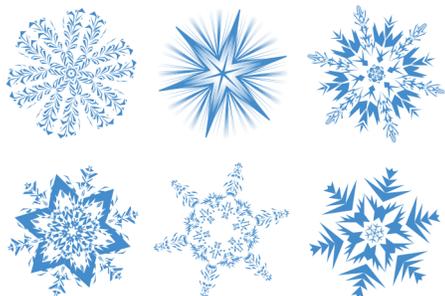


# The Smartboard



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

Winter 2017-18



In honor and celebration of a diversity of traditions, the Center for Future Educators and the New Jersey Future Educators Association wish all of our aspiring future teachers, and all of those who support them, a very happy and healthy holiday season and New Year!

## NJFEA Chapters Serving Others in 2018

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. Always obtain approval from school administration for support of any charity.*

### Inside this Issue:

Featured Article: Falling in Love with Teaching.....pp. 1-5  
About TCNJ's Urban Education Options.....p. 5  
Featured Article: What Do You Want to Be.....p. 6  
Featured Article: How a Teacher Makes a Difference....p. 7  
Fall 2017 Event Highlights.....pp. 8-9

Upcoming in 2018– Mark Your Calendars!.....p. 10  
In the News.....pp. 11-13  
Ideas for Active Chapters—Ethical Dilemma..... pp. 14-15  
Ideas for Active Chapters—Projects/Topics.....pp. 16-17  
The Value of Membership.....p. 18

### *Falling in Love with Teaching*

By Dr. Marissa Bellino and Dr. Jonathan Ryan Davis



Dr. Jonathan Ryan Davis and Dr. Marissa Bellino pictured in the Office of Educational Administration and Secondary Education in the School of Education at The College of New Jersey

The opportunity to spend every day interacting with young, passionate, opinionated, intelligent, thoughtful, snarky, and full-of-potential kids is what makes teaching the greatest profession in the world. As urban and teacher educators at The College of New Jersey, we (Drs. Jonathan Davis and Marissa Bellino) wanted to use this space to discuss why we fell in love with teaching and believe it is a career that is life changing. To do so, we begin by briefly telling you why we became teachers.

Like many of the students I (Marissa) have in my teacher education classes, I grew up in a mostly white, middle class, suburban community. This experience of growing up in a place characterized by these social identifiers had created in me a naturalized state of consciousness about my world and these roles. I was not exposed to many people who challenged my assumptions of “the way things are,” reinforcing the idea of a homogenous culture and society. The expectations for me and my siblings and peers were the same: get

good grades, go to college, have a stable career, and be married with kids. These expectations were my cultural norms and I internalized them uncritically. I came to teach in September 2003 as a full time science teacher in a New York City public high school without understanding the *structural* inequality embedded in education.

Like Marissa, I (Jonathan) grew up in a white, homogenous, affluent community that sheltered me from the realities of individuals and communities different from me. Therefore, when I headed off to college - an expectation I took for granted - I was filled with a desire to find a profession where I could interact with a world that offered more diversity of backgrounds and experiences than I had as a youth. Teaching was the answer for me. I began teaching high school social studies in 2005 in northern Kentucky before returning to teach in New York City three years later. By teaching students who grew up with experiences vastly different from my own, I was able to grow as a person and educator by expanding my understanding of the macro and micro functions of our society. With this knowledge, I could better help my students navigate obstacles they faced to provide guidance toward the futures they sought.

For both of us, our students became our teachers. They taught us about: growing up in their communities; how they experienced the changes their neighborhoods were going through; and how they experienced their race, social class, linguistic and cultural identities. They taught us about how to be a caring and more empathetic person and listen to what they needed when they were trying to tell us something. In turn, we taught them about why conditions in urban schools were different and unequal to the conditions in high schools in affluent communities and how research of these inequities in conjunction with the development of skills to combat injustice could become a place of empowerment and liberation where their diverse identities were validated and affirmed.

*Continued on page 3.*

## Feature Article

### *Falling in Love with Teaching*

*Continued from page 2.*

Both of us engaged our students in this critical pedagogy in different ways. Marissa did this by including her students in participatory action research investigating their changing communities and exposing her students to social and critical theory. This work illuminated educational injustices and contradictions that prompted her to further pursue studies in urban education from a sociocultural lens. Jonathan did this through project-based experiences where students, for instance, researched critical needs of their communities and crafted state legislation that were considered by state legislators and introduced as bills in Congress.

Our combined experience has been in urban schools where we have both found the joys of engaging in teaching and learning in contexts very different from our own. These experiences have shaped our views about education and have taught us the power that teaching children and youth can have on all participants. We welcome any future educators to reach out to us with any question about how you might join this amazing profession.

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#### *Personal Reflection*

*Marissa:*



Like many of the students I have in my teacher education classes, I grew up in a mostly white, middle class, suburban community. This experience of growing up in a place characterized by these social identifiers had created in me a naturalized state of consciousness about my world and these roles. I was not exposed to many people who challenged my assumptions of “the way things are,” reinforcing the idea of a homogenous culture and society. The expectations for me and my siblings and peers were the same: get good grades, go to college, have a stable career, and be married with kids. These expectations were my cultural norms and I internalized them uncritically.

When I came to teach through an alternative certification program that puts forward a particular curriculum of teacher education based on accountability regimes in supposed support of social justice, things like high expectations, rigor, grit, discipline, and classroom management, without going into the STRUCTURAL inequality embedded in education. I received two months of teacher preparation before entering the classroom in September 2003 as a full time science teacher in a New York City public high school. I still remember getting dressed that first morning, putting on a skirt (which I rarely wear) and fake glasses because I thought they made me look more like what I thought a teacher was supposed to look like.



As you can imagine, all of my ideas about young people living in New York City, going to public schools, had been shaped by my upbringing and education and every one of the assumptions I had made about who these young people were, what they were capable of, what their families were like, and how they were similar or different from me, were challenged when I entered the classroom.

*Continued on page 4.*

# Feature Article

## *Falling in Love with Teaching*

*Continued from page 3.*

I tell this because in unpacking this trajectory in my life I can recall how I had all of these ideas about who I was supposed to be to my students and who my students were going to be. I believed that as the teacher it was my responsibility to impart knowledge and facts to my students and prepare them for the tests at the end of the year. And this idea of a teacher was reproduced from my own educational experiences and reinforced in my graduate studies in secondary science education and by a school culture that was dependent on student success on exams for their own report card grade, a grade that had very high stakes for the school and the students.

During my first 8 years of teaching in this urban public high school my students and I had many positive experiences, working in city parks doing molecular ecology and raising trout in the classroom but I also saw many educational injustices and it was these contradictions that prompted me to further pursue my studies in urban education from a sociocultural lens. This experience raised for me questions about who had opportunities in schools and who did not and who I was in relation to my students. My students became my teachers, they taught me about growing up in New York City, how they experienced the changes their neighborhoods were going through, how they experienced their race, social class, linguistic and cultural identities. They taught me about how to be a caring and more empathetic person and listen to what they needed when they were trying to tell me something. In turn I taught them about why conditions in urban schools were do unequal to the high school I attended and how through the power of research school could become a place of empowerment and liberation where their diverse identities were validated and affirmed.

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### *Personal Reflection*

*Jonathan:*



The opportunity to spend every day interacting with young, passionate, opinionated, intelligent, thoughtful, snarky, and full-of-potential kids is what makes teaching the greatest profession in the world. Like Marissa, I grew up in a white, homogenous, affluent community that sheltered me from the realities of individuals and communities different from me. Therefore, when I headed off to college - an expectation I took for granted - I was filled with a desire to find a profession where I could interact with a world that offered more diversity of backgrounds and experiences than I had as a youth. Teaching was the answer for me.

I was afforded so many opportunities in my path to becoming a teacher. After completing a Masters in Teaching program in New York City focused on social justice, I decided the ideal spot for me to teach would be in an environment where I could help students who did not have the same opportunities as me. As a result, I ended up teaching my entire career in urban schools before moving to be a teacher educator. In my seven years teaching in northern Kentucky and New York City, I was continually in awe of my students. By teaching students who grew up with experiences vastly different from my own, I was able to grow as a person and educator by expanding my understanding of the macro and micro functions of our society. With this knowledge, I could better help my students navigate obstacles they faced to provide guidance toward the futures they sought.

*Continued on page 5.*

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## Feature Article

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### *Falling in Love with Teaching*

*Continued from page 4.*

Growing up unintentionally perpetuating the hegemonic structures and systems within our society, I found teaching and my classroom as a space where I could help my students contextualize the structures that impact their daily lives while providing them with strategies and tools to breaking down those structures to create a more equitable society. Despite state mandates to teach specific curricula and meet specific state and national standards, teachers have the ability to make their curriculum come alive through engaging, relatable, and relevant pedagogy that challenges students to question the status quo while simultaneously exposing everyone within the class (teacher included) to realities that help contextualize the content. As a social studies teacher, I did this through project-based experiences where students, for instance, crafted state legislation inspired by community needs that were considered by state legislators and introduced as bills in Congress.

However, challenging the status quo can be difficult when the majority of people entering the teaching force come from communities like Marissa and I where our experiences are significantly different from that of our students. The reality of the American education system is that entire segments of our society are perceived incapable.

**About Drs. Bellino and Davis:** Marissa Bellino & Jonathan Ryan Davis are Assistant Professors of Secondary Education at The College of New Jersey, and Coordinators of **5-Year Secondary Urban Education Masters Program** (*beginning 2019, approval pending*). They may be contacted at: [bellinom@tcnj.edu](mailto:bellinom@tcnj.edu) & [davisj@tcnj.edu](mailto:davisj@tcnj.edu).

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### *About TCNJ's Current Urban Education Options*

The integrated bachelor's and Master of Arts in Teaching program in the Urban Education program is designed for students who have a particular interest in learning about and teaching in the dynamic environment of urban schools. This program builds on the conceptual framework of the school, which prides itself on creating "agents of change". The Urban Education Option in Elementary or Early Childhood Education program provides ways of thinking about teaching practices through both theory and practice. Students will engage with a wide variety of theoretical perspectives as well as engage in meaningful field based teaching experiences beginning almost immediately upon arriving on campus.



The College of New Jersey Urban Education Master's program is seeking candidates who truly possess a commitment to the academic achievement of students in urban schools. Candidates for this program must possess a desire to engage in high quality scholarship and teaching as well as the disposition to build trusting relationships with urban schools in New Jersey. For admission to the program, students must apply to The College of New Jersey and select Urban Education as their major. They must also take a second major. Suggested second majors are: biology, English, history, iSTEM, mathematics, Spanish, and Women's & Gender Studies.

## Feature Article

### *“What do you want to be when you grow up?”*

By Robert Nosari, Social Studies Teacher/Soccer Coach/NJFEA Adviser, Nottingham High School



“What do you want to be when you grow up?” I am sure that some of you have been asked that same question through your high school career. It was one of the most commonly asked questions I heard from my parents, family members, and peers while going through school too. My answers ranged from being a carpenter like my father, or becoming the next Derek Jeter in Major League Baseball. I also once considered being an architect because I enjoyed math and drawing. Not until my Junior year of high school did I truly begin to pursue my passions of teaching and coaching. I quickly realized that there was no place I would rather be, than at school or on the athletic field.

I was fortunate enough in school to have caring professional teachers and enthusiastic coaches in various sports throughout my life. The relationships that I built with my teachers and coaches was a unique one that I truly valued. Every experience that I had in the classroom or on the field was a precious moment that I tried to learn from. Good or bad, all of the experiences that I faced would shape me into the teacher that I am today. To this very day, I still remember some of the motivational discussions and quotes that my mentors used on me. I now use them in my lessons and practices in order to reach all of my diverse learners. I would like to share with you a few things that I have learned along the way from my high school days to my seventh year of teaching.

**Be yourself.** As you begin to pursue this career make sure that you are always honest with yourself and others. You don’t have to be the “funny teacher” or the “cool teacher.” Do not try to live up to others expectations. Just relax and be yourself. Your students will appreciate your honesty and respect you for it.

**Be caring.** It is as easy as it sounds. Simple small talk such as, “Good-mornings,” “How was the game,” or “What did you do this weekend,” have a profound impact on the relationships that you build with your students. Throughout the school day 135 students walk through my door and I try my best to make sure that I engage them in conversation at least some point throughout the day.

**Be patient.** Always remember, you are dealing with children. It can become frustrating at times when you plan a lesson that fails, ask a question that no one understands, or give an assignment that students forget to complete. Understand that they are children and you are guiding them into adulthood. They are supposed to make mistakes, forget things, and have errors. The real learning is done when you are patient enough to work with them to accomplish all of those missteps together.

If you can remember those three points you will have a successful and joyous career in education impacting the lives of thousands of students. Being an active participant in the New Jersey Future Educators Association is an important first step on that journey. I wish you all the best in your future educational pursuits. I hope that one day you will get to see the lasting impact that you get to leave on your students lives.

## Feature Article

### *How a Teacher Makes a Difference: A Personal Reflection*

By Sreenidhi Viswanathan



To be a teacher means to directly touch someone's life, and to truly understand the effects a teacher can have is to have felt the impact that a teacher can make. I am fortunate to have had amazing teachers who helped mold me into the person I am today.

My second grade teacher, Mrs. Ames, was an extraordinary educator. She made our little classroom in Solon, Ohio a fun and safe environment where learning was exploring. Every day became a new adventure into the realm of knowledge. She encouraged our craziest ideas and ambitions. For example, our class wrote a book on the adventures of Mr. Thumb. Each student wrote and helped a professional illustrator design a page in the book. It was a remarkable experience. She created a welcoming environment for new ideas, cultures and learning. Mrs. Ames taught me that if you're going to be a teacher, you can't lose the kid inside you. All her lesson plans were made by getting into the mindset of a 7-year-old and

taught so 7-year-olds would want to learn.

Of course, now being a 17-year-old, I'm able to appreciate and understand how she tapped into our fullest potential and ensured we had no fear in exploring something new. So often fear is associated with the unknown, but in Mrs. Ames classroom we were excited to to learn about what we didn't know yet.

Mrs. Ames shaped how I learn and approached what I do not know. If I don't know something, that's okay! I'll learn! But how exactly did I decide to be an educator? It wasn't until the summer of my sophomore year that I realized I want to teach kids.

I was volunteering at a place called The Cherry Tree Club. It was a preschool for children from Home Front, a nearby homeless shelter. Most of the kids there had rough family backgrounds and home situations. But when they entered the classroom their eyes were filled with excitement and joy.

One little boy in particular stood out to me. His name was Michael. He was a six years old boy who struggled with expressing his emotions. When he was upset he screamed, kicked, and punched, and very often getting trouble with the teachers. One time, Michael was very upset because someone else was playing with the toy he wanted. He began punching and kicking the other child until the teacher came. She grabbed is hands and held them in hers and said, "Michael we do not hit people. That is not nice." He was still upset and tears were rolling down his cheeks. Then the teacher did something I hadn't expect. She pulled him into a bear hug and held him for as long as he cried. She just held him while he let it all out. Once he was done, she stood him in front of her and said, "Michael, we do not hit people. We are kind. You're a kind little boy, right"? He nodded his head sheepishly. That was all it took for him to apologize and understand why what he did was not right.

What that teacher said stuck with me. "We are kind." We are. We all are. Each and every one of us has the power to be kind, to love, to be compassionate. And the great educators in our world exercise that power. Great teachers don't teach math, science, music, or Spanish. Great teachers teach kids. And that is exactly what I plan to do.

**About Sreenidhi ("Sreeni") Viswanathan:** Sreeni is a senior at West Windsor-Plainsboro High School South, and she serves as the 2017-18 NJFEA Communications Officer.

# Fall 2017 Event Highlights

## ***NJFEA Conference, William Paterson University, October 6th***

Thank you to all who made the NJFEA Conference at William Paterson University a great success! Approximately 400 high school students and their advisors participated in conference, enjoying a rich agenda of breakout sessions, including: *Using Children’s Books to Inspire Young Children in Math and Science*; *Coding with Scratch to Spark Creativity for Children’s Writing*; *Coding with Scratch to Spark Creativity for Children’s Writing*; *Explore the Benefits of Becoming a School Leader*; *Cross Cultural Foundations for Teaching: Starting the Conversation*; *Overview of Financial Aid Process - Frequently Asked Questions*; *An Introduction to Universal Design for Learning*; *Using Picture Books with Young Children to Explore Cultural Diversity*; and *Using Picture Books with Young Children to Explore Cultural Diversity*.

Ms. Argine Safari, 2016-17 NJ Teacher of the Year, presented a very inspiring keynote address to the audience of aspiring future teachers.

We also extend a very special thank you to Mr. Steven Beatty, NJEA Secretary-Treasurer, for his support and participation, and to Dr. Candace Burns, dean, College of Education, William Paterson University, for hosting the conference.



## Fall 2017 Event Highlights

### *NJFEA Field Trip to the NJEA Convention in Atlantic City, November 10th*

Thank you to all who participated in the Annual NJFEA Field Trip to the NJEA Convention! It is a great experience and an honor for aspiring educators to participate in the NJEA Convention, which is one of the largest educational gatherings of its kind in the world. Our 2017-18 NJFEA Officers, led by Mr. Larry Fieber, NJFEA State Director, participated in the event and networked with their peers from high schools across the state who attended. Ms. Jeanne DelColle, Instructional Development and Strategic Partnerships Specialist at Stockton University, and the 2012-13 NJ Teacher of the Year.

On Thursday, November 9th, the NJFEA State Officers attended a very special plenary session presented by Ilyshah Shabazz, an inspirational role model and advocated for women's and girl's empowerment. On Friday, November 10th, our State Officers and all of the students and their advisors who participated in the NJFEA field trip to the Convention attended the keynote address presented by Mike Kuczala, a leading authority on using movement and understanding the brain/body connection in both educational and corporate settings. All participating students also had the opportunity to visit the convention floor and gather information from hundreds of booths representing educational topics including STEM learning, autism, elementary education, reading/literacy, educational technology, makerspaces, American history, conservation, etc.

The New Jersey Future Educators Association, hosted by the Center for Future Educators at The College of New Jersey, extends a very special thank you to Mr. Steve Beatty, NJEA Secretary-Treasurer for speaking at the NJFEA Program on Friday, November 10th; to Ms. Amy Anderson, the 2017-18 NJ Teacher of the Year (a high school American Sign Language Teacher at Ocean City High School in the Ocean City School District) for meeting with our NJFEA State Officers to conduct a special Q&A session on Thursday, November 9th; and, to Dr. Suzanne McCotter, TCNJ Dean of the School of Education, and her husband Mr. Keith McCotter, one of our very own NJFEA advisors, for visiting with our program on Friday, November 10th.



# Upcoming in 2018 — Mark Your Calendars!

## ***Sneak Peek at Important Dates in 2018***

- ☑ **February 21, 2018** - NJFEA Conference, The College of New Jersey  
[Conference Flyer](#)
- ☑ **March 13, 2018** - NJFEA Conference, Monmouth University
- ☑ **May 30, 2018** - NJFEA Conference, Stockton University
- ☑ **June 5, 2018** - NJFEA Middle School Conference, Kean University
- ☑ **July 9-20, 2018** - Urban Teacher Academy, The College of New Jersey  
[UTA Brochure and Application](#)

***Remember to register and apply early for Center for Future Educators/New Jersey Future Educators Association events and programs. Spaces are limited and fill quickly! We look forward to seeing you!***

## ***First NJFEA Conference of 2018 — Nearing Capacity Already!***

Over 400 students have been registered by their advisors for the first NJFEA conference of 2018 to be held at The College of New Jersey on February 21st. Do not delay in registering! (See Conference Flyer link above for registration information.) Below is a quick list of the packed agenda of breakout sessions for the day!

- *Growth Mindset and What it Means in Elementary School*
- *What's New in Special Education*
- *An Overview of Child Development*
- *The Impact of Gangs in School and Community*
- *Reframing the Idea of Smart: Multiple Intelligences in the Classroom*
- *The Wonderful World of Kindergarten*
- *Students as Change-Agents Rather Than as Test-Takers*
- *Have you Ever Thought of Being a Principal?*
- *Jump-start into Early Childhood Education*
- *Thinking About Applying to TCNJ?*
- *Learn How to Create Engaging and Relevant Science Teaching*
- *Engaging with Ed Tech-Tomorrow's Technology Today*
- *Managing Stress as You Prepare for College*
- *It's Fun and Exciting Teaching Middle School*
- *Teaching Math: The Needs, Challenges, and Rewards*
- *Making a Difference as a School Counselor*
- *Teaching Deaf and Hard of Hearing Students*
- *Calling All Future Math Teachers*
- *Understanding Students' Eating Disorders*
- *Why Urban Schools Need You! Learn about TCNJ's Program*
- *Teachers: The Gatekeepers of Literacy*



**BREAKOUT SESSIONS**

## In the News

### ***“Cape May ASL teacher honored as 2017-18 NJ State Teacher of the Year”***



Mr. Steven Beatty, NJEA Secretary-Treasurer and Ms. Amy Anderson, 2017-18 NJ Teacher of the Year. *Source: NJEA*

Amy Andersen, a high school American Sign Language (ASL) teacher at Ocean City High School in the Ocean City School District in Cape May County, has been named the 2017-18 New Jersey State Teacher of the Year. Franklin Butterick, President of Ocean City Education Association, states, “I’m very excited that Amy Andersen has been chosen to represent the district and the state as an example of our profession. Amy’s passion for her students and the deaf community is a great example for us all to follow.”

Andersen, who was named the 2017-18 Cape May County Teacher of the Year in the spring, grew up in Cape May County. She earned a bachelor’s degree in flute performance from Indiana University and a master’s degree in deaf education from McDaniel College. Andersen also achieved national board certification in Exceptional Needs Specialist: Deaf/Hard of Hearing.

After nine years in Boston, Massachusetts as a teacher of the deaf, she returned to her roots in 2004 to raise a family. It was then, with 42 students, that Andersen began the ASL program at Ocean City High School. Community oriented activities, such as ASL socials at local coffee shops and evening performances which raise funds for scholarships immerse students in deaf and hard of hearing culture helping them to build confidence. Her popular and respected program has galvanized her students and community, inspiring a number of students to pursue ASL-related careers.

*The above is an excerpt from an article on the New Jersey Education Association website. [Read the full article.](#)*



The 2017-18 NJFEA State Officers were treated to a special Q&A session with Ms. Amy Anderson at the NJEA Convention on Thursday, November 11th. The New Jersey Future Educators Association congratulates Ms. Anderson and thanks her for her time to meet and inspire our aspiring future educators.

### ***“Teacher shortages affecting every state as 2017-18 school year begins”***

The logo for The Washington Post, featuring the words "The", "Washington", and "Post" in a classic, blackletter-style font, stacked vertically.

*The 2017-18 school year has started in many places across the country, and federal data shows that every state is dealing with shortages of teachers in key subject areas. Some are having trouble finding substitute teachers, too.*

*The annual nationwide listing of areas with teacher shortages, compiled by the U.S. Education Department, shows many districts struggling to fill positions in subjects such as math, the traditional sciences, foreign language and special education, but also in reading and English language arts, history, art, music, elementary education, middle school education, career and technical education, health, and computer*

*science. That is not an exhaustive list.*

*Teacher shortages are nothing new — most states have reported some since data started being kept more than 25 years ago — but the problem has grown more acute in recent years as the profession has been hit with low morale over low pay, unfair evaluation methods, assaults on due-process rights, high-stakes testing requirements, insufficient resources and other issues.*

*States have employed different strategies to try to fill the gaps, some more drastic than others. In Oklahoma, Utah and Arizona, teachers can be hired without formal training. Arizona Gov. Doug Ducey (R) signed a new law a few months ago allowing people who have never been trained as teachers to go into schools and teach, as long as they have a bachelor’s degree or five years of experience in fields “relevant” to the subject.*

*Finding substitutes is taxing some districts, too. For example, NBC4 in Washington found that schools in the region are suffering an “acute shortage of substitute teachers,” with full-time teachers “sacrificing planning periods, grading sessions and staff meetings to cover vacant classes of colleagues.” Administrators are pitching in, too, the report said.*

*The Learning Policy Institute report found five key factors that influence whether a teacher decides to enter, remain in or leave the profession: salaries and other compensation; preparation and costs to entry; hiring and personnel management; induction and support for new teachers; and working conditions, including school leadership, professional collaboration and shared decision-making, accountability systems, and resources for teaching and learning.*

*The above is an excerpt from an August 28, 2017 article in The Washington Post by Valerie Strauss. Click [here](#) to read the full article.*

## In the News

### Materials Processing — Modern “Shop Class”



The materials processing program at Hamilton East - Steinert High School is not your traditional wood shop class. Lee Friedman's students construct everything from guitars to furniture to video game-inspired tiki masks.

Watch the Classroom Close-up NJ video [here](#).



### American History High School Creates Gift Bags for the Homeless



American History High School has more than 30 female students in grades 9-11 involved with the SPEAK Mentorship Empowerment Program this school year. As part of their first school sponsored event, the students created gift bags for the homeless.

Thanks to the efforts of the school's NJFEA Chapter and Ms. Sanchez and Sra. Davis Parks, American History High School gathered and wrapped additional gifts donated by the NJFEA students.

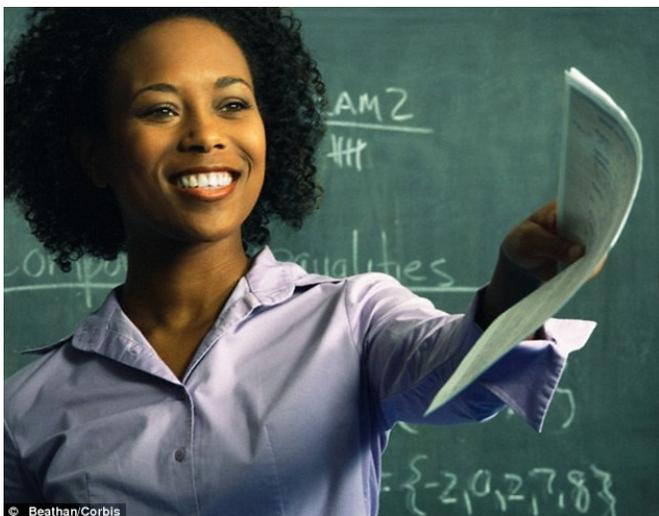
*The New Jersey Future Educators Association celebrates the work of our NJFEA Chapters across the state that make a difference in the lives of others. We congratulate the American History High School and its NJFEA Chapter for their efforts to serve the needs of those in their community.*

## Ideas for Active Chapters

### 2018 Ethical Dilemma for Discussion

(Source: Educators Rising)

At age 22, Erica Terry is excited to begin her teaching career at Carter Woodson Middle School — the middle school she attended as recently as eight years ago. It feels like just yesterday she was finishing middle school and heading off to high school. Now here she is, already a college graduate and back in her hometown to teach 7th grade earth science. Things aren't the way she remembered them as a student.



The day before school begins, Erica shows her class rosters to her colleagues. Each of them scans the list and grits their teeth. “Ouch,” says Jeffrey Kennedy, a social studies teacher with fifteen years of teaching experience. “They always give the new teachers the toughest kids. But you’re from here. I’m sure you’ll be okay.” Erica isn’t so sure. In her very first class, two students wouldn’t stop talking no matter how many times she politely asked them to quiet

down. While she was repeatedly asking them to be silent, a student in another part of the room toppled her desk and the class burst out in laughter. Other disruptions sprang up constantly, and Erica didn’t get all the way through her planned lesson.

The other classes that day were similar. There always seemed to be several students who weren’t following directions and somehow that led to her whole plan falling apart. By the end of the first week, Erica had never felt so exhausted. This was nothing like her student teaching experience at a different school when the students followed all of her instructions without complaint. Every lesson was like a battle against constant chatting, giggling, and off-task behavior. The feelings of failure and stress were so intense that she barely slept.

Erica’s principal recommended that she use her prep periods to observe other teachers with strong classroom management. Her first visit was to Mr. Kennedy’s class, where she watched students sitting in rows mostly following their teacher’s directions while he wrote on the chalkboard and told them what notes to take. When the bell rang, each student filed past Mr. Kennedy’s desk and grabbed a “fun-size” Milky Way candy bar on their way out the door. “Those same students are so chatty in my class. They were totally on task in yours,” Erica said. “Kids smell fear. They also smell chocolate,” said Jeffrey. “Just meet them where they are and compromise with them. You get what you want — calm science lessons. They get what they want — treats.”



*Continued on page 15.*

# Ideas for Active Chapters

## 2018 Ethical Dilemma for Discussion

*Continued from page 14.*

Later, Erica reflected on her visit and conversation. On one hand, Jeffrey's transactional approach to students didn't fit the vision of teaching and learning she'd studied in her teacher preparation program. But while the candy-for-good-behavior trade-off didn't feel quite right, she knew the steady misbehavior and fragmented lessons in her class just couldn't continue. Erica wants to uphold her professional responsibilities to her students, her school, and to grow as an educator. She wants her students to have a successful year of learning in earth science class. And she wants to make it through the year without having a stress-induced breakdown. What steps should she take?



### Questions to Consider During Your Discussion of the Dilemma

- What are research-based strategies for teachers to increase student engagement?
- What specific strategies and classroom practices can teachers use to tap into students' intrinsic motivation? How should teachers balance tapping students' intrinsic motivation versus extrinsic motivation?
- What steps should new teachers seek to improve their practice or address their challenges?

### Recommended Reading Student Motivation and Engagement

- <http://www.ascd.org/publications/books/107034/chapters/Student-Motivation,-Engagement,-andAchievement.aspx>
- <https://www.edutopia.org/blog/golden-rules-for-engaging-students-nicolas-pino-james>
- <https://serc.carleton.edu/NAGTWorkshops/affective/motivation.html>

### Professional Development for Novice Teachers

- <https://newteachercenter.org/resources/> <http://www.ascd.org/publications/educational-leadership/may12/vol69/num08/New-Teachers-FaceThree-Common-Challenges.aspx>
- <http://www.edweek.org/ew/issues/professional-development/>

# 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.

# 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)

# The Value of Membership

Begin Your Journey  
to Becoming  
Tomorrow's  
Teachers — Today!



New Jersey  
Future Educators  
Association



Today's Students

Tomorrow's  
Teachers

Tomorrow's  
Leaders

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 NJEA 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

Membership  
Matters!

\$10 per individual membership — a cost of only \$1 per month from September 1st — June 30th, annually. 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

Center for Future Educators  
NJ Future Educators  
Association

The College of New Jersey  
School of Education, 202D  
2000 Pennington Rd.  
PO Box 7718  
Ewing, NJ 08628-0718

Phone: 609-771-2464  
Fax: 609-637-5065  
E-mail: [feiber@tcnj.edu](mailto:feiber@tcnj.edu)



## 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!

Center for Future Educators/NJFEA  
The College of New Jersey  
School of Education, Room 202D  
2000 Pennington Road  
P.O. Box 7718  
Ewing, NJ 08628-0718  
  
Phone: 609-771-2464  
Fax: 609-637-5065  
  
E-mail: [feiber@tcnj.edu](mailto:feiber@tcnj.edu)

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  
Spring 2018.