

# The Smartboard



Newsletter of the New Jersey Future Educators Association  
A Publication of the Center for Future Educators

Fall 2017



## Congratulations to our 2017-18 NJFEA State Officers!

*Pictured left to right: Anthony Avila, NJFEA President, Hightstown HS; Sreenidhi Viswanathan, NJFEA Communications Officer, West Windsor-Plainsboro HS South; Amanda D'Agostino, NJFEA Secretary, Southern Regional HS; and Shane McDermott, NJFEA Vice President, Burlington Township HS*

## Welcome to the 2017-18 School Year!

We are looking forward to seeing our NJ future teachers and their advisors at events coming up this fall:

- **NJFEA Northern Regional Conference at William Paterson University, October 6th**—William Paterson University, The Garden State Partnership for Teacher Quality, and the New Jersey Future Educators Association invite students in grades 9-12 and their teachers/advisors to attend. Students will choose from among 14 exciting and informative breakout sessions. See the [conference flyer](#) for details, and [register today](#). Spaces fill quickly!



- **Annual NJFEA Field Trip to the New Jersey Education Association (NJEA) Convention in Atlantic City, November 10th**—The NJFEA and the Center for Future Educators at The College of New Jersey invite high school students who are planning careers in teaching to attend the NJEA Convention on Friday, November 10<sup>th</sup> at the Atlantic City Convention Center. This field trip is a great learning opportunity for New Jersey future teachers. Student NJFEA chapter members will attend breakout sessions, hear the NJEA keynote address presented by Mr. Mike Kuczala, visit professional exhibits on the NJEA Convention Floor, meet their NJFEA State Officers, and network with future teacher peers from across the state. See the [program flyer](#) for details, and [register today](#).



Our 2017-18 NJFEA State Officers will be making their first public appearances in their official capacities at these events. They look forward to meeting you!

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## *My First Year in Teaching*

By Ryan Leverton



*Ryan Leverton*

On the last day of the 2016-2017 school year, I finished my first year of teaching. On that last day, I was filled with so many emotions, but the one that I remember the most was feeling excited—excited that I survived this experience and to have the summer to reenergize myself. However, the thing that I was most excited about was anticipating the next time that I would in front of a classroom full of students. Don't get me wrong, I do enjoy the time off in the summer, but I did not become a teacher for the summers off.

I made the decision to become a teacher in second grade, but it wasn't until I attended the 2010 Urban Teacher Academy that I realized that this profession chose me. Someone, for whom I hold so much respect, once said that the teaching profession is a calling. Over my very short experience in the field of education, I continue to find that statement truer every day. During my first year I learned firsthand why this profession is indeed a calling.

My first year was far from easy. As a class, my students and I had amazing days, but there were also days when I felt like a failure. I would sit at my desk and contemplating questions such as: what went so wrong with a lesson that it fell apart, or why did we have trouble working as a team? I soon realized that even though I may have had a bad lesson or a student may not have had his/her best day, tomorrow would be a brand new day to start again and improve. I learned to stop focusing on the things that went wrong from the previous day, and to start focusing on how to improve my teaching for the next day.

As the days and months passed, the content of lessons changed, but one thing remained the same: my love for teaching. When times are tough, I remind myself of the reasons why I wanted to become a teacher. I tell myself that I am meant to be a teacher and to better the lives of all the students I encounter. This is why I am so excited to get back in front of a classroom full of students. I know the classroom is where I am meant to be, and where I can share my love of learning with the eager minds that I find there.



### **About Ryan Leverton:**

Ryan is a fourth grade teacher at the Millstone River School in the West Windsor-Plainsboro Regional School District. He was also a 2010 participant in the Urban Teacher Academy at The College of New Jersey (TCNJ), and a 2016 graduate of TCNJ.

## Feature Article

### ***The Ron Clark Story Comes to Life for Former NJFEA State Officer***

Each summer at the Urban Teacher Academy at The College of New Jersey, the participating high school juniors learn about Ron Clark, an American educator who has worked with disadvantaged students in rural North Carolina and New York City and founded the Ron Clark Academy in Atlanta, Georgia. Clark is a New York Times bestselling author and motivational speaker on the topic of inspiring educators. After viewing the film “[The Ron Clark Story](#),” the students write letters to Ron Clark expressing their thoughts about the work he has done to transform the educational experiences of urban children.

On September 6th, “The Ron Clark Story” came to life for JonBonaе’ Shipman, graduate of the Foundation Collegiate Academy in Trenton, New Jersey, had the opportunity to visit and meet Ron Clark, and assist him at Ron Clark Academy on the school’s opening day. *“The experience was amazing!”* said JonBonaе’. *“The school looks like Hogwarts and the students are very involved. You can see how hard all the teachers work and all the time that is put into making sure the students are having fun and learning at the same time. Everyone was really energetic, even at 6:30 a.m.!”* JonBonaе’ is very excited for this semester as she begins her student teaching assignment. She is still adjusting to her very busy schedule, taking 21 credits this semester and working at an early learning center. Despite all of this JonBonaе’ assures us that, *“I’m doing well and making sure I get the job done!”*

**About the Ron Clark Academy:** The Ron Clark Academy (RCA) is a highly-acclaimed, nonprofit middle school located in Southeast Atlanta. The Academy has received both national and international recognition for its success in educating students with academic rigor, passion, and creativity balanced by a strict code of discipline. Our 5th - 8th grade students represent various socio-economic and academic backgrounds and communities from across the metro region.

**About JonBonaе’ Shipman:** JonBonaе’ Shipman, 2014-15 NJFEA Vice President and 2014 participant in the Urban Teacher Academy at The College of New Jersey, is an early childhood education major at Spelman College in Atlanta, Georgia.

**About Spelman College:** Spelman College, a historically Black college and a global leader in the education of women of African descent, is dedicated to academic excellence in the liberal arts and sciences and the intellectual, creative, ethical, and leadership development of its students. Spelman empowers the whole person to engage the many cultures of the world and inspires a commitment to positive social change.



The Education Committee for the NAACP, in which I serve as the Chair, with Ron Clark! (Circled in the photo are JonBonaе’ Shipman and Ron Clark.)

# NJFEA Advisor Spotlight

## Spotlight on Mrs. Casandra Fox

By Anthony Avila

Casandra Fox has been teaching English at Hightstown High School for 14 years, and she has recently taken up the challenge of teaching the Tomorrow's Teachers course. She is also the advisor of the East Windsor Future Educators Association. I have been fortunate enough to become the president of the East Windsor Future Educators Association, as well as the president of the New Jersey Future Educators Association. Mrs. Fox and I have established a very strong mentoring relationship since my freshman year, when I was enrolled in her Humanities English 9 class, an honors level course co-taught with a World Studies I teacher. Recently, she began to guide me on the career path of education. I am not sure of what I want to make of myself if and when I attend college. I desire to enter into engineering or education. I have had plenty of exposure to the field of education over the summer. I participated in the 2017 Urban Teacher Academy, and I have become involved with the local chapter of the NJFEA through my involvement with the NJFEA itself. Now that I am enrolled in the Tomorrow's Teachers class, I am able to study the art of education.



Mrs. Fox decided to become the chapter advisor at Hightstown High School through a meeting that she was in along with some of her colleagues. The principal, Dennis Vinson, asked someone to take on teaching a new class, called Tomorrow's Teachers. Before Mr. Vinson even finished describing the emerging program, Mrs. Fox already had sent him an email stating that she would love to take the step up. She loved the idea of being able to study pedagogy, and for her, this was a natural flow into the formation of the East Windsor Future Educator's Association. This has been the highlight of her career.



The activities that this chapter has undertaken to date have been, as Mrs. Fox put it, "honestly nothing." The reason why little progress has been made was because the chapter was brand new to Hightstown, and the most the chapter has been able to accomplish is setting up field placements for the cadets. It However, she firmly believes that new officers will be able to change the face of the chapter.

Individuals who are college-bound go through a tough decision-making process that will ultimately determine what their major will be. For Mrs. Fox, that choice turned out to be secondary education and English. However, she was the last one to realize that she would become a teacher. Throughout her childhood, she would play school with her younger brother, and she would ask her teachers for homework over the summer. For her, school was a safe and pleasant haven, and she never wanted it to end. Throughout her high school career, she constantly wondered what she would end up doing with her life. First, she wanted to become the president of the United

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## NJFEA Advisor Spotlight

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States, then an actress. When it hit Mrs. Fox that teaching was her passion, her mother and friends all told her, "Yeah, we knew that." Her hardest decision was whether to major in Biology or English, because these were two subject areas for which she had a strong affinity. She feels that teaching combines a lot of her interests, and the end product is outstanding. She enjoys working with other people, and the kids. She gets to teach really cool electives, such as Creative Writing. She is able to wear costumes and participate in school spirit days. She can even give out stickers of all shapes, sizes, and scents. For Mrs. Fox, she feels that she never has to grow up; she feels that she can still play like a kid. What other career yields benefits like these? For her, this job matters significantly. Teachers in general are able to affect the lives of the students they encounter. "Even if there is a zombie apocalypse and the entire world decomposes, we still are going to need teachers," said Mrs. Fox, "and with teachers, we will be able to reconstruct society much more effectively."

Mrs. Fox has taught English, and the Tomorrow's Teachers course. She has been exposed to many different levels of English. However, she usually has worked with the Honors, Humanities, and more recently, the AP classes. Mrs. Fox is a 2004 graduate of The College of New Jersey in Ewing.

Mrs. Fox's unique journey down the path of education has presented many challenges, but yielded many significant rewards. She puts herself out there for the children 100%, and it touches her heart every time they come back to her classroom to tell her that they were able to make their dream come true, even if just the tiniest and silliest ones. Being able to see their faces radiate happiness is something she always genuinely enjoys. The challenges that she faces as a teacher are difficult. She feels horrible when she is only able to listen to a student who is experiencing difficulties outside of school, but she cannot do much to alleviate the pain. She also has had moments where students came to her to tell her that standardized test scores have taken away opportunities of some kind, and she wishes she could raise their scores just enough so that doors open for them, especially the doors to a good college education. The politics that influence schools also pose a challenge. She speaks for a majority of the faculty when she says that teachers work very hard — between 60 to 80 hours a week — and that they are not compensated accordingly. However, the best payment she receives seeing her students succeed.



Mrs. Fox possesses a plethora of knowledge concerning pedagogy. Her advice to future teachers falls back upon a "random little story." The school is a garden. One must be careful on what plants are planted in the garden. Marigolds are companion plants; they will help people grow, and are a tremendous support system. Walnuts are botanical parasites; they will sap you of all resources, and eventually kill you. Anyone can be a marigold or walnut. Find the marigolds, and avoid the walnuts.

The final comment that Mrs. Fox made was quite simple but powerful: ***"Look out for East Windsor. Big things are coming!"***

*Anthony Avila is a senior at Hightstown High School, a 2017 participant in the Urban Teacher Academy at the College of New Jersey, and the 2017-18 NJFEA President.*

# 2017 Summer Teaching Program Highlights

## *Urban Teacher Academy (UTA) at The College of New Jersey*

A new class of nearly 50 high school juniors successfully completed the rigorous Urban Teacher Academy at The College of New Jersey in July. The two-week intensive program gives high school students a close up look at the teaching profession. The class hears from talented educators and other educational professionals, attends field trips to schools (urban and suburban) and to other programs serving children (e.g., the Boys and Girls Clubs), learn how to teach lessons in STEM and physical education, and get the opportunity to teach lessons to elementary school children. This was an eye-opening experience for the high school students, launching many of them on to their college careers as education majors. Many of our UTA participants go on to college as education majors — and many come to TCNJ! See photos below from our 2017 UTA. For more photos, see our UTA photo album on the Center for Future Educators Facebook page at: <https://www.facebook.com/centerforfutureeducators/>.



2017 Urban Teacher Academy at The College of New Jersey

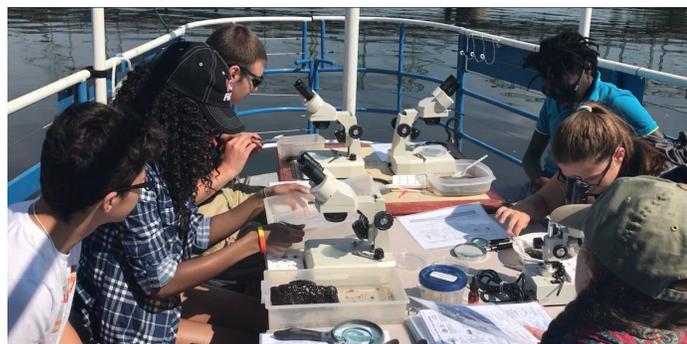


## 2017 Summer Teaching Program Highlights

### *STEM Teacher Academy at Rider University*

STEM Teacher Academy, sponsored by Bristol-Myers Squibb and Janssen, ran from July 24 to August 4 this summer and we were excited to accept 18 high-school students to the program. We had multiple activities and experiences for the students over the course of the two weeks, and they all really enjoyed themselves. Here are a few activities they participated in.

Photos below of participating students include “SPLASH,” The Delaware River Floating Classroom. To see more STEM photos and videos of the Rider University STEM Teacher Academy, visit [https://www.instagram.com/rideredu\\_stem/](https://www.instagram.com/rideredu_stem/).



### *Urban Teacher Academy at Stockton University*

Assistant Professor of Education, Meg White (pictured second from right), hosted the second annual Urban Teacher Academy at Stockton University. This two-week program exposed high school students who aspire to become teachers to the teaching profession. Critical issues in urban education were a particular focus of this program, which is modeled on the original Urban Teacher Academy at The College of New Jersey.

Natalie Devonish, Director of Operations at the Boys & Girls Club in Atlantic City, gave the group a tour of the facility and talked about the organization’s role in the community. Academy participants also worked with children in a summer STEM program at the Sovereign Avenue School in Atlantic City.



## 2017 Summer Teaching Program Highlights

### *My Experience at The College of New Jersey Urban Teacher Academy*

By Alexa Gorski



My experience in the Urban Teacher Academy at The College of New Jersey has significantly enhanced my understanding of the challenges and rewards of teaching, and exposed me to the knowledge and skills needed to become an effective teacher. In particular, I learned about how important the connections that a teacher forms with his/her students can be, and about a teacher's ability to leave a lasting impact on students' lives. I was able to recognize the challenges faced by schools and their students in various areas when my fellow UTA participants and I visited the suburban Grover Middle School and the urban Rivera Middle

School on the first day of the program. Although the two schools are very close geographically, I was amazed to discover the extreme differences between them in everything from their physical appearances to the performance of the students. This day of the program ultimately allowed me to realize that it is not only the quality of the teaching that has an impact upon the school, but it is also the connections that the teachers form with their students that make the greatest impact on the productivity and success of the classes and on the school itself.

During the academy, I was able to explore different age groups and types of education through many field trips and lessons taught by professionals who had experience in their respective educational fields. I was able to learn more about a career in teaching early childhood, elementary, middle, and high school students, as well as in teaching special education. I was particularly interested when I had the opportunity to participate in a classroom in the Mercer Elementary School, where I had the opportunity to interact with a classroom of special needs students, and observe the methods that their teachers employed to educate them. I was fascinated by the ways that the teachers encouraged the students' positive behaviors, and their efforts to correct the students' mistakes. The Urban Teacher Academy broadened my perspective about teaching different types of students in different types of settings, and helped me to see the many techniques used to teach each type.



I was able to take on the role of a teacher for a day of the program through a lesson on hurricanes with children who visited the academy. The lesson required intense patience and preparation, but immediately became an amazing experience when my group members and I connected with the students by showing them that we cared for them and believed in their potential. I was fascinated by the children's creativity and trust in us and how, once we demonstrated our passion for being with them, they quickly began to feel comfortable sharing their ideas for building a strong house that could withstand the harsh weather conditions of a storm and enjoyed being with us for the day. The lesson taught me how to think about ways to keep the children interested in an activity, such as by asking them

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## 2017 Summer Teaching Program Highlights

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questions that would allow them become completely engaged and learn as much as possible. I especially enjoyed this day because of the opportunity to practice teaching children, and I learned new ways to try out and test my teaching skills for future lessons.

The Urban Teacher Academy has helped me to understand the potential of every student, and the role of an effective teacher in making a positive impact on their student's lives. I discovered that every student can and wants to learn, and needs a teacher who is encouraging and believes in their abilities in order to achieve success. I learned valuable skills and information about topics such as classroom management each day of the academy that will benefit me when I become an educator. The program also helped me to learn more about the modern issues faced by students including cyberbullying and the dangers of social media, and how an educator can help to prevent such conflicts in schools. The academy taught me how to develop students' curiosity and desire to learn, and how to lead children to realize the importance of education in their futures. I would definitely recommend this program to future educators who are interested in teaching students and caring for their individual needs. I enjoyed every moment of the program, and believe that I have developed a greater understanding of the skills needed to be an effective teacher as a result of the Urban Teacher Academy.



*Alexa Gorski is a senior at Lawrence High School and a 2017 participant in the Urban Teacher Academy at The College of New Jersey.*



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HIGH SCHOOL**

*Celebrating Over 40 Years of Cardinal Pride*

## 2017 Summer Teaching Program Highlights

### *The 2017 UTA: My Thoughts and Perspectives*

By Alice Eo



The most prominent thing that I learned at the Urban Teacher Academy (UTA) at The College of New Jersey was just how little I knew-about everything. I was astounded, and ashamed, by how quickly the diaphanous veil that had concealed my ignorance tore away. Each meticulously planned activity exposed new situations that I could never have experienced otherwise. I was blindly unaware of the struggles other students like me faced in circumstances that contrasted my safe little suburban bubble of a world.

The differences between Grover Middle School and Rivera Middle School were unbelievable. One in a rich suburban district, and the latter in an urban setting lacking in resources. The thing that struck me the most was the “patchwork” at Rivera. Only the afflicted sections were granted reconstruction, as it cost less than redesigning the whole area. I attend West Windsor-Plainsboro High School South, and I know the district would completely renovate any part of a school that had even the slightest issues.

Ignorance gave me the opportunity to learn so much, as I did from the lectures, the field trips, and of course the classroom that we built at UTA. I know now that there are so many different types of teaching, so many opportunities for teaching, and so many children who are bright-eyed to learn. Something that intrigued me throughout the program was the idea of elevating expectations for students. When the adult belittles and downgrades a child’s full potential, there is a likely chance that the child in question will begin to behave the way he or she is expected to. The opposite is also true. If the teacher believes in the flowering mind of a student, the student will begin to nurture that same belief and grow loftier than he or she could have imagined. No matter the race, background, class, gender, sexuality, disability—every child deserves a Ferrari, not a second-hand Jeep, for their ride in their educational career. As Mr. Fieber loved to tell us, “Children are children everywhere, and every child is sacred.” This is a mantra that I wish to carry with me throughout my entire life, whether I am a teacher or not.

Before I stepped foot in the Urban Teacher Academy, I was sure I wanted to be a “teacher.” Since leaving, I realize that my definition of “teacher” was transformed drastically. It now bears so much more weight, so much more responsibility. I can no longer romanticize the connotation of this profession. Being a teacher does not mean lecturing an insipid class, while getting summers and weekends off. Being a teacher means harnessing the effervescence of young minds, and opening doors for each child to discover his/her true potential. Being a teacher means changing lives through belief and passion.

Attending the Urban Teacher Academy has been a privilege. Sure, waking up at six every morning to avoid the rush hour traffic on the 35-minute ride to Ewing was difficult and certainly not my favorite part. But the experiences were eye-opening, the environment was welcoming, and all the teachers involved were outstanding. You could feel the genuine passion radiating out from them. To UTA, I say, thank you for making me realize I was ignorant (in some ways), and privileged, and for making me feel like I can be the kind of teacher that I can admire. It was exhausting, it was effective, it was inspiring. I wish I could go back again next summer. But I know there’ll be a legacy of fifty more students each year who will strive to make the world of a child a better place.

*Alice Eo is a senior at West Windsor-Plainsboro High School South and a 2017 participant in the Urban Teacher Academy at the College of New Jersey.*



# 2017 Tomorrow's Teachers CERRA Update

## *Greetings, Instructors!*

We have a couple of Teacher Cadet curriculum and program updates for you.

### **11th Edition of *Experiencing Education* Curriculum**

Thank you for your continued patience as we await arrival of the 11th edition of *Experiencing Education*. We have finally been given a date by which to expect the curriculum in our office at CERRA. Curricula will be shipped to us by September 15th, and we will immediately begin the distribution process of mailing individual curriculum to nearly 500 instructors across the U.S. We hope to have the curriculum mailed to all schools by Friday, September 22nd. Once your curriculum is picked-up by FedEx, you will receive shipping notifications (if it doesn't go to your spam folder). We appreciate your patience while we wait for the curriculum to arrive at CERRA.

### **Teacher Cadet Interactive Technology Hub**

We have updated the hub with 11th edition *Experiencing Education* resources. Please know that the hub will replace the link and password to view the 11th edition online given to you at training (this was only a temporary way to view the curriculum until the end of August).

If you had access to the hub last year and received 11th edition training this year, your access will continue on the hub (please do not register again).

If you have registered for the hub in the past and you cannot log into the hub, please try all of your email addresses. If you cannot remember your password, please reset your password here:

<https://www.teachercadets.com/apps/member/login> (select "reset password").

If you did not register for the hub after training this summer, please register here:

<https://www.teachercadets.com/apps/member/login>

Please make sure you are in the "register" section and please enter your full name. Please know that it will take time for me to approve access. Before I can approve your access, please continue to visit the link and password given to you at training to view the curriculum online. As soon as I approve your access, you will only view the curriculum on the hub.

Carrie



### **Carrie Hamiter**

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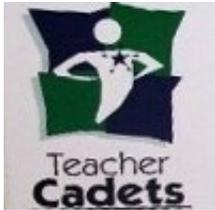
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# 2017 Tomorrow's Teachers Highlights

## *Training at Rider University & Fairleigh Dickinson University*



Instructors from nearly 30 high schools were trained in July 2017 the new 11th Edition of the Tomorrow's Teachers curriculum at the 2-day events held at Rider University and Fairleigh Dickinson University in July. The instructors are now qualified to teach the Tomorrow's Teachers elective course for high school juniors who want to explore teaching as a future career and become eligible to earn college credit for successful completion of the course.

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 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 Credit Course Options*

Kean University, Fairleigh Dickinson University, Rider University, and Stockton University offer eligibility to receive college credits to students who successfully complete their high school's Tomorrow's Teachers course. This is a great opportunity that not only allows students to explore the teaching profession, but begin their college careers with three credits already completed at any of these three nationally accredited institutions.

To learn more about college credit opportunities, visit these links:



[Fairleigh Dickinson University](#)

[Kean University](#)

[Rider University](#)

[Stockton University](#)



**RIDER**  
UNIVERSITY



**KEAN**  
UNIVERSITY



**STOCKTON**  
UNIVERSITY

## Special Scholarship Opportunity

### *Future STEM Educators Receive Full Scholarships and Mentoring Support at The College of New Jersey and Rider University*



If you're a future science, technology, engineering, or mathematics (STEM) major with a passion for teaching, you may already be aware of the critical shortage of highly qualified STEM teachers in high school classrooms. What you may not know is that this urgent problem makes talented future STEM teachers eligible for full-tuition scholarships during their junior and senior years of college!

The National Science Foundation (NSF) has recognized both Rider University and TCNJ as institutions that are particularly qualified to offer the training needed to make future teachers successful in STEM classrooms. NSF's Robert Noyce Teacher Scholarship Program awarded both institutions grants of over a million dollars to provide financial and mentoring support to aspiring STEM teachers. The College of New Jersey provides Noyce full-tuition scholarships to students pursuing dual majors in secondary education and physics (<https://physics.tcnj.edu/noyce/> and <https://physics.tcnj.edu/files/2017/01/TCNJNoyceBrochure.pdf>), and Rider's STEM Scholars program (<https://www.rider.edu/stemscholars>) provides full-tuition scholarships to students pursuing dual majors in secondary education and all STEM areas except physics. For each year of NSF support, Noyce scholars commit to teaching high school for two years in a high-need school district.

For more information about the Noyce scholarship programs, email your name, the name of your school, and the name and email of your advisor to Dr. Nate Magee, The College of New Jersey, at [magee@tcnj.edu](mailto:magee@tcnj.edu) or call 609-771-2924, or email Rider University at [stemscholars@rider.edu](mailto:stemscholars@rider.edu).



## Resources

### ***Every Opportunity Video***

#### **“Eye-Opening Video Will Make Adults Reconsider The Way They Talk To Children”**

By Caroline Bologna

*A powerful video is highlighting the way kids’ interactions with adults may affect their education.*

*[The Atlanta Speech School](#) released “[Every Opportunity](#),” a video that shows a day at school from the perspective of one young student. While he begins his day with enthusiasm, his interactions with educators and other adults leave him feeling discouraged.*



*According to a press release from the school, the video “demonstrates how small changes in adult behavior, both inside and outside of the classroom, can enhance a child’s approach and her ability to learn.”*

(Source: [Huffington Post](#) online, August 17, 2016. )

### ***Rethinking Schools***

In 1986, a group of Milwaukee-area teachers had a vision.

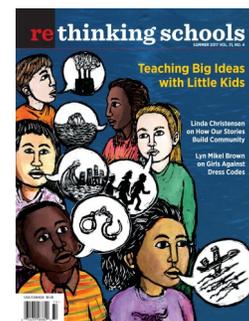
They wanted not only to improve education in their own classrooms and schools, but to help shape reform throughout the public school system in the United States.

*Today that vision is embodied in Rethinking Schools.*

Rethinking Schools began as a local effort to address problems such as basal readers, standardized testing, and textbook-dominated curriculum. Since its founding, it has grown into a nationally prominent publisher of educational materials, with subscribers in all 50 states, all 10 Canadian provinces, and many other countries.

While the scope and influence of Rethinking Schools has changed, its basic orientation has not. Most importantly, it remains firmly committed to equity and to the vision that public education is central to the creation of a humane, caring, multiracial democracy. While writing for a broad audience, Rethinking Schools emphasizes problems facing urban schools, particularly issues of race.

Visit the [Rethinking Schools website](#) to learn about its magazine, books, and other resources.



## Resources

### ***New Jersey Education Association (NJEA)***



The NJEA has numerous affiliated groups that provide valuable resources to in-service educators, e.g., Association of Mathematics Teachers of NJ, Foreign Language Educators of NJ, NJ Association of Kindergarten Educators, etc. Aspiring future teachers are encouraged to visit the [NJEA](#)

[Affiliated Groups](#) website to learn more about the rich resources offered by these groups.

### ***Center for Future Educators Programs and Offerings***



The Center for Future Educators (CFE) at The College of New Jersey is funded by the [New Jersey Education Association](#). The mission of the

CFE is to offer a vision for future teacher recruitment and development that is a focused, organized, grassroots campaign designed to usher in a new era in the teaching profession. This vision is entrepreneurial and it establishes teachers as social change agents, the impact of whose work and dedication are felt, recognized, and acknowledged far beyond the classroom walls.

The Center for Future Educators sponsors the **New Jersey Future Educators Association (NJFEA)**—the official organization that coordinates the network of local high school and middle school NJFEA chapters.

See the Center for Future Educators [new brochure](#) for an overview of its programs and offerings.

### ***NJFEA—Membership Matters!***



The NJFEA annual membership is \$10 per person. Members will receive priority registration at our statewide regional conferences, leadership programs and service projects, our official newsletter, chapter incentive grants, individual student scholarships, urban-suburban student exchanges, etc.

See our [membership flyer](#) for details about joining a growing network of New Jersey public school students who aspire to become tomorrow's teachers.

### ***2017-18 NJFEA Advisors' Handbook Available Now!***



NJFEA Chapter Advisors: Be sure to get your copy of the [2017-18 NJFEA Advisors' Handbook for Starting and Leading a Local NJFEA Chapter](#). The Handbook provides important information on such topics as the responsibilities of a chapter advisor, the role of your school principal in establishing a NJFEA chapter, the process for starting a chapter, ideas for chapter projects and meetings, as well as the NJFEA Constitution and Bylaws.

## In the News

### **CNN News Article: “Schools Around the Country are Grappling with Teacher Shortage, Data Show”**

By Caitlin Ostroff, CNN

Lynn Sorrells started teaching 26 years ago because she loved seeing the light-bulb moment when a kid grasped a new concept.

She still does. But as principal of a high school in Dorchester County, Maryland, she is struggling to find an algebra and geometry teacher just weeks before her school year is set to begin.

As students head back to school, Sorrells' district is one of hundreds across the country grappling with a growing teacher shortage -- especially in key areas such as math and special ed.

"Currently, there are not enough qualified teachers applying for teaching jobs to meet the demand in all locations and fields," said the Learning Policy Institute, a national education think tank, [in a research brief in September](#).

Some schools, such as in [New York City](#), are being forced to increase class sizes, which some [studies](#) show can reduce how much a student learns.

The institute estimated last year that if trends continue, there could be a nationwide shortfall of 112,000 teachers by 2018.

#### **What subjects are most affected?**

Public schools in 48 states and the District of Columbia report teacher shortages in math for the 2017-18 school year, according to the US Department of Education. Forty-six states report shortages in special education, 43 in science and 41 in foreign languages.

Statistics on shortages may be based on the percentage of unfilled teaching jobs, the number of emergency credentials given to those without traditional teaching certificates and the number of teachers hired after the school year starts, says Dan Goldhaber, director of the University of Washington's Center for Education Data and Research.

It's always been harder to fill teacher jobs in math, science and special education positions, Sorrells said. But the past five years have been worse than usual.

**The above is an excerpt from a CNN online news article (August 21, 2017).  
Read the full CNN article [here](#).**



# Annual NJFEA Statewide Service Projects

## NJFEA Chapters Serving Others in 2017-18

Our NJFEA State Officers are pleased to announce the NJFEA Statewide Service Project for 2017-18. This project is proposed to be implemented in two phases, as described below.

Given the recent major hurricanes that have struck the Texas coast (**Hurricane Harvey**) and Florida (**Hurricane Irma**), the focus of **Phase One** our Statewide Service Project will be on providing aid to the communities and schools that were devastated in both states. While individual NJFEA chapters are welcome to identify and pursue their own approaches to providing such aid, we encourage NJFEA members and their advisors to choose carefully among the disaster relief agencies serving those in the devastated areas. We encourage chapters to focus on major, well-known organizations such as:



- the [American Red Cross](#),
- the [Boys and Girls Clubs of Greater Houston](#), or
- [Save the Children](#).



See also the resources and organizations identified at these links:

[Hurricane Harvey Relief](#) and [Hurricane Irma Relief](#)

**We propose to focus on hurricane disaster relief beginning on October 1, 2017 through December 31, 2017.**

Beginning on **January 1, 2018, Phase Two** of our Statewide Service Project will shift focus to ongoing needs within our own state. Again, individual NJFEA chapters will select their own project, area of focus (e.g., individual school, local community, etc.). Ideas for **Phase Two** projects can include, but are not limited to the following:



- Clothing drive for an area homeless shelter
- Food drive for a local area soup kitchen
- Book drive for elementary schools with limited library resources
- School supplies drive for underserved schools
- Toy drive for local children's organizations



**IMPORTANT:** *The Center for Future Educators and the New Jersey Future Educators Association do not endorse any charities. NJFEA chapters interested in contributing in any way to a charity should be certain to investigate the charity's legitimacy. NJFEA chapter advisors and Tomorrow's Teachers instructors play a critical role in determining the appropriateness of providing support in any form to any charity. Also, always obtain approval from school administration for support of any charity.*

*For more Phase Two service project ideas, see the special article on page 18.*

## Additional NJFEA Chapter Service Ideas

### Thinking about Service Projects for your NJFEA Chapter?



By Rebecca Kosty

A service project the NJFEA chapters and Tomorrow's Teachers classes can do is have a school supplies drive for those who can't afford it. Or they can host a sports and games drive for after school programs in their schools and community. Each school could hold its own collection and the school with the most donations could win a prize.

Another idea for each chapter to host is either a walk/run or color run to raise money for a charity like UNICEF or the funds go to the needs in their school and community.

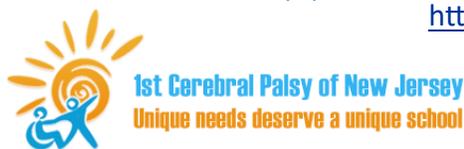
Lastly, a simple service project for the NJFEA chapters or Tomorrow's Teachers to do is go to their local elementary schools and do a service project with the children. This could be as simple as picking up litter around the school, making care packages for those overseas (through Operation Jersey Cares), making cards for people in nursing homes (or visiting them), volunteering at a local food bank, making treats/cards for firefighters, law enforcement officers, and/or EMTs/Paramedics, or donating to 1st Cerebral Palsy of New Jersey. With each of these projects, a mini lesson could be taught by the high school students explaining why the service project is important and why being a leader in your community is vital. These projects can also be done in the middle schools and high schools.

#### Links for organizations mentioned above:

<https://www.unicef.org/>

<http://operationjerseycares.org/>

<http://www.cerebralpalsycenter.org/>



Charity Vault

#### Other organizations can be found at:

<http://www.charity-charities.org/charities/index.html>



*Rebecca Kosty is a senior at Franklin High School and a 2017 participant in the Urban Teacher Academy at The College of New Jersey.*

**IMPORTANT:** Remember, select your projects carefully and learn about the charitable organizations to which you wish to donate. Ask questions, get answers, make your selection. **Again, always obtain approval from school administration for support of any charity.**

# Special Days & Dates

## Special Days for Teachers

### September

American Labor Day

Grandparents Day

Hispanic Heritage Month

Fall (Autumnal Equinox)

Constitution Day



**VOTE!**



### November

American Indian & Alaska Native Heritage Month

Veteran's Day

Election Day

Great American Smokeout

Children's Book Week

Geography Awareness Week

American Education Week

American Thanksgiving

### October

Popcorn Month

Fire Prevention Week

Discoverer's Day

Mole Day - October 23

Halloween



### December

Winter Solstice



## Special Dates for Future Teachers: Sneak Peek at NJFEA Events in 2018

Two New Jersey Future Educator Association regional conferences have already been planned for 2018:

**sneak**

March 13, 2018, NJFEA Conference at Monmouth University

May 30, 2018, NJFEA Conference at Stockton University

**peek**

All events as posted on the Center for Future Educators website at <https://futureeducators.tcnj.edu/>. Event details and registration instructions are posted as soon as they become available. Check back often on our website.

# Ideas for Active NJFEA 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.



# More Ideas for Active NJFEA Chapters

## Sample 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 websites below 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)

## New Jersey Future Educators Association



**Mr. Laurence R. Fieber**

*Executive Director, Center for Future Educators at  
The College of New Jersey*

*State Director, The New Jersey Future Educators  
Association*

## 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>  
Follow us: <https://twitter.com/NJFEA> Join us: <https://www.thinkregistration.com/feaaff/nj/>



## 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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*We encourage your submissions for future newsletters.*

**Please Note:** The Center for Future Educators and the New Jersey Future Educators Association reserve the right to edit, as necessary and appropriate any and all submissions.

**The next issue will be  
Winter 2017-18.**