great teachers are life-long learners. Ms. Goldberg continually reminds her students that she is learning every day, right along with them. She attends professional development opportunities, and takes full advantage of all these have to offer. One of the recent professional developments she had attended was called *EdCampWL*. At this conference, many world language educators came together to share practices, techniques, technology, and teaching materials.

Currently, Ms. Goldberg is in the process of completing her master's degree to become a certified teacher for English as a Second Language and Bilingual Education. She recognizes the challenges that teachers face on a daily basis. She explains: "Students walk into a classroom, bring different abilities, intelligence, and academic levels to the table. I believe one of the greatest challenges for teachers is meeting all of the students' individual needs, while at the same time, challenging them at their own level, so that they'll all be successful in meeting the curriculum standards." Ms. Goldberg's advice for all future teachers is powerful: "Always remember, at the end of the day, your students are your focus and inspiration. Some days it gets tough. When you have stress of lesson plans, SGOs, standardized testing, benchmarks, and deadlines; it is easy to get lost in everything you have to do. But at the end of the day, it's really just you, your students, and their learning."

**"For every one of us [who] succeeds, it's because there's somebody there to show you the way out. The light doesn't always necessarily have to be in your family; for me it was teachers and school."
—Oprah Winfrey**



"Every day that I drive to school, I never feel as if I'm driving to 'work' to do my 'job;' for me, teaching is so much more than that: it is a passion. My students inspire me every day to become the best teacher I could possibly be, and to reach them not only in terms of academics, but also socially and emotionally, contributing to their growth as a whole person. Because teaching is so much more than just academics, we as teachers have the ability to touch the lives of our students and help shape them into the people they will become."

– Ms. Katie Goldberg



The magicians and entertainers Penn & Teller (Francis George). Source: [The Atlantic Monthly](#).

Feature Article for Future Educators

“Teaching: Just Like Performing Magic,” by Jessica Lahey,
The Atlantic Monthly, January 21, 2016

Education, at its most engaging, is performance art. From the moment a teacher steps into the classroom, students look to him or her to set the tone and course of study for everyone, from the most enthusiastic to the most apathetic students. Even teachers who have moved away from the traditional lecture format, toward more learner autonomy-supportive approaches such as project-based and peer-to-peer learning, still need to engage students in the process, and serve as a vital conduit between learner and subject matter.

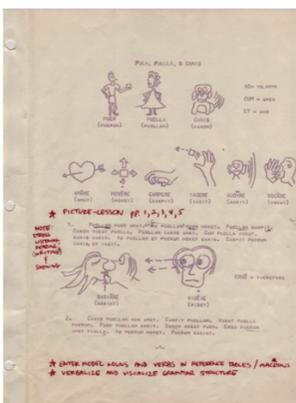
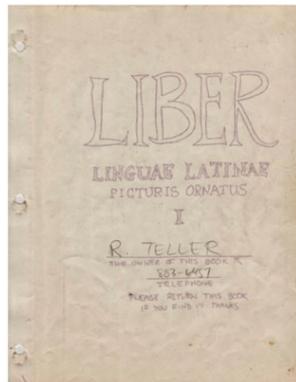
Teachers are seldom trained in the performance aspect of teaching, however, and given that every American classroom contains at least one bored, reluctant, or frustrated student, engagement through performance may just be the most important skill in a teacher's bag of tricks.

I asked Teller, a former Latin teacher and the silent half of the magical partnership known as [Penn & Teller](#), about his years as an educator, and the role performance played in his teaching. Teller taught high school Latin for six years before he left to pursue a career in magic with Penn, and in the 40 years since, the duo have won Emmys, Obies, and Writer's Guild Awards, as well as a star on the Hollywood Walk of Fame. As our conversation meandered through Catullus, Vergil, Shakespeare, and education theory, he explained why he believes performance is an essential, elemental aspect of effective teaching.

The first job of a teacher is to make the student fall in love with the subject. That doesn't have to be done by waving your arms and prancing around the classroom; there's all sorts of ways to go at it, but no matter what, you are a symbol of the subject in the students' minds.

As that symbol, Teller argued, the teacher has a duty to engage, to create romance that can transform apathy into interest, and, if a teacher does her job well, a sort of transference of enthusiasm from teacher to student takes place. The best teachers, Teller contended, find a way to teach content while keeping students interested. “If you don't have both astonishment and content, you have either a technical exercise or you have a lecture.” Teller's educational philosophy is rooted in the philosopher [A.N. Whitehead](#)'s “[rhythm of education](#),” a theory that asserts learning happens in three stages: romance, precision, and generalization.

Romance, argued Teller, precedes all else. “I'm 5'8” and was about 160 pounds those days, so I was not the kind of person who could walk into a room of rowdy kids and [they] would just pay attention to me. What I have, however, is delight. I get excited about things. That is at the root of what you want out of a teacher: a delight in what the subject is, in the operation. That's what affects students.”



Teller's Latin Curriculum.
Source: [The Atlantic Monthly](#).

The above is an excerpt from *The Atlantic Monthly* article, “Teaching: Just Like Performing Magic,” by Jessica Lahey.

Read the full article online in the [Atlantic Monthly](#).

Spotlight On: Mr. Frank Stebbins



Mr. Frank Stebbins

Over the last 13 years, I have taught at the elementary, middle, and high school levels. During that time, I have seen educational policy shift, standardized testing come and go, and curriculum enter a cycle of change. However, the one consistent through all of this change is the fact that the one focus of the professional is the student. As you prepare to enter college and more importantly, the profession, the students you will have are your spheres of influence. It is often asked how can we make a greater difference then outside factors, but how will you know unless you try with each and every student.

Two events shaped my educational philosophy, and surprisingly, both occurred after being in the classroom for ten years. The first event was becoming a father. Even though I was teaching at the high school level, being a parent taught me one key essential question: What would you want your child's classroom experience to be like? Once I began using this approach, it caused me to be much more reflective in my practices and building rapport with students as well as their parents.

The second event was starting the Future Educators Chapter at Arthur L. Johnson High School along with the Tomorrow's Teachers course. Allowing students to see the value of service learning projects along with the ideals of the profession has been one of the most rewarding experiences of my career.

Recently, I had the opportunity to hear the president of the University of Notre Dame speak, and his words apply now more than ever. When speaking of the purpose of education, he commented, "Educate the heart, and the mind will follow." If you remember those words along with attempting to create a learning atmosphere you would want your future children to have, you will have an immediate positive impact on the students lucky enough to be in your classroom!

"Educate the heart, and the mind will follow."

About Frank Stebbins:

Frank Stebbins is in his 13 year teaching for the Clark School District. During that time he has taught at the elementary, middle, and high school levels. He is in his first year of co-teaching the Tomorrow's Teacher class and advising the Future Educator's Club at Arthur L. Johnson High School. In addition to teaching for Clark, he has also collaborated with the Yogi Berra Museum and Learning Center, New Jersey Hall of Fame as well as its Mobile Museum on curriculum development.



Arthur L. Johnson High School

NJFEA Advisors: Get Your Copy of Our Handbook!



The 2015-16 NJFEA Advisors' Handbook for Starting and Leading a NJFEA Chapter is available [here](#).

Join the New Jersey Future Educators Association and your advisor-peers in fostering the recruitment and development of prospective teachers through the dissemination of innovative programming and relevant research. By elevating the image of teaching, the NJFEA will attract dynamic and diverse students who will become great teachers.



Doug Philips

What is the Most Difficult Challenge...?

The NJFEA State Officers interviewed fellow students and aspiring future educators to find out, "What is the most difficult challenge you anticipate as a future teacher?" See what they said....

"Not captivating the students interest with the lessons and not being able to connect with them."

—**Demetrius Walton** (not pictured), senior at Manchester Township High School. Interviewed by Katelyn Page, NJFEA President.



Erin Rhodes

"I would have to say the most difficult challenge I anticipate facing is meeting an entire new staff of people. I think what worries me the most is having to build new relationships with new peers whom I will be meeting for the first time on that first day of school. I think a lot of new teachers are worried about their students but I worry the most about meeting other teachers!"

—**Doug Philips**, senior at Burlington Township High School, and aspiring physical education teacher. Interviewed by Makenzie Kern, NJFEA Vice President.

"The most difficult challenge that I anticipate as a future teacher is trying to motivate those students who have no interest in what i'm trying to teach or that they just don't care."

—**Erin Rhodes**, senior at Nottingham High School. Interviewed by Joely DeMonte, NJFEA Secretary.



Megan Kelly

"The most difficult challenge I anticipate as a future teacher is primarily thinking that I won't be able to connect with the students on a personal level. I believe that in order to have a student fully understand a lesson to its full potential, you must be on a respected, personal level with the students."

—**Megan Kelly**, senior at Hopatcong High School, and aspiring Family Consumer Science teacher. Interviewed by Samantha Nielsen, NJFEA Central Region Representative.

"From my understanding, and after listening to some educators discuss this, when a job opens up for a history teacher, it's that sort of position that get's a lot of applicants fast. That is my greatest fear when venturing out looking for a job. I also plan to study special education in college, so that gives me a little more flexibility and hopefully makes me more appealing to a school than just having studied history."

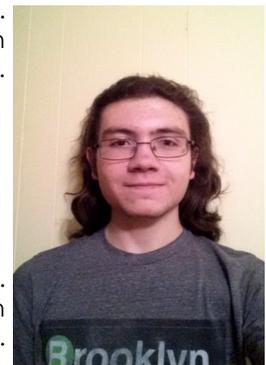
—**Zach Johnson**, aspiring high school history teacher. Interviewed by DJ Hager, NJFEA Central/Southern Region Representative.



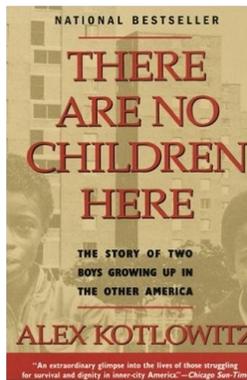
Zach Johnson

"I believe that the biggest challenge I will face when becoming a teacher is getting students to appreciate education. I hope to show children the joys of learning and stop this focus on scores and grades."

—**Alex Rodriguez**, senior at Passaic Valley Regional High School. Interviewed by Nicholas Quintero, NJFEA Northern Region Representative.



Alex Rodriguez



A National Bestseller—
Doubleday Books,
1992

Book Recommendation for Future Urban Educators

“There Are No Children Here: The Story of Two Boys Growing Up in the Other America,” by Alex Kotlowitz

Amazon.com Review:

There Are No Children Here, the true story of brothers Lafayette and Pharoah Rivers, ages 11 and 9 at the start, brings home the horror of trying to make it in a violence-ridden public housing project. The boys live in a gang-plagued war zone on Chicago's West Side, literally learning how to dodge bullets the way kids in the suburbs learn to chase baseballs. "If I grow up, I'd like to be a bus driver," says Lafayette at one point. That's *if*, not *when*--spoken with the complete innocence of a child. The book's title comes from a comment made by the brothers' mother as she and author Alex Kotlowitz contemplate the challenges of living in such a hostile environment: "There are no children here," she says. "They've seen too much to be children." This book humanizes the problem of inner-city pathology, makes readers care about Lafayette and Pharoah more than they may expect to, and offers a sliver of hope buried deep within a world of chaos.

TED Talks and YouTube Video Recommendations

Future teachers — and current teachers, too — will enjoy these videos. They will make you think, reflect, and grow — and they will entertain!

TED
TALKS



[Do Schools Kill Creativity?](#) Presented by Ken Rogers, author and educator

[How Great Leaders Inspire Action.](#) Presented by Simon Sinek, leadership expert



[Your Elusive Creative Genius.](#) Presented by Elizabeth Gilbert, writer

[The World Becomes What You Teach.](#) Presented by Zoe Weil, president and co-founder of the Institute for Humane Education



Partnerships and Contests for Future Teachers

The New Jersey Education Association (NJEA) offers a wide range of partnership and contest opportunities that could provide exciting activities for NJFEA chapters! See the [NJEA website](#) for details about these many opportunities.



ETS Scholarship Opportunity — Deadline: April 22



The Educational Testing Service (ETS) announces its ETS Employees' Community Action Fund (ECAAF) Scholarship Program. The ETC ECAF Scholarship Program was established to assist graduating seniors in the New Jersey public education system achieve the goal of obtaining a higher education degree. Scholarships up to \$10,000 will be awarded to selected students who are pursuing a degree from a two- or four-year accredited school/college/university or a vocational/technical institution in the United States.

This program seeks to help public high school students facing difficult circumstances or hardships and who might not be able to achieve their dream of attending college without the assistance of a scholarship.

The deadline for applying for this scholarship opportunity is April 22, 2016.

Interested students may find more information and complete the scholarship application online, which can be accessed at <https://aim.applivists.net/ECAFNJ>.

Additional information can also be found [here](#).

Teachers as Changemakers—as Social Entrepreneurs



Teachers have a unique opportunity to change the world—one young person at a time. Future teachers will inspire and motivate young people who will become tomorrow's doctors, lawyers, scientists...and, yes, tomorrow's teachers. Never underestimate the power of the influence of a teacher. For other ways that teachers make a difference—as social entrepreneurs—see these important articles below.

- ◆ [The Many Faces of Teacher Activism, The Huffington Post](#)
- ◆ [Creating Classrooms for Social Justice, Edutopia](#)
- ◆ [Social Entrepreneurship: 7 Ways to Empower Student Changemakers, Edutopia](#)



Your Best Resource as a Future Teacher: Membership!



Join YOUR **New Jersey Future Educators Association** and become a part of our growing network of today's high school students and middle school students across our state and nation who aspire to become tomorrow's teachers!

Become a member today at: <https://www.thinkregistration.com/feaaff/nj/>.



The NJFEA is a supporter of the national Educators Rising organization for aspiring future teachers. Visit the [Educators Rising website](#) for more information.

**NEW JERSEY
FUTURE
EDUCATORS
ASSOCIATION**

Mr. Laurence R. Fieber,
Executive Director
Center for Future Educators
The College of New Jersey
School of Education, 202D
2000 Pennington Road
P.O. Box 7718
Ewing, NJ 08628-0718

Phone: 609-771-2464
Fax: 609-637-5065
E-mail: feiber@tcnj.edu

Recruiting Today's Students as Tomorrow's Teachers

The Center for Future Educators (CFE) at The College of New Jersey was established in 2010 to inspire, encourage, and recruit high school and middle school students who are considering teaching as a future career. The CFE especially seeks future educators interested in teaching in high poverty and hard-to-staff schools and/or high shortage subject areas such as math, science, special education, world languages, technology, bilingual and ESL. The CFE works collaboratively with New Jersey's high schools and middle schools, colleges and universities, corporate, governmental, and community agencies to develop an exemplary model of future teacher recruitment.

The CFE also hosts the New Jersey Future Educators Association. Beginning on July 1st, the NJFEA became an independent organization that continues to be funded by the New Jersey Education Association (NJEA). The NJFEA remains in association with Educators Rising (formerly, FEA), our new national network for future teachers.

In addition to supporting local chapter activities, the NJFEA sponsors a variety of statewide events including annual regional conferences for high school and middle school students who aspire to become future teachers, as well as leadership and service project programs and activities. Future teachers and their NJFEA advisers from more than 75 high schools register for these events annually.

Other statewide and regional NJFEA programs for high school and middle school students, student leadership trainings, and state and local service projects are sponsored each year.

The CFE and NJFEA are funded by the New Jersey Education Association.

Visit us: www.tcnj.edu/futureeducators Like us: <http://www.facebook.com/centerforfutureeducators>
Follow us: <https://twitter.com/NJFEA> Join us: <https://www.thinkregistration.com/feaaff/nj/>



Recruiting Today's Students as Tomorrow's Teachers!

We Want to Hear from YOU!

The Smartboard newsletter is one of many ways that we seek to get important information to NJFEA chapter members, NJFEA advisors, Tomorrow's Teachers course students and instructors, and all high school and middle school students across New Jersey who aspire to become tomorrow's teachers — tomorrow's leaders. This newsletter is about you and for you. So, we invite you to contact us and let us know what you would like to see in YOUR newsletter. What is important to you? What do you need to know more about as you explore teaching as a future career? What do you want to know, as a NJFEA advisor, about starting and running a local chapter? Please email Mr. Larry Fieber at feiber@tcnj.edu with your ideas. We want to hear from you!



Mr. Laurence R. Fieber
Executive Director, Center for Future Educators at TCNJ
State Director, New Jersey Future Educators Association

