Andrew Lewis: A Future Teacher’s Journey to the Classroom

Most five-year-old boys dream of becoming a police officer or a firefighter; not me, I was the five-year-old boy who dreamed of becoming a teacher. Fast-forward 20 years and I am a fifth grade teacher in Old Bridge, New Jersey. My dreams first began becoming reality during my child development classes in high school. It was these experiences that confirmed my desire to become an educator. During my junior year, I discovered the Urban Teacher Academy and the New Jersey Future Educators Association. It was my involvement in these programs that broadened my horizons and led me to The College of New Jersey (TCNJ). While studying at TCNJ, I became an active student member of the New Jersey Education Association and eventually became the State President of the New Jersey Student Education Association (NJSEA). My involvement in these organizations led to become an elected NJEA leader in Middlesex County.

While I enjoy the variety of hats I wear within the NJEA, the best part of my day is consistently the minutes spent inside my classroom. Despite what my lesson plans may read, it is often the unscripted or unexpected moments that make for the best memories. When a student draws you a photo or a parent writes you a note of acknowledgement, you know you have made the right decision in life.

Despite the long list of challenges with education, including standardized testing and hard-to-implement reform initiatives, there is nowhere else I would rather be. Nothing can or will stop me from teaching my students to the best of my ability. For those of you considering a career as an educator I urge you to stick with your dreams. Do not let the “less than the best” aspects of our field stop you from having a positive impact on the lives and futures of children.

When you are a teacher, there will be that moment when you look around your classroom at your students and realize, “I am a teacher. I am shaping the future. I will have an impact on the lives of these children.” For me, that moment was early in my second year teaching and, from that moment on, I walk into my classroom each and every day excited for what the next eight hours will hold.
Tending My ‘Ducklings’

By Sara Sell

A student once referred to me as “the mother duck” and they, my students, were my “ducklings.” I chuckled at this idea and the imagery of my students following me around the room in a neat and orderly line. As amusing as the analogy was, the more I thought about it, the more true it appeared to be.

I always had the desire to be in education; it was in my blood. Both my parents have been educators for over thirty years and therefore, teaching was a natural option. The question was, what was I going to teach and where? I enjoyed my elementary and high school years as a student, but no grade level was more impactful than middle school. I understand many people cringe at the thought of middle school, but I had teachers who understood those awkward years and made them much easier in return. It was in middle school that I became involved in the NJFEA, and later in high school would participate in the Urban Teachers Academy which influenced me to pursue urban education.

My experiences and involvement in these programs lead me to Rider University to complete a Bachelors Degree in Education in 2013. It was also at Rider that I found my passion for advocacy and professional development as I became involved in several education centered organizations including the New Jersey Student Education Association. NJEA and its student program equipped me with the tools and knowledge that made me a successful novice teacher by providing workshops on classroom management, educator rights, and how to land my first job. Now in my second year as an 8th grade mathematics teacher in Ewing, I could not be more proud of my first job and rewarding life choice.

So whether you are just on the edge of the pond or bathing in its center, always remember that ducklings need a mother duck. Set an example, lead students through hardships, and celebrate the triumphs no matter how big or small, and your life as an educator will be swimmingly. Happy teaching!

“A 'Divergent' Path: Tips on Becoming a Teacher Leader”

“Teacher leaders possess a mindset that isn’t determined by an official role or title. [They function outside the norm and exhibit a combination of these traits. Here are five “divergent” qualities that teacher leaders possess: Selflessness; Intelligence; Courage; Honesty and peace; and, A threat to the status quo. Becoming a teacher leader isn’t something that happens overnight. There is no curriculum or set of courses that can magically transform your practice.”

The above is an excerpt of an article from Education Week Teacher (4/30/14). Read the full article by Cheryl A. Redfield here.
The Teacher Who Made a Difference to Me

By Sara Ruane

The teacher who has made the biggest difference in my life is my pre-school teacher, Mrs. Ruane. Mrs. Ruane is not only an amazing teacher, she is a brilliant and creative person who also happens to be my mother! Now, yes, I am a little biased because she is my mom, but to me the definition of a teacher is a person who makes a difference, has lessons and memories that you can take with you for the rest of your life, and is a mentor who can help and guide you through any issues you have. What makes Mrs. Ruane stand out is that she is creative, caring, honest, trustworthy, supportive and inspirational! My favorite that my mom has said to be about education is "As long as I can make a difference in at least one of my students' lives, I have done my job!"

Sara Ruane is the 2014-15 NJFEA Central Region Representative.

Enriching My High School Experience

By Emily Vena

Lisa Hayden has been my health teacher for three out of my past four years in high school. She has thoroughly enhanced and enriched my high school experience. She is a prominent figure in my life thus far and most definitely one of my role models. I have progressively learned about the human body and human interactions. However, Mrs. Hayden has also taught me how to happily live life. I model my how I live my life with an abundance of enthusiasm and optimism, after how she has showed me how she lives her life. For instance, she simply passes out worksheets with a genuine smile and pep in her step. I am so thankful for having her as my health teacher and had the privilege of having her wrote my letter of recommendation for college. I will absolutely miss Mrs. Hayden next year and I will cherish everything she has done for me! You rock!!

Emily Vena is the 2014-15 NJFEA Secretary.

NJEA's PRIDE in Public Education Campaign

Since 1994, NJEA has conducted the PRIDE in Public Education campaign, a statewide effort to share the successes of public education with all New Jerseyans and build strong community support for and involvement in our public schools.

Unfortunately, the good news about New Jersey’s public schools doesn’t often make the front page of your newspaper or get covered by TV and radio. So the PRIDE in Public Education campaign includes TV advertising to share the good news about our public schools. Every ad features actual New Jersey teachers and students, and provides solid facts about the performance of New Jersey’s public schools.

Read more about the PRIDE in Public Education Campaign on the NJEA website.
Become a 2015-16 NJFEA State Officer!

The New Jersey Future Educators Association is beginning recruitment for 2015-16 NJFEA Student State Officers. If you would like to be considered for a leadership position with the NJFEA, complete and submit the 2015-16 NJFEA Officer Application by Friday, April 24, 2015. Each year, a new group of Student State Officers is selected to help lead the New Jersey Future Educators Association. The officers engage in a special orientation/leadership training program that helps to prepare them for their roles. They also participate and speak at conferences, help to design and publicize the NJFEA statewide service projects, write articles for the NJFEA newsletter, The Smartboard, and participate in many other leadership activities. Information about the role of each Student State Officer can be found in the application package.

Service as a NJFEA Student State Officer is an honor and a privilege. If you have what it takes to help lead your peers across the state who also aspire to become future educators, we want to hear from you!

Where in New Jersey Can You Go to Prepare to Become a Teacher?

There are 24 public and private institutions of higher education in New Jersey that prepare students to be teachers and school leaders for the 21st century. Find where you belong!

Bloomfield College  
Caldwell College  
Centenary College  
The College of New Jersey  
College of Saint Elizabeth  
Drew University  
Fairleigh Dickinson University  
Felician College  
Georgian Court University  
Kean University  
Monmouth University  
Montclair State University  
New Jersey City University  
Princeton University  
Ramapo College of New Jersey  
Richard Stockton College of New Jersey  
Rider University  
Rowan University  
Rutgers University - Camden Camps  
Rutgers University – Newark Campus  
Rutgers University - New Brunswick Campus  
Saint Peter’s College  
Seton Hall University  
William Paterson University
Urban-Suburban Student Exchange—Henry Snyder High School, Jersey City Public Schools District

The first of two Urban-Suburban Student Exchanges was held on February 20, with over 30 students from West Windsor-Plainsboro High Schools North & South and South Brunswick High School visiting Henry Snyder High School in Jersey City. These exchanges are important and rich experiences that help to build understanding and open dialogue among students who aspire to be tomorrow’s teachers and educational leaders.

The second Urban-Suburban Student Exchange will be held in mid-April, with students from Middletown High School North & South visiting the Foundation Collegiate Academy in Trenton, NJ.

About the Jersey City Public School District

The Jersey City Public School District, Hudson County, is one of the most diverse school districts in the country. It serves 28,562 students from diverse backgrounds. Thirty-two (32) percent of its students are African-American, 38 percent Latino, 17 percent Asian, 11 percent White, and two (2) percent identified as either multiracial, Native American, or Pacific Islander. District students speak over 40 languages and come from all parts of the globe. In addition to many immigrants from Latin America, the District is also home to large communities from the Middle East, India, and Pakistan. The District’s diversity is one of its great strengths as all of the District’s schools expose students to global perspectives and multicultural experiences.

[Adapted from the Jersey City School District Report Card Narrative, 2014, from the New Jersey Department of Education website.]
Reflections on Henry Snyder High School Exchange

Going into this field trip, I had no idea what was in store for me. I grew up in South Brunswick and currently attend school in the South Brunswick School District, and I had never even heard of Snyder High School. Weren’t all high schools like mine? The answer was no, as I soon learned. Before I left, friends told me to be careful; don’t carry a lot of cash, don’t wear a lot of jewelry, and don’t do anything that could cause me harm. This was an urban school district, after all, so plenty of things could go wrong. But nothing went wrong, and that was just a bunch of stereotypical crap. What really happened was that I met a bunch of people, got to see what typical classes were like, and go through a day at Snyder. In many ways, we as students were the same. We all complained about homework, talked about our favorite classes, and plans for the weekend. In many ways, we were different as well. The people I met were extremely welcoming, and made me feel like I fit in. Since it was a smaller school, everyone seemed to know each other, unlike in SBHS. Maybe it’s because we have nearly triple the number of students they do, or perhaps because it’s a smaller area, but that was what I experienced.

The most surprising thing I experienced was going to an AP U.S. History class. I found that the teacher was similar to mine, and truly cared about his students. I had thought that as an urban school, the quality of work could not be like ours, but sitting in that class I realized that their classes were just as rigorous as in my school. I would like to bring back to SBHS the sense of being a community. Too many times I feel like there is too much going on in our district, and we just need to take a step back from it. An urban school is not what I had pictured. Getting past the stereotypes, it’s just like my district, and I would consider teaching in an urban setting any day.

Brianna Wainczak, South Brunswick HS

I really enjoyed the trip to Henry Snyder. My buddy was fun and talkative. Every class I went to kids were asking me questions and talking to me about their school. All the teachers at Snyder were very welcoming. They treated me with a big a smile when I entered and left their room. The teachers also had sense of character. It seemed to me like they really enjoyed teaching and being around their students. They joked around with their students and talked to them as if they were their friends.

A lot of things were different at Snyder than WWPHS-South. When you first walk in the door you have to pass through a metal scanner and have your bag searched. The school’s library was very small compared to South’s library. The gym was also smaller than South’s gym. The teachers waited outside the classroom as their students came into class. The bathrooms were locked. The hall pass rules were very strict at Snyder. Majority of the students either walked to school or took public buses. I thought it was good thing to experience all these differences; it just gave me a better perspective on what some schools are like compared to mine. It also made me appreciate things I overlook every day, such as school buses.

One thing that I found very surprising was that the gym teachers actually do gym with the students. When I went to gym class with my buddy I saw his gym teacher playing basketball with all the other students. All my time in school, I have never had a gym teacher compete in gym with me. I thought that was pretty cool.

Niall Clancy, WWPHS-South

I’d like to start by saying the student body at Snyder was very open and welcoming. From the moment I spoke with my fellow student I felt as though we were both genuinely interested in the lives of one another. In each one of his classes I was welcomed by students and teachers alike. The environment inside the classroom was, however very different from that of HSN. Students would be very loud, talk back to teachers they didn’t like, play music loudly during class and be otherwise disruptive. Since no one seemed too phased by this, I assumed that my role in the classroom wasn’t enough to make any difference in anyone’s behavior so I sat by and observed. While Henry Snyder was a welcoming school, I believe that teachers should have been more rigorous in their instruction, for the intellectual enlightenment that I have received in my various classes through high school has far outweighed any amount of fun that I’ve sacrificed along the way. And without having the opportunity to feel that sort of enlightenment through Socratic discussions and chapter readings, I feel that the students of Henry Snyder have been somewhat cheated by their circumstances.

Sanket "Socks" Kumar, WWPHS-North
Future Teachers Blog—Montville High School NJFEA Chapter

Tomorrow’s Teacher students have been asked to assist in our ESL classroom. They help with practicing English (written and spoken), as well as with general homework assignments. I have two students who gave up study halls to do this! It’s been a fantastic experience!

We participate daily with the special education Life Skills class. Each time TT meets (we are on a drop block schedule), four TT students leave to work in the Life Skills room. This is another fantastic opportunity for TT to gain classroom experience, and for the life skills students to interact with our general education population.

Our field experience is in full swing at the high school. We were not able to get into the elementary schools this year, but I have had fantastic support from HS colleagues! I walk around to take attendance and it is amazing to see my students at work! I see them on errands for their teacher—making copies, retrieving work—and they are so professional and pleasant! We had a big discussion on presentation (dress, personal behavior) and they were very concerned about how they present themselves. Their cooperating teachers have been so generous with their time and expertise. They meet at lunch and afterschool to support the classwork. I love to stop by a classroom and hear TT students being addressed as "Miss".

—Mrs. Brenda Smith, Tomorrow’s Teacher Instructor, Montville High School

Future Teachers Blog—Bordentown Regional HS NJFEA Chapter

Bordentown Regional High School’s Teacher Mentor Goes Beyond Expectations! As an educator, you are always excited to share your knowledge and experience with future educators whenever you have the chance. The excitement for the profession shines through in every lesson and a teacher’s love for children is seen daily by the care they show their students. Miss Melanie Stokes, a 1st grade teacher at Peter Muschal Elementary School, is truly more than just a teacher. She has taken on the responsibility of becoming a mentor for Tomorrow’s Teachers cadet, Samantha Pagnani. Miss Stokes accepted the challenge thinking it was a 20 day intense teacher cadet training, but what she did next was just superb! Miss Stokes asked to continue mentoring Samantha through our district’s internship course. Through her internship, Samantha is able to spend a great deal of time in the classroom receiving additional hands on experience. During her cadet training, and under the guidance of Miss Stokes, Samantha began tutoring one-on-one with students who needed that little extra push. Next, she worked with groups of students during Language Arts and reading time. As she grew more comfortable, and when Miss Stokes felt she was ready, Samantha taught several lessons to the class. Samantha takes on more responsibility each day and is becoming a mentor herself to the students in the classroom. Miss Stokes has allowed Samantha to become involved in all aspects of her classroom.

Samantha Pagnani, Teacher Cadet and NJFEA Chapter president, has shown she is clearly ready for the challenge of becoming an educator. Her desire to continue learning about education is shown by her willingness to remain in her field placement. Samantha spends three hours each school day at Peter Muschal Elementary School. She has accepted each assignment given to her by her mentor with courage and strength. Samantha has a true passion for teaching and it will be a great pleasure to call her a fellow teacher one day!

The influence you have as a teacher goes far beyond what can be imagined. The opportunity that Samantha has with Miss Stokes is such a privilege that few others will have. Miss Stokes’s willingness and dedication to a future educator’s career will always be remembered. Her desire to give back to the students in the Bordentown School district shall not go unrecognized! She is a true asset to Bordentown School District and the teaching profession in general! Thank you for going upon and beyond Miss Stokes!
Future Teachers Blog—Montgomery High School NJFEA Chapter

In what is our first real year as a group, the Montgomery High School chapter is doing wonderful things. Our biggest achievement has been to get 11 NJFEA members volunteering once a week at our K-2 elementary school, Orchard Hill, and one member volunteering at our Lower Middle School. We have students placed in K-2 rooms (and a 6th grade room), an art classroom, the media center, and with special education teachers who float between classrooms. It has been a spectacular success, and both mentors and mentees have raved about the program. We are also gearing up for our cornerstone event of the year, Take Your Child to Work Day. It is our Service Project, and we are ecstatic to continue the program. We plan a whole day for the children of MHS’s staff, full of fun activities that engage all areas of the brain. We are hard at work recruiting teachers who are willing to turn their classrooms into workshops for the day for children of all ages. We can’t wait to share how successful the project is in a few months!

Future Teachers Blog—Nottingham High School NJFEA Chapter

Our service project was based on reaching out to the urban students of Trenton. We visited the Trenton Boys and Girls club and spent the day doing fun activities such as Arts and Crafts, Black History, Sports, Science, Math, and connection building activities. All the children had a blast, as well as all of our students who participated. Before we left we donated many elementary level workbooks to the Boys and Girls Club for their children to use in the future.
In the fall of 2014, the American History High School’s chapter of the NJ Future Educators Association decided that their 2015 Community Service Project would address behavioral challenges confronting some of the student body. The project “Social Challenges Affecting the Educational Environment” was developed to address the need for exposure to skill sets fostering and supporting positive social and emotional development. These traits will help our students form positive relationships with family, friends, peers at school, and adults in a professional setting. It is our belief that this project will inspire and encourage our youth to engage in meaningful activities yielding positive results.

Workshops focus on societal challenges like gang violence, bullying, and social etiquette. Workshop facilitators are Coach Caryl Lucas; and Project Drive’s guest lecturer Denise Baskerville, MSW. The service project’s implementation began January 21, and will continue once a week (except during standardized testing) until April 23, 2015. The project “Social Challenges Affecting the Educational Environment” is sponsored by a grant from New Jersey Future Educators Association Inc., and the financial support of American History High School.
Who’s Afraid of the Big Bad Dragon: 
Why China Has the Best (and Worst) Education System in the World

The secrets behind China’s extraordinary educational system – good, bad, and ugly

Chinese students’ consistently stunning performance on the international PISA exams—where they outscore students of all other nations in math, reading, and science—have positioned China as a world education leader. American educators and pundits have declared this a “Sputnik Moment,” saying that we must learn from China’s education system in order to maintain our status as an education leader and global superpower.

Indeed, many of the reforms taking hold in United States schools, such as a greater emphasis on standardized testing and the increasing importance of core subjects like reading and math, echo the Chinese system. We’re following in China’s footsteps—but is this the direction we should take?

Who’s Afraid of the Big Bad Dragon? by award-winning writer Yong Zhao offers an entertaining, provocative insider’s account of the Chinese school system, revealing the secrets that make it both “the best and worst” in the world. Born and raised in China’s Sichuan province and a teacher in China for many years, Zhao has a unique perspective on Chinese culture and education. He explains in vivid detail how China turns out the world’s highest-achieving students in reading, math, and science—yet by all accounts Chinese educators, parents, and political leaders hate the system and long to send their kids to western schools. Filled with fascinating stories and compelling data, Who’s Afraid of the Big Bad Dragon? offers a nuanced and sobering tour of education in China.

- Learn how China is able to turn out the world’s highest achieving students in math, science, and reading
- Discover why, despite these amazing test scores, Chinese parents, teachers, and political leaders are desperate to leave behind their educational system
- Discover how current reforms in the U.S. parallel the classic Chinese system, and how this could help (or hurt) our students’ prospects

Finnish 2.0—What Can the World Learn from Educational Change in Finland? (Series on School Reform)

“Pasi Sahlberg has thoroughly updated his groundbreaking account of how Finland built a world-class education system during the past four decades. In this international bestseller, Sahlberg traces the evolution of Finnish education policies and highlights how they differ from the United States and much of the rest of the world.

Featuring substantial additions throughout the text, Finnish Lessons 2.0 demonstrates how systematically focusing on teacher and leader professionalism, building trust between the society and its schools, and investing in educational equity rather than competition, choice, and other market-based reforms make Finnish schools an international model of success.

This second edition details the complexity of meaningful change by examining Finland’s educational performance in light of the most recent international assessment data and domestic changes.”
NJFEA Recommends:  
**McFarland, USA**

McFarland, USA is a 2015 sports drama movie directed by Niki Caro and produced by Walt Disney Pictures. Based on the true story of a 1987 cross country team from a predominantly Mexican-American high school, McFarland High School, in McFarland, California, the film stars Kevin Costner as Jim White, the school’s coach, who leads the team to win a state championship.

This is an excellent and inspiring movie for future teachers!

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**Teachers Make a Difference!**

For all you do each day to motivate, inspire, engage, challenge, and unlock the potential in every child, we thank you. Share this video with a teacher you know that makes a difference!

To watch the special “Teachers Make a Difference” YouTube video, click on the image below.

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**Letter to a Teacher**

Roy Firestone reads a father’s letter to his son’s first teacher in this video. The words of wisdom are accompanied by photos. **But who really wrote the letter? Watch and find out!** This video could serve as inspiration to both teachers and students. To watch the special “Letter to a Teacher” YouTube video, click on the image below.

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**Let him learn early that**
the bullies are the easiest to lick…
Teach him, if you can,
the wonder of books…
But also give him quiet time
to ponder the eternal mystery of birds in the sky,
bees in the sun,
and the flowers on a green hillside.

**Let him have the courage**
to be impatient…
let him have the patience to be brave.
Teach him always
to have sublime faith in himself,
because then he will have
sublime faith in mankind.
Ethical Dilemma—Grading Policies  
for NJFEA Chapter Discussion and Debate

Background

Denise Jackson is having a rough first year of her teaching career. Just several months ago, on her twenty-second birthday, she walked across the stage to receive her bachelor’s degree with a major in math education. Denise did well in her college of education, and even qualified for Pi Lambda Theta honor society. Her student teaching placement, a semester with a relatively well-behaved class of 12th graders in an affluent suburban school, went very smoothly.

Real teaching has been a different story. Denise got a job at Truman High School, where the principal, Ms. Cole, assigned ninth grade math. “My freshmen are so different from the seniors in my student teaching!” Denise thinks all the time. Discipline is a major issue at Truman and Denise’s classes have been chaotic. At times, she hasn’t gotten all the way through her lesson plans and often, her students have not completed assignments. When Denise has reached out to her principal and some fellow teachers to explain her challenges, they were friendly, but seemed too busy to mentor her. “Sounds like a typical first year,” one colleague said. Denise agreed. “This must be something every new teacher goes through,” she thought. “It’s just part of the craziness.”

Still, one student named Edgar has done wonderfully. His behavior has been remarkably mature for his age and he comes to classes every day with a smile and “Hello Ms. Jackson!” While some other students have joked and chatted in class, Edgar would pay attention to the lesson. Denise tried to make extra efforts to compliment Edgar’s work and that would always draw a bright smile from him.

In the last quarter of the year, though, something changed with Edgar. Previously he’d been in class every day. Now he was absent one, two, or sometimes even three days every week. His mood transformed from joyful to downcast. He barely participated in class and stopped handing in homework. When Denise asked him one time to stay after class so she could speak to him one-on-one, he said, “I don’t want to talk to you,” and walked away. Later that day she called his home and left a voicemail, which was never returned. Because of all of his missed assignments, his fourth quarter grade was a 29, which dropped his average for the year down to a 64—a failing grade.

Denise was heartbroken when she entered that grade into the online gradebook, but knew that it was the grade that Edgar had earned. A day after final report cards were distributed and Denise was packing up her classroom, she received a phone call from her principal. “Denise,” Ms. Cole said, “Edgar’s mother is here with Edgar, and she is very upset with you for failing Edgar. Please come to my office right now so the four of us can sit down and talk about this.” What should Denise say, do, or agree to in the meeting? Should she stand by the 64? If she should, then on what basis? If not, why not and what is the best way forward for all involved? What lessons can Denise take from this experience to become a better teacher? What strategies or systems could the student, parent, teacher, principal, or school put in place to avoid future situations like this?

Questions to Consider During Your Debate of the Dilemma Discuss Different Kinds of Grading Policies:

Which are fairest? Should students receive zeros for assignments not handed in? Discuss the idea of responsibility for a student’s academic achievement. Who is responsible? The student solely? Teachers? Parents? The principal? Other people inside and outside the school building? Do you think Denise bears responsibility for Edgar’s failure in math class? What can or should teachers or school staff do to respond to a student’s sudden decline in attendance and academic conscientiousness? Do you know of a similar real-life situation similar to what Edgar and/or Denise are dealing with? What happened? How do you feel about how the situation was handled by the school? Do you feel it was an appropriate and fair way to manage the situation? Do you think this situation was avoidable? What steps should have been taken by each of the parties involved (i.e. Denise, Edgar, principal, Edgar’s parent, school staff, Denise’s college of education, etc.)?

For complete and information on this Ethical Dilemma scenario, see the national FEA competition guidelines.

Note: This scenario is provided here for NJFEA chapters as an exercise to think about, discuss, and debate the issues. Participation in the formal competition process is not required.
Check out the Summer 2015 Teacher Academy Opportunities!

New Jersey’s first-ever Urban Teacher Academy (UTA) was developed and implemented at The College of New Jersey (TCNJ) in 2006. Now in its 10th year, the UTA at TCNJ will be offered from July 27th through August 7th, 2015. Demand is high for space in this program, so be sure to get your applications in early! The deadline for applications is April 24, 2015. Get your copy of the brochure and application on the Center for Future Educators website here.

Other exciting Urban Teacher Academies are now also offered at colleges and universities across the state, including the following:

- **July 6 – July 17, 2015** – Urban Teacher Academy at Stockton University (Check the Stockton School of Education website for upcoming information about the UTA at Stockton University. For additional information, contact Dr. Meg White, Assistant Professor, Teacher Education, Stockton University, at meg.white@stockton.edu.)

- **July 6 – July 19, 2015** – Summer Teacher Academy at Fairleigh Dickinson University (See the program brochure. For additional information, contact Dr. Vicki L. Cohen at 201-692-2525 or cohen@fdu.edu.)

- **July 13 – July 24, 2015** – Science, Technology, Engineering, Mathematics (STEM) Teacher Academy at Rider University (See the program brochure. For additional information, contact Suzanne Carbonaro at scarbonaro@rider.edu or 609-895-5409.)

- **July 20 – July 31, 2014** – Urban Teacher Academy at Rowan University (For information, or to request a personalized program presentation at your school, contact Karen Rosa at rosa@rowan.edu or 856-256-4750.)

Updates on all Urban Teacher Academy/Summer Teacher Academy programs will be provided on the Center for Future Educators website as information becomes available.

**NJFEA Southern Regional Conference at Stockton University—Registration Now Open!**

The New Jersey Future Educators Association is very pleased to invite you and your students in grades 9-12 who aspire to become future teachers to the New Jersey Future Educators Association (NJFEA) Southern Regional Conference at Stockton University, Galloway, NJ, on Tuesday, June 2, 2015. We have planned a very exciting day of activities, speakers, and breakout sessions.

Students must be registered and accompanied to this conference by a high school faculty member or NJFEA adviser. Each high school is invited to bring 15-20 aspiring future teachers. Registration is done on-line at http://www.oksignmeup.com/njfea/spring.

There is no charge for attending this conference. A complimentary lunch will be provided. Dress is smart casual. Information about travel directions and parking at Stockton University will be sent to advisers/chaperones in mid-May.

Funding for this conference is provided by the New Jersey Education Association.

<<<See the conference flyer on the Center for Future Educators website.>>>

For more information, contact Mr. Larry Fieber, NJFEA State Director, at: 609-771-2464 or fieber@tcnj.edu.
**2015 NJFEA Middle School Conference Registration Open!**

The College of New Jersey, the New Jersey Future Educators Association (NJFEA), and the New Jersey Association of Middle Level Educators (NJAMLE) cordially invite middle school students in grades 6-8 who are interested in becoming future teachers to attend the NJFEA Middle School Conference

**Tuesday, June 9, 2015**  
9:00 AM – 1:45 PM  
The College of New Jersey  
School of Education—Room 212  
2000 Pennington Road  
Ewing, New Jersey, 08628

The NJFEA Middle School Conference is planned for approximately 225 students in grades 6-8. Registration is on a first-come, first-serve basis. Students must be registered and accompanied to this conference by a teacher, counselor, or school administrator. Students may not register themselves.

There is no charge for attending this conference. A complimentary lunch will be provided. Dress is smart casual.

Please register on line at:  
http://www.oksignmeup.com/njfea/ms/

Please direct inquiries to Mr. Larry Fieber, Executive Director Center for Future Educators at the College of New Jersey, (609) 771-2464 or fieber@tcnj.edu.

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**Tomorrow’s Teachers Training**

Instructors may select one or two sites for the two-day training, which will be conducted by CERRA instructors and will take place as follows:

**Fairleigh Dickinson University** (Teaneck):  
Monday, June 29, 2015, 10:00 a.m. - 5:00 p.m. and  
Tuesday, June 30, 2015, 8:30 a.m. - 4:30 p.m.

**Rider University** (Lawrenceville):  
Wednesday, July 1, 2015, 10:00 a.m. - 5:00 p.m. and  
Thursday, July 2, 2015, 8:30 a.m. - 4:30 p.m.

The cost for the Tomorrow’s Teachers 10th Edition course curriculum is $520 to be paid by each participating high school. Invoices for this curriculum will be sent directly to each school district upon acceptance of the course instructor. There are no other direct expenses required for Tomorrow’s Teachers.

Instructors interested in participating in the Tomorrow’s Teachers training must complete the application and submit it to Larry Fieber, Executive Director of the Center for Future Educators at The College of New Jersey, by Friday, May 2, 2015. Applications may be faxed to 609-637-5065. Please contact Mr. Larry Fieber at 609-771-2464 or fieber@tcnj.edu with any questions.

The registration form for the 2015 Tomorrow’s Teachers Training sessions is now available on the Center for Future Educators website.

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**Join A National Leader: Become a Member of Your NJ Future Educators Association!**

Get membership information (chapter and individual member) on the Center for Future Educators website.
Love Math? Want to Teach it?

Apply today for Scholarships for Aspiring Math Teachers!

The AMTNJ Annual Scholarship Awards Drive

Each year AMTNJ encourages members to sponsor a scholarship applicant. Scholarship applications are accepted from December through March and the committee makes its final decisions early in the spring.

Applicant Requirements:

- Each applicant must have a current AMTNJ Member as his/her sponsor, and
- Each applicant must also be applying to a college with Math Education as their career goal.

Please complete the application and follow instructions for submission. (Applications are due by March 29, 2015.)

AMTNJ Scholarships are supported by membership donations which are fully tax deductible.

Raise Your Voice for College Affordability

"Student loan debt has been the driving force of my decisions for the last eight years of my life, and according to my current repayment plan, it is projected to be for the next 25 years of my life, well into the years when I should be planning a retirement. It should not be that way."

—Future educator Brittany Jones before the U.S. Senate Budget Committee

Raise Your Voice

Every American deserves a fair shot at higher education. But student debt has become a barrier to accessing the American Dream. Raise your voice for college affordability!

College Affordability Solutions

There are solutions to this crisis of college affordability. Here are a few we can demand from Congress:

- Increase need-based federal aid, like Pell Grants.
- Refinance loan interest rates. Its not right that we can refinance loans on cars or homes, but not on student loans.
- Expand loan forgiveness programs, especially those for people working in public service careers like educating.

Learn more on the National Education Association website.
**1923 Teacher Contract ... How Times Have Changed!**

This is an agreement between Miss Lottie Jones, teacher, and the Board of Education of the Middletown School, thereby Miss Lottie Jones agrees to teach in the Middletown School for a period of eight months beginning September 1, 1923. The Board of Education agrees to pay Miss Lottie Jones the sum of $75 per month.

1. Not to get married. This contract becomes null and void immediately if the teacher marries.
2. Not to keep company with men.
3. To be home between the hours of 3pm and 6am unless she is in attendance at a school function.
4. Not to loiter downtown in ice cream parlours.
5. Not to leave town at anytime without the permission of the Chairman of the Board of Trustees.
6. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
7. Not to drink beer, wine or whiskey. This contract becomes null and void immediately if the teacher is found drinking beer, wine or whiskey.
8. Not to ride in a carriage or automobile with any man except her brothers or father.
10. Not to smoke cigarettes. This contract becomes null and void immediately if the teacher is found smoking.
11. To wear at least two petticoats.
12. Not to wear dresses more than two inches above the ankle.
13. To keep the schoolroom clean: to sweep the classroom floor at least once daily; to scrub the classroom floor at least once a week with hot water and soap; to start a fire at 7am so that the room will be warm at 8am when the children arrive; to carry out the ashes at least once daily.

**Questions to Think About:**
1. Which of these rules is most surprising?
2. Which of these would be the hardest to enforce? Why?
3. Which of these rules is most unreasonable? Why?
4. Which rule is most reasonable?
5. What does this contract show us about teachers in the 1920s?
6. What does this contract show about women in the 1920s?

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**NJEA Partnerships and Contests**

The New Jersey Education Association (NJEA) has teamed up with local and regional sports teams and a variety of other organizations to offer its membership discounted tickets, contest/prize opportunities, and a variety of other important resources.

Check out the available partnerships and contests currently offered on the [NJEA website](https://njea.org).

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FEA Scholarships for Future Teachers

The Future Educators Association is sponsored by PDK International. One of the many ways that PDK supports FEA and fulfills its vision of cultivating great educators for tomorrow is through the PDK Educational Foundation. The PDK Educational Foundation awards more than 30 scholarships each year to prospective educators who have a connection to PDK through membership in FEA or by having a family member or teacher who is a PDK member.

Applications for the 2015 Prospective Educator Scholarship are now being accepted. The deadline is April 1, 2015.

Eligible students must meet one of the following criteria:

- High school senior intending to major in education who is a member in good standing of the Future Educators Association®
- High school senior intending to major in education who is the child or grandchild of a PDK member in good standing
- High school senior intending to major in education who has one of his/her reference letters written by a PDK member in good standing
- High school senior intending to major in education whose application is selected to represent the local PDK chapter
- An undergraduate member of an FEA or PDK chapter who is enrolled in a college education program

Questions? Email scholarships@pdkintl.org.

FEA National Competitions Announced

The national Future Educators Association competitions have been revised and upgraded for 2015. We recommend these activities for NJFEA chapters and Tomorrow’s Teachers course electives.

- Children’s Literature [Guidelines]
- Creative Lecture (TED Talk) [Guidelines]
- Ethical Dilemma [Guidelines]
- Exploring Education Administration Careers [Guidelines]
- Exploring Careers in Education Innovation [Guidelines]
- Exploring Student Support Services Careers [Guidelines]
- FEA Leadership Award [Guidelines]
- FEA Moment [Guidelines]
- Impromptu Speaking [Guidelines]
- Inside Our Schools Presentation [Guidelines]
- Job Interview [Guidelines]
- Lesson Planning & Delivery – Career & Technical Education [Guidelines]
- Lesson Planning & Delivery – Humanities [Guidelines]
- Lesson Planning & Delivery – STEM [Guidelines]
- Public Speaking [Guidelines]
- Recruitment & Marketing Presentation [Guidelines]
- Researching Learning Challenges [Guidelines]
- Service Project Presentation [Guidelines]
- Technology Video [Guidelines]
Celebrate Earth Day—April 22nd!

“Passion is lifted from the earth itself by the muddy hands of the young; it travels along grass-stained sleeves to the heart. If we are going to save environmentalism and the environment, we must also save [another] endangered...species: the child in nature.”

—Richard Louv, Last Child in the Woods: Saving Our Children from Nature-Deficit Disorder

Earth Day, April 22, 2015—Curriculum Resources from the National Education Association—Get great ideas for teaching about Earth Day! How would you use these ideas in your own classroom and what other ideas do you have?

A Teacher Growing Green in the Bronx

Stephen Ritz is a South Bronx teacher/administrator who believes that students shouldn’t have to leave their community to live, learn and earn in a better one. Moving generations of students into spheres of personal and academic successes they have never imagined while reclaiming and rebuilding the Bronx, Stephen’s extended student and community family have grown over 25,000 pounds of vegetables in the Bronx while generating extraordinary academic performance.

His Bronx classroom features the first indoor edible wall in NYC DOE which routinely generates enough produce to feed 450 students healthy meals and trains the youngest nationally certified workforce in America. His students, traveling from Boston to Rockefeller Center to the Hamptons, earn living wage en-route to graduation. Hear his story on TED Talks and read more about him here.

Princeton School Gardens

The Princeton School Gardens Cooperative fosters garden- and food-based education in the classroom, cafeteria and community. We envision every high school graduate (and by extension, their parents) leaving with a good measure of civic awareness, self-reliance and food security. Over the last decade, the elementary school gardens in Princeton Public Schools have grown and blossomed into fully integrated garden education programs. The more the gardens are used, the more they demonstrate their phenomenal educational richness.

KidsGardening.Org

Kids Gardening and the National Gardening Association actively work with schools and communities across the country to provide educational resources and build gardens to promote health, wellness, and sustainability.

The Edible Schoolyard

The mission of the Edible Schoolyard Project is to build and share an edible education curriculum for kindergarten through high school. We envision gardens and kitchens as interactive classrooms for all academic subjects, and a free, nutritious, organic lunch for every student. Integrating this curriculum into schools can transform the health and values of every child in America.
Updated 2015 Schedule of Conferences, Events, & Activities


April 16, 2015 – Believe in U “for Kids by Kids” (for NJFEA Future Teacher Leadership Institute participants)


April 24, 2015 – Applications due for the Urban Teacher Academy at The College of New Jersey

May 1, 2015 - NJFEA Service Project implementation concludes for the 2014-15 school year

May 26, 2015 – Final Articulation Meeting/Service Project Presentation
(for NJFEA Future Teacher Leadership Institute participants)

June 2, 2015 – NJFEA Southern Regional Conference, Stockton University—Conference Flyer

June 9, 2015 – NJFEA Middle School Conference, The College of New Jersey

June 29-30, 2015 – Tomorrow’s Teachers Training, Fairleigh Dickinson University

July 1-2, 2015 – Tomorrow’s Teachers Training, Rider University

July 6-17, 2015 – Urban Teacher Academy at Richard Stockton College

July 6-19, 2015 – Summer Teacher Academy at Fairleigh Dickinson University—Brochure

July 13-24, 2015, Science, Technology, Engineering, Mathematics (STEM) Teacher Academy, Rider University—Brochure

July 20-31, 2015 – Urban Teacher Academy at Rowan University

July 27-August 7, 2015 – Urban Teacher Academy at The College of New Jersey

Get the 2015 UTA Brochure and Application Now!

September 25, 2015 — NJFEA Northern Regional Conference, William Paterson University

See the Center for Future Educators website ‘Events’ page for updates on conferences, events, and activities!

2014-15

NJFEA STATE OFFICERS

Eric Struble, President
JonBonae’ Shipman, Vice President
Emily Vena, Secretary
Amiel Holliday, Central Region Representative
Sara Ruane, Central Region Representative
Imani Robinson, Southern Region Representative

Got News? Got Ideas?

Tell us what is important to you and share news about your chapter!

Email your news or ideas to: Mr. Larry Fieber, NJFEA State Director, at fieber@tcnj.edu. We will include them in our newsletter, and/or post them on the Center for Future Educators website or on the CFE-NJFEA Facebook page!

Visit us on the Web at:
http://futureeducators.pages.tcnj.edu/
&
‘Like’ us on Facebook at:
www.facebook.com/centerforfutureeducators