



# The Smartboard

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



Recruiting Today's Students as Tomorrow's Teachers

Fall 2016

## Special points of interest:

- Lead an Urban-Suburban Student Exchange **p. 2**
- Introducing the 2016-17 NJFEA State Officers, **p. 3**
- NJFEA Advisors' Handbook—Get Your Copy! **p. 7**

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## Welcome Future Teachers to the 2016-17 School Year!

It is with great pleasure that I welcome future teachers from all over New Jersey to the 2016-17 school year. The NJFEA is very pleased to encourage and support high school and middle school students who are considering careers as teachers.

As future teachers, you will face several formidable challenges but will also experience some of life's greatest rewards. Teaching is a profession where you can truly make an everlasting difference in the lives of students.

Please join us at our upcoming NJFEA regional conferences where you will meet highly accomplished educators as well as attend exciting and provocative break-out sessions on a variety of topics pertinent to teaching. Enroll in your high school's Tomorrow's Teachers course elective where you will learn about important pedagogical topics as well as experience first-hand working in a classroom under the direction of a highly skilled teacher.

Start or join your school's NJFEA chapter. Meet other students who share your interests in becoming teachers. Participate in your NJFEA chapter's school/community service projects. Enroll in one of the summer urban teacher academies sponsored by The College of New Jersey, Rider University, Richard Stockton University, or Fairleigh Dickinson University. Read "The SmartBoard," our NJFEA newsletter that is e-mailed four times annually.

Meet our NJFEA student officers who represent you! The NJFEA annually serves thousands of aspiring teachers from all over our New Jersey and we welcome your membership for only \$10, a great value.

It remains an honor and privilege for me to serve NJFEA, and I look forward to meeting you in the year ahead. My motto is "Children and children everywhere and every child is sacred." I hope that you too will embrace my passion and dedication for the important work that teachers do.

Warm wishes,

Larry Fieber  
Executive Director, Center for Future Educators  
State Director, New Jersey Future Educators Association

## Over 500 to Attend NJFEA Conference on

October 11,  
2016!

Over 500 future teachers have already registered for the NJFEA Conference on October 11th at The College of New Jersey. Remaining spaces are limited, so don't delay! Register at <http://www.oksignmeup.com/njfea/tcnj/>, and see the conference flyer at [https://futureeducators.tcnj.edu/files/2000/05/FEAConfTCNJ\\_OCT2016.pdf](https://futureeducators.tcnj.edu/files/2000/05/FEAConfTCNJ_OCT2016.pdf).

## NJFEA Programs for 2016 & A Preview of 2017



Mark your calendars!

### What's coming up in 2016:

**October 11, 2016**—NJFEA Conference at The College of NJ

**November 10-11, 2016**—NJEA Convention, Atlantic City

**November 13-19, 2016**—American Education Week

**November 16, 2016**—National Education Support Professionals Day

**December (TBD), 2016**—NJFEA Conference at Wm. Paterson University

### Preview of just some of what's ahead in 2017:

**February 29-March 4, 2017**—Read Across America

**March 14, 2017**—NJFEA Conference at Monmouth University

**April 4, 2017**—NJFEA Conference at Rutgers University-Newark

**May 9, 2017**—National Teacher Day

**June 6, 2017**—NJFEA Conference at Stockton University

**June 26-29, 2017**—Tomorrow's Teachers Training



All events/programs are posted on the Center for Future Educators website under "Mark Your Calendar" and under the Events pulldown menu on the homepage (<http://futureeducators.tcnj.edu/>).



## Lead an Urban-Suburban Student Exchange!



The Urban-Suburban Student Exchanges are an outgrowth of the urban and suburban schools visits that are part of the Urban Teacher Academy at The College of New Jersey. The exchanges were first implemented in 2014 to help bridge the gap in understanding between urban and suburban youths.

In 2016, the New Jersey Future Educators Association hosted three Urban-Suburban Student Exchanges involving Henry Snyder High School (Jersey City), Morris Hills High School, Hunterdon County Polytech, and Martin Luther King Elementary School (Trenton).



### To NJFEA Advisors or Tomorrow's Teachers course instructors interested in leading an Urban-Suburban Student Exchange in 2017:

Please contact Mr. Larry Fieber, NJFEA State Director, at 609-771-2464 or [fieber@tcnj.edu](mailto:fieber@tcnj.edu). Increasingly, these popular and successful exchanges are led by today's teachers who are committed to guiding young people who aspire to become tomorrow's teachers.

## Introducing the 2016-17 NJFEA State Officers



**Clifford Kyei, President**, American History High School, Newark Public Schools – Clifford aspires to become a high school chemistry teacher. He is a poet and a writer. Clifford also plays soccer, volleyball, dances, acts, and sings in his church and school choirs. Clifford additionally enjoys photography and photo and video editing. He is an alumnus of the All Stars Project, Development School for Youth.



**Julia Melao, Vice President**, Arthur L. Johnson High School, Clark Public Schools – Julia Julia aspires to become a high school math or physics teacher. She sings and plays guitar, is a leader at her Youth Group, and is a member of the National Honor Society and the Spanish Honor Society. Julia is also co-founder of the PV Youth Advisory Group.



**Emily Normand, Secretary**, Allentown High School, Upper Freehold Regional School District – Emily aspires to become a special education teacher at the elementary or middle school levels. She currently serves as president of her school's NJFEA chapter. Emily plays field hockey, enjoys learning new things, and helping others.



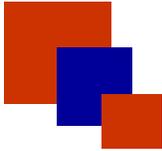
**Naomi Campbell, Northern Region Representative**, Liberty High School, Jersey City Public Schools – Naomi aspires to become a high school language arts teacher. She enjoys writing and poetry, and is interested in natural hair care study and learning how to sew. Naomi serves as vice president of a city-wide student council (2016-17), is a member of her NJFEA chapter, and has helped coordinate the first Black History Month celebration for the past two years at her school. Naomi is a member of the National Honor Society.



**Irvic Gondor, Central Region Representative**, Nottingham High School, Hamilton School District – Irvic aspires to become a high school math or science teacher. He is a 4-year football player at Nottingham High School, and is also a member of his school's Marching Unit. Irvic is currently involved in a variety of other extra-curricular activities.



**Shannon Brogan, Southern Region Representative**, Burlington Township High School, Burlington Township School District – Shannon aspires to become an elementary teacher. She enjoys creative writing, teaching and tutoring younger children at a local day care center, drawing, and reading. Shannon is a member of the Key Club and NJFEA.



## NJFEA Officers' Corner

Our NJFEA State Officers consider the question: **"How can a teacher best provide support to a student who is experiencing adversity at home?"** Read their ideas and suggestions below.



### Clifford

A teacher can play a very big role in the life of a student who is experiencing adversity at home. Communication is the key, trying to find out the cause of the problem. Then, after doing what you can to help, it may also be advisable to seek the resources of others in the school such as the counselor, social worker, and even the principal. Maintaining a trusting and caring relationship with a student may be critically important to the resolution of the adversity.

### Julia

A student's teacher should be more than just an educator but also someone he/she can confide in during times of need. A student facing troubles at home should feel comfortable enough to turn to her/his teacher and explain that there are challenges that are affecting his/her school work. An effective teacher may then take steps to modify and even alleviate some school pressures until the student's home adversity gets better.



### Shannon

It is important that teachers encourage students to express their feelings in times of difficulties, and provide examples of effective coping skills for handling tough situations. Even though the situation may be difficult for the student to handle, teachers should remain trustworthy and sensitive to keep the lines of communication open.



### Emily

Some students struggle with adversities at home and it is with the help of teachers that they can overcome these challenges. Teachers need to provide a welcoming environment where students can express themselves and come to the teacher for advice or help. It is also important for teachers to keep an open mind and understand what it could be like in the shoes of their students.



### Irvic

First, a teacher needs to find out the problem and let the student know that they are there for support and help. Teachers should help keep the student focused in school and do everything that they can to make his/her day fun and enjoyable. Schools often provide a safe place for students facing home adversity.



### Naomi

It is important to acknowledge that challenges are present beyond the classroom, and as a result, a student who struggles at home also has the potential to struggle in school. Classrooms are sometimes considered a child's second home, and for a child who faces adversity, this can be his/her safe haven. Teachers can help students who face adversity in a variety of ways such as volunteering their time to tutor, adjusting/adopting new teaching techniques to meet a student's needs, creating high expectations for the student to unleash their inner talents, remaining patient, and offering words of wisdom to empower a discouraged student. is fun.

**"We are not  
"JUST"  
TEACHERS,  
We ARE the  
managers of the  
world's greatest  
resource:  
CHILDREN!"-**  
Robert John Meehan

# The Value of Membership



New Jersey  
Future Educators  
Association

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

Register today at: <https://www.thinkregistration.com/feaaff/nj/>

The benefits of membership in the New Jersey Future Education include all of the following, which are available to only NJFEA members and at no additional cost:

#### ◆ No-Cost Attendance at:

- Annual Regional NJFEA Conferences
- Annual NJFEA Convention in Atlantic City

#### ◆ Free Resources, including:

- Bimonthly Official Newsletter of the NJFEA, "The Smartboard"
- NJFEA Chapter Advisor Handbook
- Videos, Interactive On-Line Activities, & Programs from Educators Rising, our National NJFEA affiliate

#### ◆ Eligibility for:

- NJFEA Achievement Award Recognition
- NJFEA Chapter Incentive Grants and Scholarships
- Recognition by the New Jersey Education Association (NJEA)
- Service as NJFEA State Officers (including Special Leadership Training for State & Chapter Officers)
- Service on the NJFEA Advisory Board (for Chapter Advisors and NJFEA State Officers)

#### ◆ Opportunities to:

- Network Statewide with other NJFEA Chapters and Individual Members
- Participate in Future Teacher Leadership Training
- Participate in the Annual NJFEA Recognition Dinner (for NJFEA State Officers and Achievement Award Winners, their Families, and Guests)
- Participate in Urban-Suburban Student High School Exchanges
- Participate in Statewide Service Projects
- Receive Advance Notification & Application Packages for Urban Teacher Academies



*TODAY'S  
STUDENTS*

*TOMORROW'S  
TEACHERS*

*TOMORROW'S  
LEADERS*

\$10 per individual membership – a cost of only \$1 per month from September 1st – June 30th. Includes membership in the NJFEA and free membership in the new national "Educators Rising."

◆ Membership is open to NJ high school and middle school students. Students may register online as part of their NJFEA chapter or as individuals. There is no chapter fee.

◆ NJFEA chapter advisors and other individuals wishing to support NJ's aspiring educators may also register at the \$10 rate.

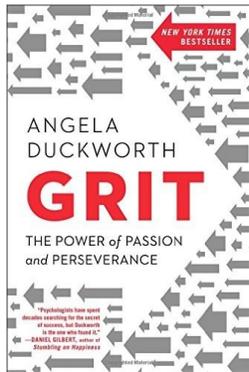
**LAURENCE R. FIEBER,  
STATE DIRECTOR, NJFEA**

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## Grit—The Power of Passion and Perseverance



"In this instant New York Times bestseller, pioneering psychologist Angela Duckworth shows anyone striving to succeed—be it parents, students, educators, athletes, or business people—that the secret to outstanding achievement is not talent but a special blend of passion and persistence she calls "grit."

Drawing on her own powerful story as the daughter of a scientist who frequently noted her lack of "genius," Duckworth, now a celebrated researcher and professor, describes her early eye-opening stints in teaching, business consulting, and neuroscience, which led to the hypothesis that what really drives success is not "genius" but a unique combination of passion and long-term perseverance.

In *Grit*, she takes readers into the field to visit cadets struggling through their first days at West Point, teachers working in some of the toughest schools, and young finalists in the National Spelling Bee."

Description from [Amazon.com](https://www.amazon.com/dp/1602853868).

## "10 Major Challenges Facing Public Schools"

Public schools were designed as the great equalizers of our society - the place where all children could have access to educational opportunities to make something of themselves in adulthood.



"Few would argue that the state of our education system has plenty of room for improvement. However, developing a plan to take schools in the right direction is easier said than done. The first challenge lies in identifying underlying problems keeping students from learning today. This challenge, in part, is due to the fact that the problems may change considerably depending on who is labeling them, whether it is students, parents, educators or lawmakers. Consider this list of 10 major challenges currently facing public schools, based on the perspective of many involved in the world of education today.

Are our public schools in a state of crisis? Learn about the 10 biggest problems with public schools today, both from the perspective of the administrators and the teachers."

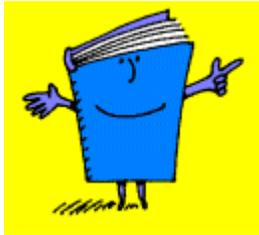
Above is an excerpt from the Public School Review article "10 Major Challenges Facing Schools." Read the [full article](#).



1. Classroom Size
2. Poverty
3. Family Factors
4. Technology
5. Bullying
6. Student Attitudes and Behaviors
7. No Child Left Behind
8. Parent Involvement
9. Student Health
10. Funding



## NJFEA ADVISORS' HANDBOOK—GET YOUR COPY!



**To All NJFEA Advisors:**

Get the new [2016-17 Advisors' Handbook for Starting and Leading a NJFEA Chapter](#).

This Handbook provides important information for making your students' experience a success. In it, you will learn about:

- The importance of NJFEA membership
- Starting a chapter
- Being a chapter advisor
- NJFEA events and chapter activities

The NJFEA Constitution and Bylaws are also included in the Handbook.



### Video: “Where Have All the Teachers Gone?”

There's a teacher shortage in the United State. In this video, some hardworking teachers to tell from their perspectives what is wrong with public education.

Watch this important video [here](#).



### Video: “Teachers Make a Difference”

**Teachers make a difference!**

*For all you do each day to motivate, inspire, engage, challenge, and unlock the potential in every child....*

Share [this video](#) with a teacher you know who makes a difference!



## What the Urban Teacher Academy Meant to Me...

By Victoria Mysholowsky, a senior at Robbinsville High School, Robbinsville, NJ



I was ecstatic to participate in the 2016 Urban Teacher Academy at The College of New Jersey. Never did I think we would have so many inspiring presenters talk to us about their extraordinary professional experiences.

The first day of UTA was truly exceptional. Mrs. Chelsea Collins, 2016 NJ Teacher of the Year, shared several inspirational stories about the importance of developing relationships with students. I felt the passion that she has for teaching. It was quite evident how much teaching means to her, and from having met her, my love for teaching grows only stronger.



Visiting Grover Middle School in West Windsor and Rivera Middle School in Trenton had a strong impact on me. Walking into Grover, one observes its beautiful physical environment where we learned about a variety of exciting and challenging academic and co-curricular offerings. When we arrived at Rivera Middle School, ten miles away from Grover, there was an entirely different atmosphere. The school was hot and humid with very little air conditioning, tar was melting down and seeping through walls, and some floors were buckling.

Mrs. Bernadette Trapp, the principal, mentioned during her presentation that this school serves as an important safe haven for its children in light of some dangers in the surrounding neighborhoods. What was similar between Grover and Rivera was that teachers in both schools do their best to care for and teach students. Visiting both schools was an incredible opportunity for us to learn first-hand about the differences between urban and suburban schools.



***"I was ecstatic to participate in the 2016 Urban Teacher Academy at The College of New Jersey. Never did I think we would have so many inspiring presenters talk to us about their extraordinary professional experiences."***

During the UTA, we had a guest speaker named Matthew Purintan, a man born with hands but no arms. What I admired most about Matthew was his optimistic outlook about life. It was astounding to see him carry out everyday tasks such as opening a water bottle and using his phone. The best part was seeing him complete these tasks without assistance. What further struck me was when he described the term "handicapped." Matthew told us he dislikes when people use the term "handicapped" as he explained it translates to "hand-in-cap" or referring to being poor and homeless. As future educators, we can spread awareness and hopefully eliminate the term completely.



Observing classes at the Mercer County Special Services School District was wonderful because it opened my eyes about the rewards of teaching special education. And visiting and interacting with children at the Boys and Girls Club in Lawrenceville was right up my alley, as I have aspired to teach younger children since I was in third grade.

*Continued on page 9.*

## What the Urban Teacher Academy Meant to Me

*Continued from page 8.*



Victoria Mysholowsky  
and her teacher,  
Mrs. Megan Wells

Hosting Ewing Summer Camp children was so rewarding as we had the children bake cookies while incorporating scientific principles. A few UTA members, including myself, orchestrated a dance party for the children. It warmed my heart to see their faces light up as they learned the steps. Their eagerness and receptiveness was invigorating and rewarding.

When the UTA was nearing its end, I was sad because in just two weeks I had formed bonds with many new future teachers with whom I will keep in touch for years to come. The UTA instilled in me a deep sense of pride, reaffirming my plan to teach and touch children's lives in the future. I know my passion for teaching is much stronger than it was prior to the start of this program. I am humbled and greatly appreciative for having had this incredible opportunity. It has definitely changed my life!



*"I know my passion for teaching is much stronger than it was prior to the start of this program. I am humbled and greatly appreciative for having had this incredible opportunity. It has definitely changed my life!"*



**2016 Urban Teacher Academy  
The College of New Jersey**

## Experiencing the Urban Teacher Academy at TCNJ

By Erin Patten, a senior at Notre Dame High School, Lawrenceville, NJ

The Urban Teacher Academy was such a memorable learning experience. Throughout my two weeks in the UTA, I obtained a greater sense of the responsibility and dedication for what it takes to become an effective teacher. During the UTA, I was fortunate to experience different learning environments and was encouraged to open my heart and mind to new possibilities.

***“As a teacher, I will have the opportunity to impact my students’ lives in ways that are truly worthwhile. I want to make a difference in the lives of the children. I will teach. It is something I feel passionate about.”***

Our first field trip to Rivera Middle School in Trenton made me realize that I would like to teach special education in an urban school district. Although Rivera Middle School faces some difficulties, it proved to be a safe haven for its students. The school provides a welcoming atmosphere where students can explore their talents and gain the confidence needed to succeed in their education and in life.



We also had the opportunity to hear presenters share their thoughts and experiences about teaching. These presenters emphasized that every child deserves to learn in an environment that is constructive and rewarding. Furthermore, they shared with us that a teacher inspires and helps their students realize their potential and fulfill their ability to achieve.



The UTA taught that it is my responsibility to encourage children to grow as students and as members of society, and to help them identify their strengths and improve upon their weaknesses. As a teacher, I will have the opportunity to impact my students’ lives in ways that are truly worthwhile. I want to make a difference in the lives of the children. I will teach. It is something I feel passionate about.

Participation in the Urban Teacher Academy at The College of New Jersey strengthened my appreciation for educating, inspiring, and encouraging children.

## Rider University STEM Teacher Academy 2016



Rider University STEM Teacher Academy is a two-week STEM immersion program, which provides high school students the opportunity to engage in hands-on experiments, interact with professors and researchers, and investigate complex scientific questions utilizing critical thinking skills and hands-on learning. This year, Rider welcomed 17 students from across New Jersey and Pennsylvania who were accepted to participate in the program. During these two weeks, students had the opportunity to conduct their own independent research project on an area of interest within the STEM field and report out their discoveries through a formal research presentation to staff and students. Students had an amazing experience bonding with the Rider University faculty, staff, alumni, and current students.



Horseshoe Crab exploration lab

One of the many highlights of this program was the CSI: Roadkill experiment (pictured top, left). Students observed the decomposition of two pigs over the 10-day period, collecting data on each specimen based on a different variable. For this year's study, one pig was on the ground and one pig was elevated. Using infrared cameras and probes, students collected, analyzed and discussed data to better understand the decomposition process as it relates to ecosystems and sustainability.

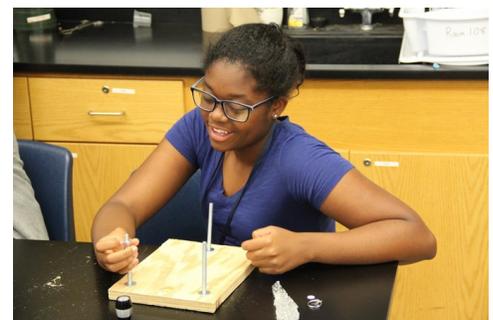


Students in front of the New Jersey State Museum in Trenton

Other inquiry-based learning experiences included a horseshoe crab exploration, blood splatter analysis, skull lab and the construction of a microscope. This program was fully funded by Janssen Pharmaceuticals, Bristol Myers Squibb and Rider University School of Education. Next year's program will be accepting applicants beginning in February 2017. To learn more about the program, please visit Rider University's website at <http://www.rider.edu/stem>.



Skull Identification Lab



Students construct their own microscopes compatible with their smartphones

## Stockton University Urban Teacher Academy

**"Stockton Academy gives prospective teachers glimpse of urban schools"**



ATLANTIC CITY — Teaching in an urban school requires more than just knowledge of reading, writing, math or science. It takes an understanding of the challenges students also face outside the classroom. Six area high school students considering a career in teaching spent two weeks learning about the city and its schools at the first Urban Teacher Academy sponsored by Stockton University.



Meg White

"There are a lot of misunderstandings about what it means to teach in an urban environment," said Meg White a professor at Stockton and director of the academy who has co-authored a book on urban education. "We wanted to show students who have expressed an interest in teaching what it really means."

Students accepted into the program met with the mayor, police, chief and school superintendent, and on Tuesday toured three schools, where summer school programs were just getting underway. All admitted they were surprised at how nice the schools are and how enthusiastic the students and teachers are to be there.

Read the full article from *The Press of Atlantic City* [here](#).

## Educators Rising—National Organization for Aspiring Educators

The New Jersey Future Educators Association supports purpose and efforts of the national organization for aspiring educators: **Educators Rising**.

### Mission

*Educators Rising cultivates highly skilled educators by guiding young people on a path to becoming accomplished teachers, beginning in high school and extending through college and into the profession.*

### Vision

*Every teacher in America has the skills and experience to help all students achieve their potential.*

### Tagline

*There's power in teaching*



To learn more about the national organization, visit the [Educators Rising website](#).

NEW STANDARDS FOR ASPIRING EDUCATORS

## A Letter to My Favorite Teacher

Dear Miss Canzanella,



I am writing this letter to you because six years ago you touched my heart. When we were assigned to write a letter about the teacher who most impacted our lives, you were the incredible teacher who truly made a difference to my life.

When I had you on the Voyagers Team at Fisher Middle School in sixth grade, I remember walking into your class on the first day of school where you warmly greeted us making us feel so welcome. From those first days, you inspired me to want to teach earth and space science and follow in your footsteps.



As I remember the teacher you were six years ago, what really stands out is your expertise with science. You had great knowledge and passion for what you were teaching and conveyed that message to me. I loved learning about the weather, space, the solar system, etc.

My sister, who also had you as her teacher, told me that at the end of the school year you asked your students for suggestions about how things could be better in your classroom. Asking your students for feedback is an important thing to do because it shows your willingness to reflect on the work you do every year and improve for the next round of students. It also demonstrates that you are always looking for new ways to approach a topic and convey it to your students. This, along with being organized, having a strong work ethic that doesn't quit, and understanding that you always need to strive to improve, makes you the phenomenal teacher you were and continue to be.

As I enter my senior year in high school, I cannot wait to do my senior experience with you. I am excited to sit on the other side of the classroom observing how you teach, interact with your students, and see what I will hopefully become as a middle school earth and space science teacher. I hope that when I am a teacher, I will exhibit all of your exceptional qualities so that my classroom is one that students will love coming into and be a vibrant place of learning. I want to connect with every single student and show them my passion for teaching earth and space science. I want my future students to know that if they do not understand something that I will explain it in a different way until they get it. I will create new lesson plans by reflecting on how successful they were and that will be my life's work because of you.

With deepest gratitude,

Brianna Vaughn

*Brianna Vaughn is a senior at Ewing High School in Ewing, NJ. Miss Canzanella teaches science at Fisher Middle School in Ewing.*

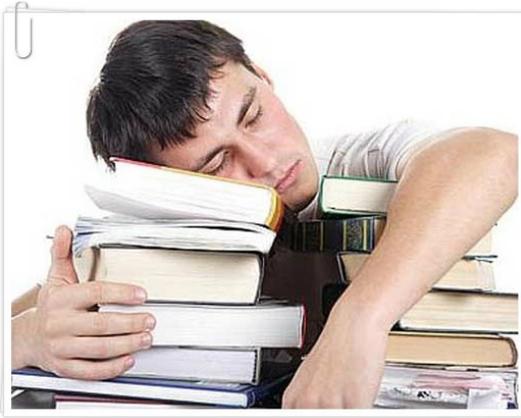
***"I want my future students to know that if they do not understand something that I will explain it in a different way until they get it. I will create new lesson plans by reflecting on how successful they were and that will be my life's work because of you."***



## 2016 Ethical Dilemma for Thoughts and Discussion

### THE DILEMMA

Brian is a senior at Rogers High School. He's captain of the debate team, has been a member of the National Honor Society for three years, and serves as the vice president of the senior class. He's well-liked by his classmates, and his teachers are proud of his success and know he'll do well in college.



But Brian is overwhelmed. And now he's starting to fall behind in several of his classes. The debate team just won the regional competition and is headed to the prestigious state competition. The practice sessions are grueling and scheduled three times a week right after school. As captain, Brian has full responsibility for organizing the practice sessions. Plus he's been working extra hours at his part-time job to save money for college. Brian is hoping to earn scholarships to cover most of his costs, but he knows that won't be enough. His family won't be able to give him any additional money; it will be all up to him to make ends meet.

It's late Sunday afternoon. Applications to Brian's three top college choices are all due next week, and he hasn't even started working on them. A major paper is due in his

comparative lit class on Monday and he hasn't started it either. Brian starts to work on the paper and is doing research online when he finds a paper that would be perfect for this assignment. Brian's head begins to whirl. He could write an introduction and conclusion to the paper and then use this online find as the whole body of his paper. He could be finished with the comparative lit assignment in under an hour and spend the rest of the evening working on his college applications. Debate team meets Monday after school and he's working Tuesday and Wednesday evenings. He won't get the applications done in time if he doesn't work on them right now. Brian wrestles with the decision, but ultimately decides to plagiarize the paper and spend the rest of the evening working on his college applications.



On Monday morning, Brian turns in his comparative lit paper. He's able to finish his college applications Monday evening after debate practice and feels good about being caught up again. During class on Tuesday, the comparative lit teacher asks Brian to stay after class. Mrs. Wilson confronts Brian about the plagiarized paper. She has a copy of the original paper that she downloaded from the Internet. Brian knows there is no point denying that he's guilty. But he does explain about the pressure he's been under with the debate team, school activities, work, and college applications. He tells her the pressure has simply overwhelmed him. He's hoping to get a full scholarship to pay for college and he knew his applications had to be top quality and submitted on time. He will be the first person in his family to go to college and his parents are so proud of him, but they can't afford the expenses he will incur. He swears this is the only time he's copied a paper and he acknowledges that he made a horrible decision. Brian volunteers to accept a failing grade for the paper or do the assignment again, but he begs her not to report him to the principal. He knows the consequence could be anything from a notation on his official transcript or refusal to endorse his college applications to suspension or – even worse – expulsion. Any of these punishments could mean the end of his hopes of getting into a top college with a full scholarship. And by the way, Brian aspires to be a high school physics teacher.



*Continued on page 15.*

# Things to Think About...

## 2016 Ethical Dilemma for Thoughts and Discussion

*Continued from page 14.*

Mrs. Wilson does tell the principal. She has an obligation to follow school policy. Academic integrity is addressed in the student handbook and clearly states that any student caught cheating must be reported to the school principal, who will turn the case over to the student honor council. The principal convenes the student honor council to review Brian's case. Brian meets with the honor council. He accepts full responsibility for his actions, is remorseful, and apologizes. He again begs not to have his infraction on his permanent record.

### Things to Think About

Brian is a student body officer, captain of the debate team, and member of the National Honor Society. Does his leadership within the school affect your deliberations? In what way

A negative consequence could greatly impact Brian's chances at getting to go to college. Without a scholarship his family won't be able to afford to send him. How does this affect your deliberations?

Should you consider the fact that Brian wants to become a high school teacher? Is it possible that Brian's horrible decision to plagiarize as a high school student has the potential to make him a better teacher? Or may this bad decision is just the beginning of more to come and Brian should have no business teaching.

Can the honor council make an exception in this case? If so, how would the council justify the decision if another similar case comes up that it does not make an exception for?

What should the honor council do?



## Featured Website: Pros and Cons of Controversial Issues

ProCon.org is a 501 (c) (3) nonprofit nonpartisan public charity that provides well-sourced pro, con, and related research on more than 50 controversial issues, from gun control and death penalty to illegal immigration and alternative energy. With more than 12,000 pages of highly curated, referenced content, ProCon.org provides a platform for people to *question information, evaluate opposing views, and debate them in a respectful way.*

The mission of ProCon.org is: "*Promoting critical thinking, education, and informed citizenship by presenting controversial issues in a straightforward, nonpartisan, and primarily pro-con format.*"

Visit the [ProCon website](http://ProCon.org) to learn and think about issues important to all.

Also, see ProCon's [Teachers' Corner site](http://ProCon.org/TeachersCorner).



# Ideas for Active Chapters

## Teacher Appreciation Projects

- Celebrate the annual Teacher Appreciate Week
- Promote teaching and teachers on a special NJFEA bulletin board
- Host a special event (e.g., breakfast)
- Host a 'exemplary teacher contest'
- Write letters and cards to recognize and celebrate teachers who make a difference
- Provide general assistance in classroom

## School-Based/Chapter Projects

- Tutoring (peer and elementary)
- Provide teacher aide service
- Host Teacher Shadow Days
- Attend state and regional NJFEA conferences
- Schedule student exchanges with neighboring chapters to share ideas and network with NJFEA peers
- Participate in Read Across America
- Arrange a meeting with your superintendent and principal to learn about their jobs
- Host education forums (invite speakers to chapter meetings: student teachers, State Teacher of the Year, local school superintendent and board members, local chapter president, etc.)



## Community Projects

- Participate in the NJFEA annual statewide service project
- Book drive for local library or local elementary schools
- Provide service for the home-bound (yard raking, grocery shopping, etc.)
- Food or clothing drives for local shelters
- Adopt-a-family at the holidays
- Volunteer at the Special Olympics
- Meet with PTA/PTO groups to learn about the importance of community involvement
- Contact state and local agencies for suggestions for helping those in need



## Chapter Promotion

- Develop and keep a chapter website to present at PTA meetings and other events
- Start a NJFEA chapter Facebook page
- Utilize school newspaper, morning announcements, etc.
- Host poster campaigns throughout the year
- Take a group picture for the school yearbook
- Create a NJFEA float for homecoming, parades, etc.
- Write articles about your NJFEA chapter for the school newspaper
- Share your club's activities with the local newspaper, radio stations, etc.



## Fundraising Ideas

- Plan a special event and sell tickets: Teachers vs. Seniors basketball game; Talent show; Dance
- Hold a garage sale, car wash, bake sale, etc.
- Carnation/candy-gram sales (Valentine's Day)
- Partner with local businesses



**Note: Always obtain approval from school administration for fundraisers.**

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# Topics for Chapter Meetings

## Suggested Topics for Chapter Meetings

- Local school board meeting issues/topics
- Teaching multiple intelligences
- Teaching STEM and STEAM
- The impact of gangs/violence on schools and communities
- How counselors can help students find their dreams
- Using smartboards for instructional excellence
- Where 21st century science teaching is going
- Autism: what future teachers need to know
- Tips for applying to college
- Tips for financing (affording) a college education
- What's special about teaching special education classroom
- Teaching to the heart of the child
- Sticks and stones: stop bullying
- LGBTQ topics
- What's new and exciting in early childhood education
- Teaching in urban schools: the challenges and rewards
- What it takes to become an effective principal
- What makes an excellent NJFEA chapter
- Teaching elementary school
- Teaching students with disabilities (deaf/hearing impaired, blind/sight impaired)
- Teaching linguistically and culturally diverse learners
- Distinctions between rich and poor/socioeconomic distinctions
- The needs of gifted and talented students
- Classroom management: keeping it running smoothly
- On the path to becoming a teacher: what to expect in college
- Standardized testing: does it help or hurt?
- The Common Core Curriculum: does one size fit all?



See these websites for other important education topics for teachers — and *aspiring future educators*:

<http://www.weareteachers.com/hot-topics>

<http://www.teachhub.com/news/hot-topics>

<http://www.teachersfirst.com/must-knows.cfm>

<http://www.education.com/topic/current-education-issues/>

[http://www.campbellcollaboration.org/education\\_articles/hot\\_topics\\_education.php](http://www.campbellcollaboration.org/education_articles/hot_topics_education.php)



<http://futureeducators.tcnj.edu/>  
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<https://twitter.com/NJFEA>

**NEW JERSEY  
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**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](http://www.tcnj.edu/futureeducators) Like us: <http://www.facebook.com/centerforfutureeducators>  
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**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](mailto:feiber@tcnj.edu) with your ideas. We want to hear from you!



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