

# REVIEW

NOVEMBER  
2018  
njea.org



*an education and advocacy resource*



TEN FOR  
THE NJEA  
CONVENTION

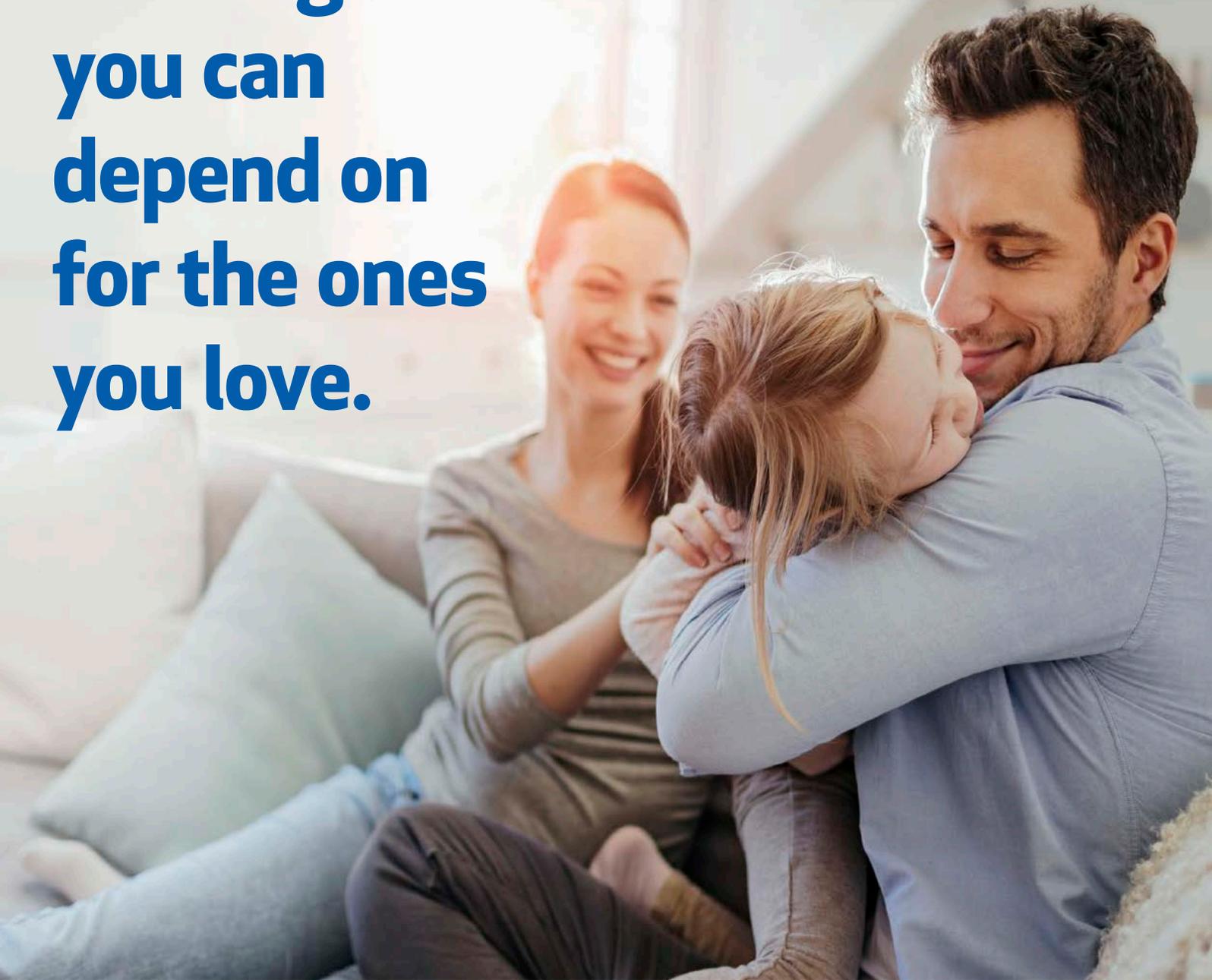
MAKING AP  
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COLLEGES  
CHANGE LIVES

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**BELOW:** Hundreds of local association presidents attended a packed meeting on Sept. 20 at the Hilton East Brunswick to prepare to fight for Ch. 78 relief and job justice for educational support professionals. This month's Final Exam, Page 58, focuses on job justice for ESPs.

**RIGHT:** South Orange-Maplewood EA member Philip McCormick presents a workshop at the LGBTQIA+ Miniconference at NJEA headquarters on Oct. 6. See Page 15 for more.



**BELOW (LEFT):** NJEA Members from local associations across Morris County marched in the streets of Morristown demanding Ch. 78 relief and job justice for educational support professionals.

**BELOW (RIGHT):** Montgomery Township EA was one of many local associations making their voices heard in Somerville as local associations in Somerset County and elsewhere spoke out for Ch. 78 relief and job justice for educational support professionals.



Entrepreneur Gabrielle Mannino Tomasello credits Atlantic Cape Community College with launching her culinary and business career.



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*NJ's community colleges are among the best in the nation. Meet two community college graduates whose lives were changed at Atlantic Cape Community College.*

BY KATHRYN COULIBALY

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BY JANICE DEANGELIS



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BY KEITH MASON



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BY KATHRYN COULIBALY



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There are many reasons to attend the NJEA Convention. Read 10 reasons here. To learn more about all the convention has to offer, go to [njeaconvention.org](http://njeaconvention.org).

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*Job justice for ESP*



### ON THE COVER:

Jennifer Goldberg, a speech and language specialist (SLS) in Collingswood, uses a mirror to help a student to see the movements his mouth makes as he speaks. Learn more about the role of SLSs on Page 26.

PHOTO BY  
TARA M. BUCK

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NEW JERSEY EDUCATION ASSOCIATION

# REVIEW



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Annual membership dues are: Active professional: \$928 (full time); \$464 (part time) \$464 (on leave). Active supportive \$451 (full time) \$225.50 (part time) \$225.50 (on leave). Retired: \$85; \$1,000 (retired life). Retired ESP: \$59; \$610 (retired ESP life); Preservice \$32. General professional (outside N.J. public education employment): \$250. Subscribing \$250. Only those in education positions in N.J. public schools and colleges are eligible for active membership. Payment of annual dues entitles a member to receive the *Review* for one year, from January through December. Dues include \$5 for the *NJEA Review*.



## WE CELEBRATE, LEARN, AND REFLECT

November is a special month for educators because it provides us with an opportunity to celebrate our colleagues and reflect on our own successes during American Education Week. Public education is one of our nation's great success stories and the people who have made New Jersey's public schools among the best in the nation have ample reason to applaud that.

But, as educators, we are also constantly learning and building our skills. There is no better way for educators to network, engage with the latest educational practices and strategies, and gain valuable resources and information to take back to their work places than the NJEA Convention. It is a world-class educational conference right here in New Jersey, and free to every NJEA member. In this issue, you'll get some additional information to help you make the most of your time in Atlantic City on Nov. 8 and 9.

Another way to improve our classroom practices is by taking a close look at the curriculum that guides our daily activities. In "Concept-based Curriculum: A Keystone for Higher-Level Thinking and 21st Century Learning," NJEA member Keith Mason promotes the value of concepts as the key to higher-level thinking and retention of instructional material.

Education is a uniquely collaborative profession, and educators must also look at how our work with students is interconnected. In "Supporting Students with Speech and Language-Related Disorders," we focus on the role of the speech-language specialist in the school community, and we look at tips and resources for teachers and other members of

the school community to enhance the work speech language specialists are doing.

The practice of learning a language can open the world up to our students, but sometimes educators must work around obstacles to provide the educational opportunities we feel our students deserve. In "High School Students Earn Credits Italian-style with Innovative Pre-AP Course," you'll learn how one teacher used all her connections to ensure that her Italian language students were able to take the Advanced Placement exam.

Finally, we take a closer look at some of our higher education success stories in two articles that highlight the different paths to success that two Atlantic Cape Community College students took to achieve their dreams. We are eager for you to get to know Dr. Valerie Travis-Reese, a clinical therapist in Cherry Hill, and Gabriella Mannino Tomasello, a chef and entrepreneur who is quickly becoming southern New Jersey's queen of cannoli.

We have so much to celebrate and be thankful for as NJEA members. We have a strong community of educators eager to support us and our students. We have access to world-class professional development. And we have a strong union that recognizes, respects, and fights for us and our students every day.

Thank you for all that you do to ensure that New Jersey's public schools continue to provide an excellent education for every student, and thank you for fighting to preserve one of the best systems of public education in the world.

*Marie Blistan*



NJEA President Marie Blistan discusses Chapter 78 relief and job justice for educational support professionals at a Sept. 20 meeting for local and county association presidents. Visible in the photo with her are, from left, NJEA Vice President Sean M. Spiller, Plainfield EA President Eric Jones, NJEA Secretary-Treasurer Steve Beatty, NJREA President Judy Perkins and Gloucester County EA President Susan Clark.

## OFFICERS ONLINE

### MARIE BLISTAN

Facebook

Assemblyman Gary Schaer was spotlighted for his support to help our state move forward. State Chair John Currie and Bergen Chair Lou Stellato joined Bergen County EA President Sue McBride and BCEA GR rep Mike Ryan at the event. Thank you to our Bergen County leaders and Assemblyman Gary Schaer!

NJEA President Marie Blistan shared photos from an Oct. 9 event in Bergen County honoring Assemblyman Gary Schaer. Attendees included BCEA leadership as well as state and county political leadership.

### SEAN M. SPILLER

Twitter

@SpillerforNJEA

SpillerforNJEA: Congratulations to our new State Teacher of the Year, Jennifer Skomial!

NJEA Vice President Sean M. Spiller spoke at the Oct. 3 meeting of the State Board of Education, where the newest State Teacher of the Year Jennifer Skomial was introduced. He tweeted a photo that included Skomial, NJEA President Marie Blistan, Education Commissioner Lamont Repollet, State BOE President Arcelio Aponte and Department of Education leadership.

### STEVE BEATTY

Facebook

SteveBeattyNJEA: More from the "Revolution Rally" in Morristown for Ch. 78 relief and ESP job justice! We are educators, and as such, we are change agents! This is a member led, member-run organization—that is where our strength lies! We all have it within ourselves to lead. We must follow our fellow members when they engage and take us on new paths, and we must provide the space for members to grow and get out of their way when they do! Lead, follow, and get out of the way!!

NJEA Secretary-Treasurer Steve Beatty, posted video of his speech at the Revolution Rally at Town Hall in Morristown on Oct. 10. He also posted many photos of members at the rally, which spotlights proposed legislation to bring relief from Ch. 78 health insurance contributions (S-2606) and bills to protect educational support professionals (ESP) from privatization (S-296 and A-3185/A-3395) and secure just-cause protection for ESP (A-3664.)

# KNOW. LEAD. ACT.

## NJEA PAC FEDERAL AND STATE ENDORSEMENTS

NJEA's 125-member political action operating committee (NJEA PAC) voted to recommend to the National Education Association's (NEA) Fund for Children and Public Education the U.S. Senate and House of Representative candidates listed below. Several were endorsed in August 2018 and others at an earlier meeting in May.

- U.S. Senate: Bob Menendez (D)
- CD 1: Donald Norcross (D)
- CD 2: Jeff Van Drew (D)
- CD 3: Andy Kim (D)
- CD 4: \*Your choice of Chris Smith (R) or Josh Welle (D)
- CD 5: Joshua S. Gottheimer (D)
- CD 6: Frank Pallone Jr. (D)
- CD 7: \*Your choice of Leonard Lance (R) or Tom Malinowski (D)
- CD 8: Albio Sires (D)
- CD 9: William Pascrell (D)
- CD 10: Donald Payne Jr. (D)
- CD 11: Mikie Sherrill (D)
- CD 12: Bonnie Watson Coleman (D)

\*In Congressional Districts 4 and 7, both major party candidates are listed. "Your choice" indicates that each of the candidates listed meet NJEA's standards for endorsement.

The October 2018 edition of the *NJEA Review* provided a feature article on Sen. Bob Menendez and photos and statements from candidates for the House.

Since the last legislative election in New Jersey, several vacancies in the Legislature have been filled by appointment. Voters will elect candidates for these positions on Nov. 6.

- LD 15: Verlina Reynolds (D) for Assembly
- LD 15: Anthony Varrelli (D) for Assembly
- LD 32: Pedro Mejia (D) for Assembly
- LD 34: Britnee Timberlake (D) for Assembly
- LD 36: Clinton Calabrese (D) for Assembly
- LD 38: Joseph A. Lagana (D) for Senate
- LD 38: Lisa Swain (D) for Assembly
- LD 38: P. Christopher Tulley for Assembly

## CONVENTION UPDATES:

### WORKSHOP CANCELLATION

The session, "Schools Supporting Sexual Minority Youth: What Can We Do?" has been canceled. It had been scheduled for Friday at 1:45 p.m.

### PASSAIC HOSPITALITY SCHEDULED FOR 11:30 A.M. ON THURSDAY

Members of the Passaic County Education Associations are invited to their county association's hospitality event. It will take place at Caesars – Palladium C Ballroom on Thursday, Nov. 8 from 11:30 a.m. to 1:30 p.m. The printed version of the NJEA Convention Program transposed a pair of digits in the starting time.

### PUBLIC CHARTER LUNCHEON SLATED FOR CONVENTION

The Public Charter Member Work Group invites all public charter employees to join them for the Annual Public Charter Luncheon during the NJEA Convention. Both unionized and non-unionized public charter employees from across the state will gather at this event to share their experiences, stories, and challenges.

NJEA network attorney Keith Waldman, Esq., from the firm of Selikoff and Cohen, PA, will be present the keynote "A Case for Unionization." Participants will also enter a drawing for an Amazon Kindle.

The luncheon is being held on Thursday, November 8th, Noon to 2 p.m. at the Pearl Ballroom 1, 2, and 3 in the Sheraton Hotel across from the Atlantic City Convention Center.

## SELFIE OF THE MONTH

Previously named New Jersey State Teachers of the Year snapped a selfie with the newest Teacher of the Year, Jennifer Skomial. Starting from left, front: Diane Cummins, Peggy Stewart, Argine Safari, Skomial, Kathleen Assini, Jeanne DelColle and Amy Andersen. Back from

left: Peggy Stewart, Maryann Woods-Murphy and Lauren Marrocco.

Working a PRIDE event? Send your selfies to [njeareview@njea.org](mailto:njeareview@njea.org). Be sure to identify where the picture was taken and the members who appear in the photo.



# "LITTLE FREE LIBRARY" OPENING DRAWS OLYMPIC GOLD MEDALIST

## NJEA AND MTEA FAST GRANT FUNDS THE OUTREACH PROJECT

Monroe Township school librarian Nicole Midura brought a love of reading and touch of celebrity to Barclay Brook Elementary School at a ceremony opening a "Little Free Library" at the Middlesex County school. Laurie Hernandez, who with the U.S. women's gymnastics team won gold at the 2016 Summer Olympics in Rio de Janeiro, joined Midura for the grand opening of the little library last June.

Hernandez and Midura became fast friends when they met years ago at a gymnastics competition. Hernandez and her mother stopped by a table where Midura was selling leotards and a friendship ensued. Later, while having lunch with Hernandez and Hernandez's mother, they discovered their mutual love of reading.

A Little Free Library is a small public bookcase from which anyone passing by may take or leave a book. To carry the name "Little Free Library," it must be officially chartered by the nonprofit organization of the same name. A kit can be purchased from the organization or can be built from scratch. To be recognized globally, however, a Little Free Library charter number and sign must be purchased from the nonprofit.

Midura used grant funds from NJEA FAST, or Families and Schools Work Together for Children, to fund the purchase of Little School Library materials. In addition to designation as an official Little Free Library, the outdoor bookcase includes a plaque

that reads, "Funded by a grant from the Monroe Township Education Association."

"It was something that I had been thinking about doing here for a long time, but we couldn't figure out exactly how we were going to fund it," Midura said. "When these NJEA FAST grants came up I thought it would be an amazing opportunity, because not only was the event great for our students, our families and our community, but this is something that is in use every single day."

Having taken a strong stance on the importance of literacy, Hernandez's appearance at the Little Free Library unveiling was a perfect fit. Her visit was a surprise to nearly the entire school community—both staff and students. On the day of the grand opening, materials were sent out to staff with clips of Hernandez's accomplishments and television appearances such as "Stuck in the Middle" and "Dancing With the Stars," to prepare student for who they were going to meet.

"Our school serves preschool to second-grade students, so many of them didn't know much about the Olympics or gymnastics," Midura said. "So with that preparation, when they came out they were really excited. To have her talk to them about what literature means to her helped them to connect even more to reading and the possibilities that reading would give them."

Hernandez read to the students as well, selecting Dr. Seuss' *Oh, the Places You'll Go!*

Midura is seeing enthusiasm grow for Little Free Libraries in Monroe Township.

"We're looking at expanding our Little Free Libraries, and putting one at every school in our district, so that we can make books more accessible to more students," Midura said. "Not only is this a program that people are really loving, but loving so much that they want to grow it already in just one year."

### FAST GRANTS AND PRIDE IN MONROE TOWNSHIP

The NJEA FAST Program encourages families to be involved in their children's education and to help families feel welcome in public schools. Through FAST, local associations can build coalitions of parents, community organizations, schools and education advocates. NJEA provides grants to local associations for programs that strengthen the connection between families and schools.

MTEA Secretary Daniel Fields is the chair for his local association's NJEA FAST and PRIDE in Public Education programs. Fields promotes FAST in MTEA and solicits grant applications from his members for programs such as the Little Free Library at Barclay Elementary School. Fields believes strongly in both FAST and PRIDE for member and community outreach.

"We have over 900 members and Monroe Township has over 37,000 residents, and they know about MTEA through PRIDE and FAST because of what we have been able to do with those programs," Fields said. "I want other members in the state to know that if they're not using PRIDE and FAST, they should. It helps us get out into the community, and it helps us retain members."

Fields, along with the MTEA Executive Board, developed a FAST grant application that he sends out to the MTEA members. If they want to apply for a grant they have to ensure that it meets all the requirements, which include parental involvement, community participation, and the branding of the association.

"We had 18 FAST projects last year that included the direct involvement of 30 members," Fields said. "But that doesn't include members who would attend events and members who heard about the events. Now we're getting grant applications from members who were neighbors or in the same hallway as other grantees. The FAST program has really touched a lot of MTEA members."

For more information about NJEA FAST, visit [njea.org](http://njea.org), slide over to "Community," and click on "Family Involvement."

For more information about Little Free Libraries, visit [littlefreelibrary.org](http://littlefreelibrary.org). 📖



Olympic Gold Medalist Laurie Hernandez (l) makes a surprise visit to the grand opening of a Little Free Library at Barclay Brook Elementary School, cheered by school librarian Nicole Midura.

**"WHEN THESE NJEA FAST GRANTS CAME UP I THOUGHT IT WOULD BE AN AMAZING OPPORTUNITY, BECAUSE NOT ONLY WAS THE EVENT GREAT FOR OUR STUDENTS, OUR FAMILIES AND OUR COMMUNITY, BUT THIS IS SOMETHING THAT IS IN USE EVERY SINGLE DAY." – SCHOOL LIBRARIAN NICOLE MIDURA**

# COOL STUFF

## STATE HOUSE OFFERS FREE TOURS AND EDUCATIONAL PROGRAMS

Free tours and programs at the New Jersey State House are suitable for students from kindergarten through college and for students with special visual or auditory needs. Below is a brief description of several age-appropriate programs. Contact the Tour Office at 609-847-3150 for assistance with any of these educational programs and outreach offerings. You may also visit [bit.ly/njstatehousetours](http://bit.ly/njstatehousetours).

Visiting school groups for grades 4-12 may receive funds to help offset their transportation costs through the State House Express program. For more on that program, visit [bit.ly/njshexpress](http://bit.ly/njshexpress).

**K-2:** The youngest visitors are invited to take a Symbols Tour to explore the many symbols found in the State House and learn how they are used to represent our government and State.

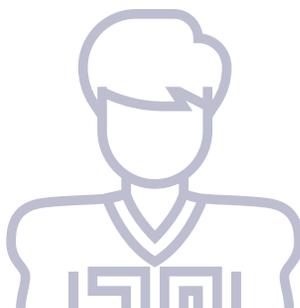
**3-6:** These tours are designed to meet the civic curriculum needs for students learning about their government. Your class will visit the Senate and General Assembly chambers to learn how laws are made and the citizen's role in the process. The tour program staff strongly suggest adding a Make-A-Law! program where students assume the role of lawmakers and learn the process of bill passage by demonstrating the skills of debate, negotiation and compromise.

**8-12:** In addition to standard tour content, tour guides can expand upon legislative activity and organization. The Make-A-Law! program provides an opportunity for students to learn the process of bill passage by discussing an age-appropriate and topical bill currently pending in the Legislature.

**College:** Tour content can be tailored to satisfy a course of study or interest. Options include an in-depth exploration of legislative organization and the lawmaking process, art and architecture, and observing legislative activity including committee meetings and voting sessions.

**Blind and visually impaired:** The State House Tour Office provides a tactile tour for students who are blind or visually impaired with a hands-on experience in learning how laws are made and the citizen's role in the process. Students in grades 4 to 12 may also partake in a Make-A-Law! program.

**Deaf and hard of hearing:** The State House Tour office provides sign language interpreters for students who are deaf or with hearing impairments. Interpreters are available with a minimum of five business-days' notice. Students in grades 4 to 12 may also partake in a Make-A-Law! program.



## NOMINATE SCHOLAR ATHLETES

NJEA and News 12 New Jersey are seeking high school students who excel both academically and athletically. The NJEA/News 12 Scholar Athlete Recognition Program honors New Jersey high school seniors who are successful not only in the classroom, but on the court or on the field.

Thirty students will be selected based on nominations received from high schools around the state. Each week, the Scholar Athlete will be featured in a news segment on News 12 New Jersey. In June, the winners, their families, coaches, and teachers will be honored at a luncheon. One student will be selected as 2018-19 Scholar Athlete of the Year and receive a \$5,000 scholarship. Four runners-up will receive \$1,000 each.

To nominate a student, visit [njea.org](http://njea.org), slide over to "Community" and click on "Partnership and Contests." The nomination form must be signed by the principal or guidance counselor, as well as the coach or athletic director. A News 12 sports panel will make the selection and notify the winners and their schools.

The application deadline is March 1, 2018.

## EDUCATIONAL SHOWS AT WILLIAM PATERSON UNIVERSITY

To reserve seats for your students and for additional information on any of the shows below, contact Lavene Gass at [gassyoumansl@wpunj.edu](mailto:gassyoumansl@wpunj.edu) or 973-720-3178.

All theater performances take place at William Paterson University, Shea Center for Performing Arts, 300 Pompton Road in Wayne.

### ARM OF THE SEA THEATER PRESENTS THE REJUVENARY RIVER CIRCUS

This production is appropriate for ages 8 and above.

Dec. 4, 10:30 a.m.

Tickets: \$10

RSVP by Nov. 26.

**A Story About the Life of a River:** This allegorical tale features over three dozen masks and puppet characters, great live music, and a gorgeous hand-printed bio-morphic set design. Along this fantastic voyage, a host of creatures offer insight into their role in a watershed's ecosystem. The performance combines art, ecology and social action.

### THEATER FOR CHILDREN WITH AUTISM: PETE THE CAT

Dec. 5, 10:30 – 11:30 a.m.

Tickets: \$10

RSVP by Nov 26.

Join Jimmy and Pete on an adventure of friendship, all the way to Paris and back in a Volkswagen bus! This production is presented by TheaterworksUSA. To provide a supportive, autism-friendly environment for audience members, production lights and sounds will be adjusted, and various calming areas will be stationed throughout the theater's lobby in case any guest needs to leave during the performance. Also, social narrative packets and study guides will be emailed to teachers once tickets have been reserved.

### THEATER FOR CHILDREN WITH AUTISM: MADELINE & THE BAD HAT

April 16, 10:30 – 11:30 a.m.

Admission: \$10

RSVP by March 26

This amusing tale traces the adventures of a young Parisian girl who—despite starting off on the wrong foot with a mischievous new neighbor—eventually learns that first impressions aren't everything. Told with gentle humor, and featuring a beautiful musical score, this amusing tale of enemies-become-friends will charm and entertain children and adults alike. To provide a supportive, autism-friendly environment for audience members, production lights and sounds will be adjusted, and various calming areas will be stationed throughout the theater's lobby in case any guest needs to leave during the performance. Also, social narrative packets and study guides will be emailed to teachers once tickets have been reserved.



## FREE GALLERY TOUR EXHIBITS CONTINUE AT WILLIAM PATERSON UNIVERSITY

All exhibits will be presented at William Paterson University, University Galleries, Ben Shahn, 300 Pompton Road in Wayne. Contact Lavene Gass at [gassl1@wpunj.edu](mailto:gassl1@wpunj.edu) or 973-720-3178.

### SELECTIONS FROM WOMEN'S RIGHTS ARE HUMAN RIGHTS: INTERNATIONAL POSTERS ON GENDER-BASED INEQUALITY, VIOLENCE AND DISCRIMINATION

Now through Dec. 12, 2018

Location: Ben Shahn, South and East Galleries

Organized and curated by Elizabeth Resnick, Massachusetts College of Art and Design, this exhibition presents over 30 women's rights and advocacy posters that challenge gender inequality and stereotypes, advocate for reproductive and sexual rights and promote women's empowerment and equal participation in society.

During the tour, students view, interpret, and discuss original works of art. This experience is followed by a hands-on art making workshop exploring techniques and themes related to the exhibition on view. This tour must be booked two weeks in advance.

### CABEZAS/HEADS: RAFAEL SORIANO

Jan. 28 through May 8, 2019

Location: Ben Shahn

Co-curated by William Paterson's Professor of Art, Alejandro Anreus, this exhibition will showcase over 20 significant paintings by Cuban-born painter Rafael Soriano (1920-2015). One of the major Latin American artists of his generation, Soriano began his career creating geometric abstractions and later became known for his luminous and biomorphic imagery reminiscent of surrealism. This is the first exhibition devoted to his important series of paintings of heads, which are some of the artist's most figurative works. The exhibition reveals the development of this body of work from early investigations in the late 1960s and 1970s through seminal works from the 1980s and 1990s. Many of these canvases feature larger-than-life heads rendered in deep shades of blue, purple, red, and orange.

During the tour, students view, interpret, and discuss original works of art. This experience is followed by a hands-on art making workshop exploring techniques and themes related to the exhibition on view. This tour must be booked four weeks in advance.

## VISIT THE STATE HOUSE FROM YOUR CLASSROOM

### STATE HOUSE VIRTUAL TOUR

The New Jersey State House Tours virtual classroom makes it possible to experience a Make a Law! lesson right in your own school. Through its partnership with Thomas Edison State University, a Tour Office educator beams into your classroom to provide the lawmaking experience in real time. Students assume the role of lawmakers and learn the process of bill passage by demonstrating the skills of debate, negotiation and compromise.

Tour Office staff will assist with pre-visit materials and video conferencing setup. A computer with internet access, a web camera and sound capacity is required.

This program serves audiences in grades 3-12 and can contribute to New Jersey Cumulative Progress Indicators. Additional information is provided at [bit.ly/virtualstatehouse](http://bit.ly/virtualstatehouse).

Please contact the Tour Office at 609-847-3150 for assistance with any of these educational programs and outreach offerings.

### INVITE A LEGISLATOR TO YOUR CLASSROOM

The New Jersey State Legislature is a partner with the National Conference of State Legislatures in supporting America's Legislators Back-to-School Program.

As part of this initiative, New Jersey legislators will make special efforts to visit with school children, providing personal insights into the value of public service and the lawmaking process.

They can address questions such as:

- What does it mean to be a legislator?
- What is a typical day like?
- How did they get involved in public service and why?
- What issues are they most concerned about and what action is being taken?
- What efforts are they most proud of?
- What advice does they give to future legislators?

To schedule a Back-to-School visit, teachers need to reach out to their local Senators and/or Assembly Members. You can find contact information at [njleg.state.nj.us](http://njleg.state.nj.us). Look for "Find Your Legislator" under "Members" in the left-hand sidebar. 🏠



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# NJEA REPORT

## 13 COUNTY COLLEGES SELECTED FOR TUITION-FREE PILOT PROGRAM

Beginning in January, approximately 13,000 New Jersey community college students will be eligible to attend school tuition-free.

On Sept. 27, Gov. Phil Murphy announced that these 13 colleges would be part of the tuition-free pilot program that will begin with the Spring 2019 semester:

**Atlantic Cape Community College**  
**Bergen Community College**  
**Camden County College**  
**Cumberland County College**  
**Hudson County Community College**  
**Mercer County Community College**  
**Middlesex County College**  
**Ocean County College**  
**Passaic County Community College**  
**Rowan College at Gloucester County**  
**Salem Community College**  
**Union County College**  
**Warren County Community College**

To be eligible, students or their families must have an adjusted gross income of \$45,000 or less, be enrolled at least part-time, and make satisfactory academic progress.

Murphy had campaigned on a plan to make community college tuition-free for all New Jersey residents. The pilot is a step in that process.

All 19 community colleges in New Jersey applied to be a part of the Community College Innovation Challenge, and each will receive a \$250,000 grant for student outreach, recruitment and to build up to future expansion.

NJEA's Higher Education Committee also has been working to identify ways to make college more affordable for students. New Jersey ranks fifth-highest in the nation in the number of students who graduate with college debt. According to the Urban Institute, the average college debt for New Jersey residents is \$32,247.

## STATE BOARD OFFICIALLY PROPOSES CHANGES IN PARCC ASSESSMENTS

### FINAL VOTE POSSIBLE IN DECEMBER OR JANUARY

The New Jersey State Board of Education voted on Oct. 3 to move regulatory changes forward that continue the transition away from PARCC assessments by reducing the number of tests administered at the high school level and ensuring multiple pathways to meeting graduations requirements. The proposed regulations also protect the rights of students with individualized education plans (IEPs) or 504 plans and students who are English language learners (ELLs).

The proposal, if finally adopted in its current form, would shorten the length of time between when boards of education receive test results from the New Jersey Department of Education (NJDOE) and when those results are available to students, parents and teachers.

Voting 11-2, the board moved the regulatory proposal forward, including the following provisions:

- Reducing the required number of high school PARCC tests from six to four.
- Allowing students who do not demonstrate proficiency on the Algebra 1 and/or ELA 10 assessments to retake them or access a menu of alternative assessment options.
- Allowing English language learner students in

their first year in the United States to substitute an ELA PARCC assessment with a language proficiency test.

- Clarifying that a student's IEP or 504 plan establishes the individualized accommodations, instructional adaptations, and/or modifications that must be provided on the PARCC.
- Ensuring that local boards of education provide student state assessment results to teachers, parents and students within 30 days of receiving them from the NJDOE.

The board approved several amendments to the proposal, some of which are reflected in the list above. NJEA is currently analyzing the impact of these amendments.

"The overall proposal is an important step in the right direction" said NJEA President Marie Blistan. "We look forward to working with the Department of Education, with the State Board, and with all other stakeholders, as we prioritize the needs of students for a successful transition from high school to college, a career, and participation in civic life."

The regulatory changes as proposed will now be printed in the NJ Register followed by 30 to 60 days of public comments before the State Board may vote to adopt the new regulations.

## Employment Opportunities at NJEA

Visit [njea.org/jobs](http://njea.org/jobs) regularly for the latest postings.



Questions? Call the NJEA Human Resources office at 609-599-4561.

NJEA is an equal opportunity employer.

## THINKING ABOUT WORKING IN A CHARTER SCHOOL? HERE'S WHAT YOU NEED TO KNOW

NJEA supports high-quality public charter schools as one component of an innovative, progressive system of public education. While no single school model can provide all the answers to the challenges faced by our public schools, public charter schools, along with magnet schools, vocational schools and traditional public schools can all play an important role as laboratories of innovation and provide a broad array of choices for parents.

It's not uncommon for public school educators and educational support professionals to move between traditional public schools and charter schools. If you find yourself considering employment in a charter school, below are a few things you should know.

### CHARTER SCHOOLS HAVE PUBLIC SCHOOL STATUS IN NEW JERSEY

Charter school educators are in the same pension system as traditional school employees and work under the same New Jersey laws and statutes. Certification requirements are also identical. In fact, NJEA has fought successfully to keep the state from weakening certification requirements in charter schools.

### CHARTER SCHOOL EMPLOYEES CAN UNIONIZE

While not all charters in New Jersey are unionized, NJEA has made significant progress in organizing charters. Over 1,000 NJEA members work in charter association locals that are affiliated with NJEA. Unionized charters represent one quarter of the state's charter schools.

Many unionized charters gained NJEA affiliation after traditional public school members transitioned to employment in a charter and brought their expectations of a fair and equitable

work environment and contract with them. After contacting NJEA for assistance, these members often organized brand new locals for the benefit of staff and students.

### NOT ALL CHARTER SCHOOLS ARE THE SAME

Charters serve a variety of student needs and ideally provide components of education that traditional public schools in the area are not offering, serving as laboratories of innovation. Some charters offer advanced STEM programs while others may have a focus on the arts.

### ALL STUDENTS IN A DISTRICT ARE ELIGIBLE TO ATTEND A CHARTER SCHOOL WITHIN ITS BORDERS

All students living within the school district in which a charter school is physically located are eligible to enroll. A school may be approved to serve a "region of residence" or a population of students with a specific need or interest. A "region of residence" includes the school district within which a charter school is located and all school districts contiguous to it. Most charters institute a lottery system if there are more student applicants than the school has approval to enroll. Many charters have a lower number of enrolled students than the traditional public schools in their area.

Several charters in New Jersey are among the 94 schools in the state to be awarded National Blue Ribbon status. A list of Blue Ribbon schools can be found at [bit.ly/blueribbonnj](http://bit.ly/blueribbonnj).

If you would like more information on charter school employment or organizing a union in your current charter school, email NJEA Organizational Development Field Representative, Marguerite Schroeder at [mschroeder@njea.org](mailto:mschroeder@njea.org).

MANY UNIONIZED  
CHARTERS  
GAINED NJEA  
AFFILIATION  
AFTER  
TRADITIONAL  
PUBLIC SCHOOL  
MEMBERS  
TRANSITIONED TO  
EMPLOYMENT IN  
A CHARTER AND  
BROUGHT THEIR  
EXPECTATIONS  
OF A FAIR AND  
EQUITABLE WORK  
ENVIRONMENT  
AND CONTRACT  
WITH THEM.

From left: SOGI Committee members Amy Moran and Terron Singletary and Princeton school counselor Thomas Foley.

## SOGI COMMITTEE HOLDS FIRST MINICONFERENCE ON LGBTIQ+ MATTERS

The NJEA Sexual Orientation and Gender Identity Committee (SOGI) held its first "miniconference" on Oct. 6 with two workshops.

Cedar Grove Education Association President Christopher Cannella and SOGI Committee member Dr. Amy Moran led "Enhancing LGBTIQ+: Positive School Climate." Moran is a middle school teacher in Teaneck. The workshop explored best practices for establishing a high-functioning Gender Sexuality Alliance (GSA) Club that enhances teacher-to-teacher and student-to-student peer leadership. Moran and Cannella noted that GSA's names vary from school to school.

Philip McCormick, secretary of the South Orange-Maplewood Education Association and a member of the SOGI Committee led "Beyond the Rainbow: Supporting LGBTQ+ Students, Staff, and Exploring the Intersectionality of Identity."

With participants, McCormick explored the various sexual orientations and gender identities that make up the LGBTQ+ community and the concept and implications of social privilege and oppression. They examined "intersectionality," which incorporates how one's various identities (race, gender, sexual orientation, etc.) affect an individual's experience.



## MORRIS COUNTY CTE TEACHER NAMED STATE TEACHER OF THE YEAR

Jennifer Skomial, a high school Career and Technical Education (CTE) teacher at Morris County School of Technology in Morris County, has been named the 2018-19 New Jersey State Teacher of the Year.

Skomial, who was named the 2018-19 Morris County Teacher of the Year in the spring, attended the high school where she now teaches. Skomial earned her bachelor's degree in English-Secondary Education from Montclair State University in 2008. She earned her Master of Arts in Teaching (Special Education) from New Jersey City University in 2013.

Skomial began her career teaching language arts at Costley Middle School in East Orange. The following year, she was hired at Morris County School of Technology, where she went on to teach English for five years before finding her niche in her current role as a CTE teacher. Skomial is responsible for preparing her students to become teachers, child psychologists, social workers and guidance counselors.

"This is an exciting opportunity to honor someone who has been devoted to children her whole life," said Laurie Schorno, Morris County Council of Education Associations (MCCEA) president. "Not only is Jennifer preparing future teachers, but because of her unique position, she is helping them early on determine which pathway in the field of education they would like to take, setting them up for success in their post-secondary education. MCCEA is very proud of her, and I look forward to working with her, especially in assisting future

educators in Morris County schools."

"We congratulate Jennifer Skomial on this amazing honor," said Sean M. Spiller, NJEA vice president and the officer liaison to the Teacher of the Year program. "We have outstanding educators in New Jersey and the Teacher of the Year candidates continually show just how impressive they really are. Jennifer has earned this distinction, and we know she will serve as an exemplary representative of the educational excellence in our New Jersey public schools."

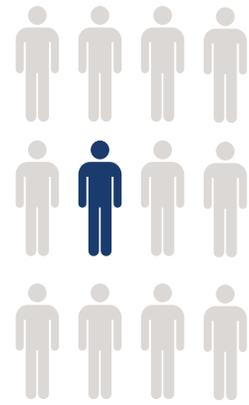
Skomial will be a featured speaker at the 2018 NJEA Convention. She will be speaking at the Celebration of Excellence on Friday, Nov. 9 at 1:15 p.m. in Hall A in the Atlantic City Convention Center.

As the New Jersey Teacher of the Year, Skomial will have a six-month sabbatical to tour the state and work with the New Jersey Department of Education, courtesy of program sponsor ETS. ETS also provides her with a new laptop computer.

NJEA will provide Skomial with a rental car, equipped with EZ Pass, to help her travel to speaking engagements and meetings across the state. NJEA will also provide complimentary access to all major NJEA workshops and training opportunities, a \$500 clothing allowance, media training and communications support, and funding for a trip to Washington, D.C. to meet with the other state teachers of the year and the president of the United States.



Jennifer Skomial was named New Jersey Teacher of the Year at the Oct. 3 meeting of the State Board of Education. From left: NJEA Vice President Sean M. Spiller, SBOE President Arcelio Aponte, Assistant Commissioner of Education Linda Eno, Chris Skomial, Jennifer Skomial, NJEA President Marie Blistan, and Commissioner of Education Lamont Repollet.

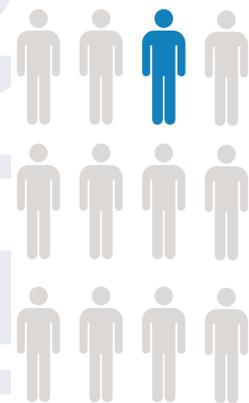


# 1 IN 12

THE NUMBER OF CHILDREN, AGED 3 TO 17, WHO EXPERIENCE A SPEECH OR LANGUAGE DISORDER.

Learn more about how speech and language specialists help these students. See Page 26.

Source: National Institute on Deafness and Other Communications Disorders, National Institutes of Health, [nidcd.nih.gov](http://nidcd.nih.gov).



# MOORESTOWN QUAKERS SPECIAL OLYMPICS TEAM TAKES NATIONAL CHAMPIONSHIP

## TEAM IS PART OF MOORESTOWN PLAY UNIFIED PROGRAM

Moorestown High School's Unified Basketball team defeated Team Ohio, 27-18, to take the national championship in Seattle, Washington last July. Competing as Team New Jersey in Unified Basketball Division 3, the Quakers previously beat New York and Washington to take the title.

More than 4,000 athletes and coaches from all 50 states and Washington, D.C., competed in 14 sports in Seattle at the 2018 Special Olympics USA Games. The games take place every four years. The 2014 games hosted closer to home in Lawrenceville, New Jersey.

Moorestown Education Association members Mikal Lundy and Brittany Shields were the team's coaches along with Moorestown High School Principal Andrew Seibel. Seibel and Director of Special Education David Tate were the driving force behind bringing the Special Olympics Play Unified program to Moorestown. Lundy is a business and finance teacher at Moorestown High School. Shields is a special education teacher in a multiple disabilities program at the school.

Lundy marveled at the students' enthusiasm the day of the championship game. He recalled making his way through the students' dorm rooms prior to the game to make sure they were awake and ready to go. He found at least one student who woke up two hours early to prepare himself.

"He had his Bible in his hand and Christian rock music blaring in his room, and I asked him, 'What are you doing?'" Lundy recalled. "He said, 'I'm getting right for the game!' This game meant the world to him."

Shields and Lundy agree that while everyone is proud to have won, the impact of the games extends far beyond wins and losses. Shields described the games in Seattle as the "happiest place on earth."

"Everyone was equal at the U.S. games, and everything bad that was happening around the world didn't exist during our time at the University

of Washington," Shields said. "All of the athletes and partners were honored to be there to play and support one another."

In addition to the games themselves, socializing among the athletes was encouraged. Every athlete made it their goal to collect pins from the athletes representing the other 49 states and Washington, D.C.

"This may seem easy, but for some it is hard to greet others and ask to exchange pins," Shields said. "I was impressed with the amount of socialization, and friendly faces around campus. The memories from that week will stay with the players and coaches forever."

### PLAY UNIFIED IN MOORESTOWN

While the Special Olympics games in Seattle required the competing athletes with disabilities to be independent on the field or court during completions, back home in New Jersey, the Moorestown students participate in the Play Unified sports program. Special Olympics New Jersey and the New Jersey State Interscholastic Athletic Association (NSIAA) have partnered to expand opportunities for students throughout the state to participate in the program.

Unified teams include students with disabilities, sometimes referred to as "athletes," and students without disabilities, sometimes referred to as "partners." Moorestown was an early participant in fielding interscholastic Play Unified teams, initiating soccer and basketball teams in September of 2016. Moorestown expanded the program to include bowling and track and field during the 2017-18 school year. Under Play Unified rules for basketball, there are three athletes on the court for every two partners at any point during the game.

Special Olympics New Jersey's Unified Cup School Championships Tournaments (formerly called the Shriver Cup) bring together schools

from around New Jersey to offer a state-level competition to Unified Sports programs. Following a successful Unified Cup School Championships performance in 2017, where the Quakers' Unified Basketball Team won the Gold Medal in the high school competitive division, the team was invited to participate in the Team New Jersey tryouts for the 2018 USA Games, leading to their championship win in Seattle.

### PLAY UNIFIED BUILDS COMMUNITY OFF THE COURT AND FIELD

A trip to Seattle and the national title have increased what was already a high student interest in the Play Unified program at Moorestown. Lundy said that word of mouth among students is important.

"Once the kids do it, they're hooked," Lundy said. "They end up saying it's the most fun they've ever had."

Shields said that interactions among students, regardless of disability, have increased in the halls and classrooms of Moorestown High School.

"Everyone feels more comfortable holding conversations or saying 'Hi' to one another in settings other than the playing field," she said. "The partners that sign up for Play Unified have taken these experiences to college with them. A student that graduated last year is already trying to create a unified program at his college in Ohio."

Lundy noted that Unified Sports deepens students' understanding of each other.

"A lot of people have difficulty relating to people with special needs," Lundy said. "But when you get out on the court or step out onto the field and you interact with them on a daily basis, you start to understand that they are people just like you and me. They want to have fun. They're going to have their ups and downs. They just want to have that high school experience like everyone else."



The Moorestown Quakers Play Unified basketball team represented New Jersey at the 2018 Special Olympics in Seattle, coached by, from left, special education teacher Brittany Shields, Principal Andrew Seibel and business teacher Mikal Lundy.

# CLASSROOM CLOSE-UP NJ WINS 16TH EMMY

HONORED FOR PUBLIC/CURRENT/COMMUNITY AFFAIRS PROGRAM/SPECIAL

“Classroom Close-up NJ,” NJEA’s television show featuring the outstanding work of NJEA members across the state, was honored this weekend with its 16th Emmy by the Mid-Atlantic Chapter of the National Academy of Television Arts and Sciences. The show, currently in its 25th season, won in the category of Public/Current/Community Affairs Program/Special for Episode 13 of the 2017-18 season. It was one of a record six nominations the show received this year. The winning show featured these segments:

**Civil Rights Cold Case –** Hightstown High School students learn first-hand how laws are made through a memorable civil rights lesson. The AP Government and Politics class is in its third year lobbying for a federal law called the Civil Rights Cold Case Records Collection Act.

**What’s in Your Suitcase? –** Ocean County art teacher Rita Williams believes people of all ages need to be aware of the Holocaust, and the lessons should not be limited to history. Williams teaches her

second-graders at Dr. Gerald H. Woehr Elementary School in Plumsted Township about the Holocaust through art.

**Search for Conscience –** High School educator Terry Kuhnreich teaches social consciences focusing on tolerance and acceptance. In a powerful exchange via Skype, her students interview Benjamin Ferencz, an investigator for the Nuremberg trials.

**It Takes a Village RBB –** Educators from Red Bank Primary School team up with the community to turn a once failing school into a successful thriving learning environment. They rely on community partners to meet the needs of the students, including Count Basie Theater, which provides teaching artists, YMCA swimming lessons, seniors reading to the students, and free dental and optical care.



Classroom Close-up NJ won its 16th Emmy from the Mid-Atlantic Chapter of NATAS. Attending the ceremonies were (from left) Rita Williams, Larry Glaser, Terry Kuhnreich, Elizabeth Elko, NJEA VP Sean M. Spiller and Stuart Wexler. These educators were featured in the Emmy winning show. Glaser is the Executive Director of the NJ Holocaust Commission.

## NICKY FIFTH’S 2018 “PLAN B” AT NJEA CONVENTION

A familiar site at the annual NJEA Convention is the long line that snakes through the aisles and leads to Nicky Fifth’s neighborhood. Teachers stand in lines that can last over an hour while a former NJEA member and award-winning New Jersey author, Lisa Funari-Willever, hands out bags filled with new releases from her Nicky Fifth chapter book series.

For the past five years, Lisa has released her new books at the NJEA Convention, exclusively for New Jersey educators. Why do they wait in such long lines? They wait because they want to bring familiar, relevant materials that can easily be

incorporated into multiple subject areas back to their classes. And the best part is that it’s all free.

Thanks to the generosity of partners like NJEA, the New Jersey Department of Environmental Protection, and the Horizon Foundation for New Jersey, Lisa has provided New Jersey educators with over 200,000 free books.

If it sounds like a lot of work, it is. Weeks of logistics with tractor-trailer companies and freight movers, lots of upgrades for the booths, and then there’s the employees! Actually, there are no issues with employees because Lisa doesn’t have any. When you walk by Nicky

Fifth’s neighborhood, you won’t see employees, you’ll see a team. Lisa’s husband and kids, parents, brother, sister-in-law, aunts, uncles, cousins, and good friends—many of whom are NJEA members themselves. They work long hours moving inventory and filling the bags that end up in classrooms across the state.

This year, funding fell through for Book #11 in the Nicky Fifth series, *Decisions, Decisions*, which would introduce readers to medicine and the dangers of opioids, on an age-appropriate level. While Lisa was disappointed, she is working hard to secure funding the bring that book to the 2019 convention.

In the meantime, there is always a Plan B. Thanks, again, to her very generous partners, in particular, NJEA, she will provide free Nicky Fifth books for second- to sixth-graders and teacher’s guides for their teachers, for every school that schedules a school author visit. That’s hundreds of free books, delivered on the day of the visit, for every school she visits.

For more information about the books, the assemblies, or the writing workshops, visit [www.nickyfifth.com](http://www.nickyfifth.com) or email her at [LisaWillever@gmail.com](mailto:LisaWillever@gmail.com). 📧

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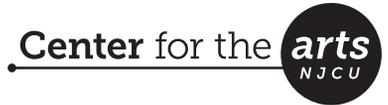
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Dr. Valerie Travis-Reese, a graduate of Atlantic Cape Community College at her office in Cherry Hill.



Dr. Peter L. Mora, president of Atlantic Cape Community College confers the President's Distinguished Alumni Award on Dr. Valerie Travis-Reese.

# Community college faculty and staff make a difference in students' lives

BY KATHRYN COULIBALY

New Jersey's community colleges are among the best in the nation, and NJEA is proud to represent community college faculty and staff at each of the 19 colleges statewide. To highlight the impressive work they do, NJEA has been featuring their success stories at [njea.org](http://njea.org), including two from Atlantic Cape Community College.

Learn more about Dr. Valerie Travis-Reese and Gabriella Mannino Tomasello and how their community college experiences impacted their lives.

*Kathryn Coulibaly is the associate editor of the NJEA Review and provides content and support to [njea.org](http://njea.org). She can be reached at [kcoulibaly@njea.org](mailto:kcoulibaly@njea.org).*

# FROM ASSOCIATE'S DEGREE TO DOCTORATE

## HOW COMMUNITY COLLEGE LAUNCHED ONE STUDENT'S DREAMS

Dr. Valerie Travis-Reese's path from high school to earning her doctorate and launching her own counselling practice literally began with a walk in the woods.

Travis-Reese was a student at Oakcrest High School in Mays Landing, Atlantic County. She had been raised by her paternal grandmother in their family home in Egg Harbor City, one of the sending districts to Oakcrest. Her grandmother passed away when she was a freshman in high school. She still earned good grades, but she didn't want to continue attending high school after discovering another student was able to leave high school early to attend college.

"I didn't know what college was, but if it meant I could get out of high school, then I was interested," she recalls. "I asked everyone about college, and one person said, 'If you want to go to college, there's one right through the path in the woods.'"

That college was Atlantic Cape Community College. She walked the path to the school, liked

what she saw of the campus, and found her way to the admissions office where the staff talked her through the process. After completing the necessary high school courses and college paperwork, she began her college career in January 1979.

Juggling life and her coursework was challenging, but she ultimately earned her associate's degree in 1982. From there, it was on to Rutgers University-Camden.

"Rutgers accepted all my credits from Atlantic Cape," Dr. Travis-Reese said. "It was a smooth transition, and I didn't have to repeat anything." She earned her bachelor's degree in Psychology in 1992.

By that time, Travis-Reese was raising a family and working in the field of psychology in various positions, but she knew she needed her license, so she continued her academic career. By December of 1993, only three semesters after earning her bachelor's degree, she completed her master's degree requirements

in Student Personnel Services/Counseling at Rowan University in Glassboro. This led her to become a Licensed Professional Counselor.

Dr. Travis-Reese said that she was "just being greedy" when she pursued her doctorate from Argosy University, which she earned in 2011. Her doctorate is in Educational Leadership.

"It was worth every ounce of research," she said.

Today, Dr. Travis-Reese is the CEO of Miracles of the Mind, LLC, a mental health private practice and consulting firm located in Cherry Hill.

"Atlantic Cape Community College opened my eyes to college," Dr. Travis-Reese said. "It was a challenge to balance all my responsibilities and continue my education, but for all the people who wanted to go to college but couldn't, I figured I had to go all the way! That's the advice I would give to anyone: get started and keep going."

Dr. Travis-Reese is one of Atlantic Cape Community

College's favorite alumni. In 2013, the college conferred the fourth President's Distinguished Alumni Award to her.

"I believe in what community colleges can do for people, and I often encourage others to seriously consider taking classes," Dr. Travis-Reese said. "Whether you're working toward a degree, interested in changing careers, or just looking for some enrichment opportunities, community colleges have so much to offer."

Dr. Travis-Reese has been acknowledged by her community for her dedication to providing quality service to others and has not forgotten where she came from. She has been "blessed every step of the way," as she says it, to get to where she is now and while looking forward to the future.

"Atlantic Cape Community College has a special place in my heart," Dr. Travis-Reese concluded.

## NJ COMMUNITY COLLEGE FACTS

Community colleges are the largest providers of higher education in New Jersey, enrolling more than 325,000 students annually.

Forty-five percent of all students who earned a bachelor's degree from a New Jersey college or university had previously completed courses at a community college.

Students who complete their first two years at a New Jersey community

college before transferring to a four-year school save \$21,000 in tuition—the most in the country.

New Jersey community college students do very well when they transfer. New Jersey is the fifth-best in the country in students going on to complete their bachelor's degrees.

More than 6,640 employees work full-time at one of New Jersey's 19 community colleges.

Fifty-two percent of New Jersey community college students are enrolled part-time.

Fifty-five percent of New Jersey community college students are female.

Seventy percent of New Jersey community college students are aged 17 to 24.

Source: New Jersey Council of County Colleges, [bit.ly/njccfacts](http://bit.ly/njccfacts).



Gabriella Mannino Tomasello was featured in an NJEA-produced video highlighting her success since graduation. Watch it at [njea.org/gotcannoli](http://njea.org/gotcannoli).



**Gabriella Tomasello**  
Owner-Operator of Mannino's Cannoli Express

REVIEW

# FROM PIZZATOWN USA TO THE CANNOLI EXPRESS

## COMMUNITY COLLEGE PUT HER CAREER ON THE MOVE

Gabriella Mannino Tomasello started her culinary career at the age of eight by working in her father's first restaurant, Pizzatown USA, in Atco, Camden County.

Today, she runs a popular cannoli food truck and just opened Mannino's Cannoli Express, a beautiful shop on Bellevue Avenue in Hammonton devoted to cannoli, gelato, espresso and other sweet treats—all by the age of 26.

Her three food trucks have been voted in the Top 101 Food Trucks in America, 2016-2018; voted Fans' Food Truck Choice Award, 2017-2018; and voted top 5 New Jersey Heartland Trucks, 2017-2018.

Tomasello credits her success to hard work, a strong family background as entrepreneurs and chefs, and the education she received at Atlantic Cape Community College.

Tomasello had a lot of excellent options to continue her

education after graduating from high school, but she was also practical and motivated to meet her goal of running her own business.

"I couldn't see paying all that money for the Culinary Institute of America or the Art Institute of Philadelphia when the culinary program at Atlantic Cape Community College gave me the same education and no debt," Tomasello said. "I make the exact same ganache that the graduates from those schools make and I was able to save enough money to start my own business."

Talent—and a passion for the restaurant industry—runs in the family. Her father's pizzeria, Pizzeria Mannino's in Pitman, was named the best pizzeria in Gloucester County by NJ.com. In addition, he has a restaurant, Mannino's Cucina Italiana, also in Pitman.

Tomasello continues to produce the cookies she used to bake with her Nonna and

sells them in her restaurant. She's even getting her daughters, Ava, 6, and Amelia, 3, into the act by cooking with them and sharing her passion for making delicious food, exactly as she was introduced to the business by her family.

"Classes at Atlantic Cape prepared me to run my own business," Tomasello said. "I learned a lot from my father, but at the college I was able to work at Careme's, the student-run restaurant. I worked front of the house and back of the house. I learned to blend the skills necessary for each in order to run my own business."

"Atlantic Cape really prioritized practical experience, and I valued that. I grew up cooking with my father and my Nonna. I wanted a program that provided more production time and hands-on experiences."

But beyond the excellent culinary education and practical knowledge she received,

Tomasello appreciates the atmosphere on the campus.

"Atlantic Cape was like a family, among the students and the faculty," she said. "I was nine months pregnant at the end of my program and I needed to go to doctor appointments and that took me out of class. I was at risk of failing, right at the end, but Chef Kelly McClay, the Dean of Students, understood my situation. She saw how hard I had worked, and she helped to make sure that I would not be penalized for missing class for doctor appointments. That's the kind of people that make Atlantic Cape special."

Tomasello is an enthusiastic supporter of Atlantic Cape Community College, and she shares her positive experience with the school far and wide.

"I call it 'the talk,'" Tomasello said. "And I tell people what a good investment Atlantic Cape is." 🍷



SUPPORTING STUDENTS WITH

# SPEECH AND LANGUAGE-

RELATED DISORDERS

BY JANICE DEANGELIS

As NJEA members, we are involved in communicating with students and dealing with day-to-day school operations, activities, interactions with colleagues, support staff, caregivers, administration, fellow association members and much more.

Students, of course, are also communicators. But for one in 12 children in the United States who are aged three through 17, communication is difficult due to speech and language-related disorders. About two to three out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears.

When was the last time you stopped to think how you helped a student understand, remember, or express information? As an integral part of a school community, you are supporting communication. Your kind words help a student to understand. Your actions express a message to a student. Your direction and guidance encourage a student to remember.

Communication is truly a complicated life process, difficult to simplify. No matter what form of communication—verbal, auditory, text, or body—numerous factors influence how information is being given and received. These factors may include aspects related to physical or language abilities, word or topic knowledge, mood or emotion, culture, or perception. Depending upon the strength or weakness of such factors, communication can either succeed or fail.

Simply, communication can be described as a process of getting information from one place to another with meaning. Communication is an active process. Communication is continually happening, consciously or unconsciously.

Even lack of communication is communicating. Our nonverbal or body language may communicate that we are listening, focused on something else, ignoring the other

person, too shy to speak or many other things. Even after information is received, the information needs to be understood or decoded. Here again, numerous factors from the tone of our voices to hand movements will impact how information is given and received.

### THE SPEECH AND LANGUAGE SPECIALIST (SLS)

While every May is set aside as Better Hearing and Speech Month, all months of the year involve direct and indirect responsibilities of a Speech and Language Specialist (SLS) in schools. SLSs provide services to students, families, staff, and the community related to communication. The SLS will assess, analyze, and diagnose—often as part of a child study team—student communication competencies and characteristics.

A child's life moves quickly from hearing or seeing another person speak to independently expressing themselves. If communication difficulties affect learning, the SLS helps. The most common areas of communication difficulties involve spoken, written and/or body movement or gestures in varied situations, to include:

- Language and reading: understanding, expressing and organizing information, applying social, thinking, word formation, grammar and many other information components.
- Articulation: producing sounds, syllables, words and conversation to be clearly understood.
- Swallowing and feeding: use of mouth, throat and more while chewing and manipulating liquid or food.
- Hearing: processing information and expressing or interpreting what is processed.
- Voice: use of tone and volume for meaning.
- Fluency: speaking, expressing, reading, or writing in a fluent manner or without stuttering.

SLSs, like their fellow NJEA members, are involved with the

daily school environment to include student learning, behavior, safety, growth objectives, legal mandates, paperwork, access to technology and more. The SLS works with preschool through high school aged students. These students may receive speech related services in conjunction with a classification and an individualized education program or to directly address difficulties other than language that impact educational learning.

The SLS may serve on school committees that help to determine educational decisions for student instruction. Intervention through consulting, observing, or monitoring with data collection may assist students with communication deficits in the classroom.

### BETTER HEARING AND SPEECH MONTH

You can further support communication in many ways. Perhaps you would like to incorporate awareness with some activities for Better Hearing and Speech Month. Your NJEA Affiliate, The New Jersey Association of Speech and Language Specialists (NJASLS), can help to provide ideas, from discussing the definition of communication and creating a word collage or word clouds to coloring a themed flyer. You may email NJASLS at [njasls@yahoo.com](mailto:njasls@yahoo.com).

In 1927, the American Speech-Language Hearing Association (ASHA) proclaimed the month of May as Better Hearing and Speech Month. The month is dedicated to raising awareness about communication disorders and promoting treatment that can improve the quality of life for those who experience problems with speaking, understanding, or hearing. This initiative aims to raise self-awareness about hearing and speech problems and encourages action for help. It encourages parents to identify possible speech and language problems with their children that can affect their learning and self-esteem.

### COMMUNICATION FOR ALL

You should be proud to be a part of a school community that supports daily communication skills. Communication is a challenging life process and more so for those who have communication difficulties. Getting information from one place to another with meaning involves you. It is continually happening consciously or unconsciously.

As humans, our communication is unique and of great importance in a rapidly diverse and changing world. We are in a 24-hour cycle of communication where actions speak and saying what is meant concisely imparts credibility and wisdom.

Being visible with how, what, when, and why you communicate inspires. In a world that is often hurried and lacking in personal connection we must stop, look, and listen for effective communication for all.

See additional information and resources on Page 28.

We are in a  
24-hour  
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imparts  
credibility and  
**wisdom.**

*Janice DeAngelis is a Speech-Language Specialist and New Jersey Association of Speech and Language Specialists (NJASLS) Board Member.*

## SPEECH AND LANGUAGE FACTS

- For one in 12 children in the United States who are aged three through 17, communication is difficult due to speech and language related disorders
- About two to three out of every 1,000 children in the United States are born with a detectable level of hearing loss in one or both ears. More than 90 percent of deaf/hard of hearing children are born to hearing parents. By three years of age, five out of six children experience ear infection (otitis media)
- About 15 percent of Americans, or 37.5 million people aged 18 or older, have difficulty with some degree of hearing loss. About one in four of those who could benefit from an assistive device such as a hearing aid to improve quality of life has ever used them
- Approximately 46 million Americans have communication disorders that can compromise physical and emotional health and affect the educational, social, vocational, and recreational aspects of their life

## RESOURCES

- New Jersey Association of Speech and Language Specialists (NJASLS)  
[njasls@yahoo.com](mailto:njasls@yahoo.com)
- American Speech-Language Hearing Association (ASHA) [www.asha.org](http://www.asha.org)
- The National Institute on Deafness and Other Communication Disorders (NIDCD)  
[www.nidcd.nih.gov](http://www.nidcd.nih.gov)
- New Jersey Speech and Hearing Association (NJSHA) [www.njsha.org](http://www.njsha.org)

## TIPS

- Ask your Speech and Language Specialist questions or share concerns.
- For resources, contact your NJEA Affiliate, the New Jersey Association of Speech and Language Specialists [njasls@yahoo.com](mailto:njasls@yahoo.com).
- Know that you support communication for a student through your words, actions, directions, and guidance. 🏠

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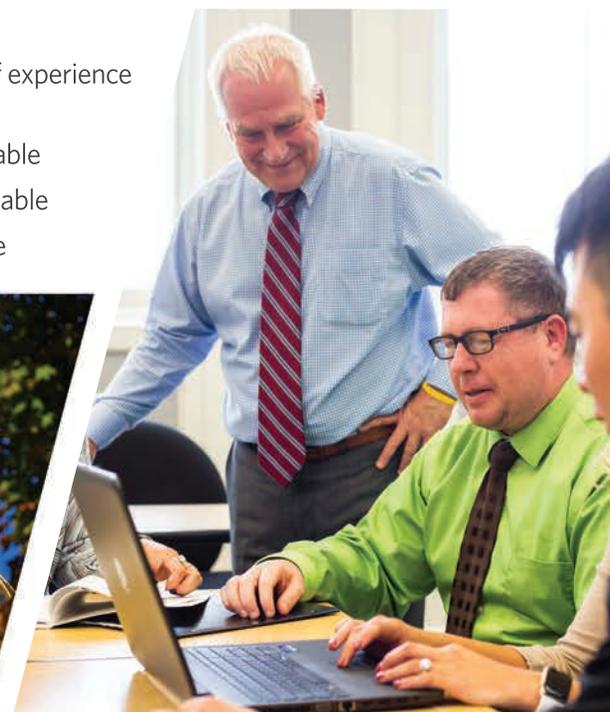
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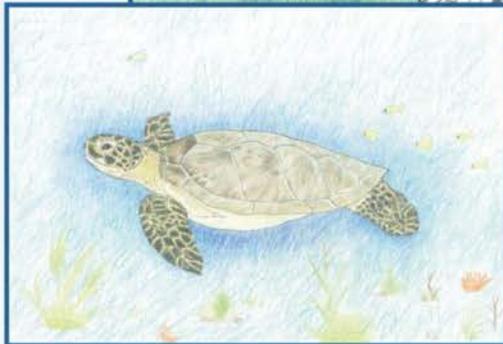


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# CONCEPT-BASED CURRICULUM

## A KEYSTONE FOR HIGHER-LEVEL THINKING AND 21ST-CENTURY LEARNING

BY KEITH MASON, PH.D.

Concept-based curriculum can be a powerful keystone, especially in terms of higher level thinking and 21st-century skills. This curricular model is in step with current educational goals. H. Lynn Erickson's work on concept-based curriculum and *Understanding by Design* by Grant Wiggins and Jay McTighe highlight concepts and other related curricular components.

### CONCEPT-BASED CURRICULUM: IN STEP WITH CURRENT EDUCATIONAL GOALS

Concepts are an important part of instruction, yet they are not consistently highlighted in the curriculum. The emphasis is often on facts and skills. While these two areas are important, focusing solely on them creates a two-dimensional treatment. Two-dimensional design focuses on factual content and skills with assumed, not deliberate, attention to the development of conceptual understanding and transfer of knowledge. Adding concepts to facts and skills creates a three-dimensional treatment. This model frames factual content and skills with disciplinary concepts,

*Keith Mason, Ph.D., is an educator and researcher based in New Providence. His specialties include curriculum, language education, Romance linguistics, phonetics, and musicals in the curriculum. Mason dedicates this article to the memory of Francis H. Quinn, who encouraged his research endeavours in curriculum. Quinn was an English and Latin teacher at Scotch Plains-Fanwood High School for 40 years. Quinn passed away in May.*

generalizations and principles and brings learning to a higher level.

What exactly are concepts? In *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-Based Learning*, H. Lynn Erickson defines concepts as "a higher level of abstraction than facts in the structure of knowledge. They serve as cells for categorizing factual examples." Students who can discuss conceptual ideas and use facts to support these ideas demonstrate a deeper grasp of knowledge.

*Understanding by Design* by Grant Wiggins and Jay McTighe promotes concepts through their "big ideas." They define these as "a concept, theme, or issue that gives meaning and connection to discrete facts and skills."

Concept-based curriculum is attributed to curriculum specialist Hilda Taba and goes back more than fifty years. For details about Taba's contributions to education, refer to the sidebar "Hilda Taba: Curriculum Innovator."

Context also plays an important role in concept-based instruction. The context is provided by the concept because the facts and skills have an environment that encourages a deeper understanding, higher level learning and a greater likelihood for retention. Grant Wiggins and Jay McTighe describe this as "big ideas" in *Understanding by Design* making them the glue that makes everything stick, that is, aids in retention. Concepts or big ideas are timeless and are what students remember many years after they were exposed to them. Erickson explains that students who can discuss conceptual ideas and use

## RESOURCES

Erickson, H. Lynn. 2008. *Stirring the Head, Heart, and Soul: Redefining Curriculum, Instruction, and Concept-Based Learning*, 3rd ed. Thousand Oaks, CA: Corwin Press.

Erickson, H. Lynn & Lois A. Lanning. 2014. *Transitioning to Concept-Based Curriculum and Instruction: How to Bring Content and Process Together*. Thousand Oaks, CA: Corwin Press.

Erickson, H. Lynn, Lois A. Lanning & Rachel French. 2017. *Concept-Based Curriculum and Instruction for the Thinking Classroom*, 2nd ed. Thousand Oaks, CA: Corwin Press.

Taba, Hilda. 1962. *Curriculum Development: Theory and Practice*. New York: Harcourt, Brace and World.

Taba, Hilda. 1966. *Teaching Strategies and Cognitive Functioning in Elementary School Children*. Washington, D.C.: Bureau of Research.

Wiggins, Grant & Jay McTighe. 2005. *Understanding by Design*, 2nd ed. Alexandria, VA: ASCD.

# HIGHER-LEVEL THINKING

Bloom's Taxonomy and others indicate lower- and higher-level thinking. H. Lynn Erickson questions Bloom's Taxonomy and traditional curricular objectives because they rely so much on verbs. Erickson finds that critical concept objectives without verbs are much more effective in expressing targets of learning.

Interrogatives help delineate lower- and higher-level thinking. Questions using who, what, where and when are lower level questions because they can be more easily answered. Why and how are higher level questions because they need more elaboration to answer them completely.

Erickson describes a universal concept as a mental construct that is timeless, universal and abstract. Concepts are higher level than facts. Thus, including concepts in the curriculum ensures higher levels of thinking such as analysis and synthesis, which are above knowledge and comprehension when considered within a taxonomy such as Bloom's Taxonomy.

# 21ST-CENTURY STANDARDS

What exactly are 21st-century standards? They are benchmarks to enable students to thrive in current society. The document Framework for 21st Century Learning outlines 21st-century skills that educators can use to assist with higher-level thinking and move beyond traditional approaches. These include critical thinking, creativity, collaboration, communication, information literacy, media literacy, technology literacy, flexibility, initiative, productivity and social skills.

facts to support these ideas gain a deeper grasp of knowledge and the ability to transfer knowledge.

Because concept-based curriculum promotes higher level thinking or deeper learning and 21st century skills, it is perfectly in step with current educational goals. See the sidebars "Higher Level Thinking" and "21st Century Skills."

## CONCEPT-BASED IDEAS: APPLICATION

I used concept-based curriculum for school musicals. For eight years, I integrated musicals into the high school curriculum. Musical such as *Carousel*, *Bye Bye Birdie*, *The Music Man* and *Hello, Dolly!* can align to activities and projects that include concepts reflected in the New Jersey Student Learning Standards and invite lessons and projects. Concepts from language arts, family and consumer sciences, mathematics, performing arts, science, social studies, visual arts and world languages were used in lessons and projects. The projects were entered into the educational impact category of the Paper Mill Playhouse Rising Star Awards competition for high school musicals.

H. Lynn Erickson observes that concepts can be culled from national standards in various subjects, paving the way for concept-based curriculum. The national foreign language standards, for example, are based on five concepts: communication, cultures, connections, comparisons and communities. Erickson also presents macroconcepts and microconcepts in *Stirring the Head, Heart, and Soul*, aligned to various disciplines. These could serve as a big help in developing concept-based curriculum guides and lessons.

Other concept-based curricula include STEM, STEAM, humanities and interdisciplinary units that could incorporate the Multiple Intelligences, habits of mind, learning styles, project-based learning, problem-based learning, cooperative learning and thematic learning.

## LESSON AND UNIT GOALS

A common educational goal today is to specify that "students will know and be able to." This should be revised to "students will know, *understand* and be able to do" according to H. Lynn Erickson. She uses the acronym KUD to summarize the three components Know, Understand, Do. The addition of "understand" brings concepts into the goals of learning and encourages in depth inquiry. The "know" focuses on facts and "be able to" refers to skills. While these two areas are important, the "understand" adds an additional dimension to learning and promotes higher level thinking. Erickson is an advocate of Howard Gardner's Multiple Intelligences in helping shape the KUD objectives.

## CONCEPTS AND UNIT TITLES

A unit title serves to shape a specific unit while also promoting concepts. For example, some unit titles are too general, failing to drive the unit. A unit title "Dinosaurs" would be made more specific and more focused if it were expressed as "Dinosaurs: Their Road to Extinction." For further information about this and other aspects of concept-based curriculum and its implementation, see the "Resources" on Page 30.

## OTHER AREAS TO EXPLORE

In addition to concepts, other areas that curriculum preparers can consider include the conceptual lens, generalizations, universal generalizations and principles. These key concept-based curriculum terms are outlined in Table 1. These terms provide educators with a common language for thought, discussion and implementation.

Both teachers and administrators are engaged in the curriculum at the local level. I invite readers to review their own curriculum guides to see how concept-based curriculum can play a role in improving instruction and students' retention of material. This in turn will help students master higher level thinking and 21st-century skills.

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## HILDA TABA: CURRICULUM INNOVATOR

**HILDA TABA** is revered as one of the most significant contributors to curriculum design and intergroup education. Taba was born Dec. 7, 1902 in Kooraste, Russian Empire (today Estonia). Taba completed her undergraduate studies at the University of Tartu in Estonia where she majored in history and education. She moved to the United States and completed a Master of Arts in Education in 1927 at Bryn Mawr College. Taba completed her doctorate at Teachers College, Columbia University in 1932. She studied with William H. Kilpatrick and philosopher John Dewey. Taba became a teacher of German in 1933 at the Dalton School in New York City. In 1939, Taba became director of the curriculum laboratory at the University of Chicago where she remained until 1945.

Taba's dissertation, *The Dynamics of Education*, was the foundation for much of her future work. Three key ideas that Taba wrote about in her dissertation included:

- Learning and the study of learning should be modeled on dynamic models from contemporary physics.
- Education for democracy was a key component of contemporary curricula.
- Educators had to provide conceptually sound curriculum that was organized, effectively taught and assessed using appropriate tools and processes.

In 1951, Taba left the Intergroup Education Center for a position at San Francisco State College. There,

she undertook her third curriculum reform project where she formulated, researched and wrote about curriculum development foundations. Taba and her colleagues documented the complex processes related to concept formation by children within a social studies curriculum. They implemented staff development for teachers and documented the processes for research. Taba's associate, Mary Durkin, a teacher and curriculum specialist from the Contra Costa County schools, identified the pivotal bridge between Taba's theoretical work and the practice of training teachers about concept attainment and curriculum writing.

In 1962, Taba published her book *Curriculum Development: Theory and Practice*. It is still valuable today because of the detailed information it contains. One of the main ideas promoted in this classic text was that teachers begin by developing specific units of instruction instead of having curriculum begin at the societal or institutional level.

The Taba Spiral Curriculum Development is a graphic organizer used to illustrate concept development in elementary social studies curriculum, used by Taba in 1960s era workbooks. The graphic still is treated in curriculum texts of the 21st century. Taba's theories and curriculum development processes provided a blueprint for twentieth century curriculum development. Hilda Taba's in service work in the San Francisco Bay area, U.S. communities and Europe have left a mark on curriculum development practice.

# TERM

# DEFINITION

# EXAMPLES

**TABLE 1. KEY TERMS OF CONCEPT-BASED CURRICULUM WITH DEFINITIONS AND EXAMPLES.**

<b>BIG IDEA</b>	A concept, theme or idea within UbD.	Adaptation, the distributive property in mathematics and form and function's relationship to systems.
<b>CONCEPT</b>	Known as "big ideas" in UbD, a concept is a higher level of abstraction than facts in the structure of knowledge. They serve as cells for categorizing factual examples.	Change, systems, patterns and interdependence.
<b>CONCEPTUAL LENS</b>	A conceptual focus for a topic-based study. The lens draws thinking to higher cognitive levels.	The topic of polar bears can be seen through the conceptual lens of habitat or survival.  Global warming could be viewed through the conceptual lens of sustainability.  Dinosaurs with extinction as conceptual lens.
<b>ENDURING UNDERSTANDING</b>	A generalization within concept-based curriculum, an enduring understanding uses discrete facts or skills to focus on larger concepts, processes or principles.	Music reflects the culture and time period of a group of people.
<b>GENERALIZATION</b>	Also known as enduring understandings within UbD, generalizations "synthesize the factual examples and summarize learning" according to H. Lynn Erickson. They are usually timeless but are more susceptible to demise than concepts.	Art reflects a culture's values.
<b>MACROCONCEPT</b>	A concept that is extremely broad that can be treated across disciplines.	In drama: character, voice and movement.
<b>MICROCONCEPT</b>	Discipline-specific concepts.	In science: energy, motion and waves.
<b>PRINCIPLE</b>	Principles are always true and need no qualifiers.	Math axioms, Newton's Three Laws of Motion.
<b>UNIVERSAL GENERALIZATION</b>	Two or more concepts identified as a relationship. They apply through time and across cultures and are broad and abstract.	Nutrition affects human, animal and plant health. 🌱

# High school students earn college credits Italian-style with innovative pre-AP course

BY KATHRYN COULIBALY

Patti Grunther had a problem. She had motivated and talented students in her Italian language classes at Watchung Hills Regional High School, but without Italian programs at the middle school sending districts, there was no way even for talented students to qualify for an Italian Advanced Placement class. Five years of the language is usually a prerequisite.

“I asked myself, ‘What if kids could get an intensive course in the summer to fill the gap, providing them with the instruction and practice they would need to do well in an AP class?’” Grunther said.

Luck would have it that at about the same time, Italian professors Teresa Fiore and Marisa Trubiano at Montclair State University (MSU) were looking for a way to connect with high school students studying Italian in order to encourage them to continue their studies at the college level.

Grunther had met Fiore and Trubiano through Italian cultural evenings that Fiore organized as the Inserra Chair of Italian and Italian-American Studies at MSU ([montclair.edu/inserra-chair](http://montclair.edu/inserra-chair)). When the three discovered that they shared some of the same goals, they went to work to find a solution that could satisfy all their needs.

They reached out to Italian teachers in other districts. Working with both public and private school teachers and administrators, they developed a consortium of schools in the tri-state area whose students would benefit from participating in an intensive Italian program during the summer.

Currently, the consortium includes Clifton Public Schools, Palisades Park Jr./Sr. High School, Pascack Valley High School in Hillsdale, West Orange High School, Montclair High School, and Saint Peter’s Prep in Jersey City. Consortium schools help with promotion of the program to their students and others, but it is not necessary to attend a consortium school in order to apply to the program. Indeed, Elizabeth High School (also known as the Frank J. Ciccarell Academy) sent the highest number of participating students this past summer.

*Kathryn Coulibaly is the associate editor of the NJEA Review and provides content and support to [njea.org](http://njea.org). She can be reached at [kcoulibaly@njea.org](mailto:kcoulibaly@njea.org).*

**Working with both public and private school teachers and administrators, they developed a consortium of schools in the tri-state area whose students would benefit from participating in an intensive Italian program during the summer.**

## EARNING COLLEGE CREDITS

Another lucky stroke was that even though their course is unique and custom-designed, they were able to fit it into Montclair State's existing Early College program, run in conjunction with the MSU Summer Session. This allows students to earn three college credits to be used if they one day attend MSU or at whatever other college accepts these credits. They were also able to count on the support of the Italian government through funding from the Italian American Council on Education, funds earmarked for high school projects.

To be eligible for the course, students must have successfully completed Italian 3 Honors or the equivalent. Fees for the program are \$750, a moderate price compared with average college costs. Moreover, thanks to the organizers' fundraising efforts, many scholarships are available, including financial support from the New Jersey Italian Heritage Commission. The program runs for three weeks in the summer with students in the classroom from 9 a.m. to 12:30 p.m. with a native speaker of Italian, followed by a group lunch with Italian-speaking guests, lectures and conversation.

Grunther works as coordinator of the program, including accompanying students on various field trips in the New York area; this summer, students visited an Italian modern

art museum, toured designer showrooms, and learned how to make handmade pasta at Eataly, the Italian-themed food hall in New York City.

Guest speakers have included journalists, college professors, art historians, local architects and entrepreneurs, all of whom serve to highlight the many areas that students can explore as Italian language students at college and eventually in their future careers.

Students not only earn three college credits, they gain the confidence and knowledge necessary to do well on an AP Italian exam. They are also exposed to the profoundly Italian fabric of the New York metropolitan area, both in terms of the important historical presence of Italians and various thriving Italian business sectors.

## A TASTE OF COLLEGE

Grunther has seen an unexpected benefit.

"Most of these students are rising seniors," Grunther said. "They're in their last year of high school, preparing for college. But many of them may be emotionally unprepared for that transition. This program gives them the experience of navigating a college campus while attending a college-level course. They are still high school students, so we make sure that they get the necessary guidance and attention they need, but I see how much more confident and even independent they are at the end of the program. It's an added bonus."

Montclair State first ran the program in 2017, and the response was overwhelmingly positive from students, parents and teachers in the participating districts.

"In my district, every student who participated in the consortium got a 3 or higher on the AP exam with some students even scoring the highest grade of 5," Grunther said. "And they did it with only four years of high school Italian, an amazing result that makes me incredibly proud of them!" she added.

With 33 students over the past two years, Grunther is eager to spread the word about the program in the hopes that it might help other educators and students.

"I've seen the positive impact that this program has had on the students in my district, and how it's helped to provide them with the opportunity to continue their learning and gain experience that will help them in the future," Grunther said. "It was the answer to a challenge for my district, and hopefully it may help many others through the synergy it has created across education systems, as well as national and state institutions."

For more information about the program, go to [tinyurl.com/ItalianMSUmmmer2018](http://tinyurl.com/ItalianMSUmmmer2018).

Attend a campus panel and presentation about the program on November 15th. Additional information at [tinyurl.com/RestateMSU](http://tinyurl.com/RestateMSU). 🇺🇸

NJEA member and program coordinator Patti Grunther poses with students outside Eataly, an Italian-themed food hall in New York City.



# 10 REASONS TO ATTEND THE NJEA CONVENTION

EVERY MEMBER HAS THEIR OWN REASON TO ATTEND THE NJEA CONVENTION—AND THERE ARE HUNDREDS OF THOSE REASONS. HERE ARE JUST 10 OF THEM. TO FIND MORE REASONS, AND TO GET THE DETAILS ON THE 10 REASONS HERE, DOWNLOAD THE NJEA EVENTS APP TO YOUR SMARTPHONE OR VISIT [NJEAConvention.org](http://NJEAConvention.org).

## 10 IT ISN'T JUST FOR TEACHERS.

Did you ever overhear someone call the NJEA Convention the “teachers’ convention”? That’s not the full story of what the NJEA Convention is about. In addition to workshops specifically designed for NJEA’s educational support professional (ESP) members—and dozens more that encompass your work and your interests, you’ll find the ESP Pavilion at the heart of the Exhibit Hall on Main Street NJEA. There you can talk members of the ESP Committee and NJEA staff about how NJEA can better serve you and about how you can be a part of the movement to fight for Job Justice for ESPs.

## 9 IT ISN'T JUST FOR K-12 MEMBERS.

Just as the NJEA Convention isn’t just for teachers, it isn’t just for members working in elementary, middle and high schools. NJEA membership includes staff from the state’s 19 community colleges. Friday includes a full day of programming for NJEA’s higher education members.

## 8 YOU'LL MEET A NEW YORK TIMES BESTSELLING AUTHOR.

This year’s featured keynote speaker is Jacqueline Woodson. Woodson is the author of *Brown Girl Dreaming*, a memoir written in verse to capture Woodson’s experience of growing up in South Carolina and Brooklyn. She describes her increasing awareness of the Civil Rights Movement and the remnants of the Jim Crow South. Woodson speaks on Thursday at 9:30 a.m. in Hall A.

## 7 YOU CAN TAKE A TOUR.

The Early Career Network “Ambassadors” are leading tours of Main Street NJEA, the Exhibit Hall floor and Digital Boulevard. You don’t have to be an early career member to go on the tour. It’s a great introduction to what’s on the floor and a great way to see much of what NJEA has to offer its members.

## 6 YOU'LL SEE THE STARS.

Educational stars, that is. The Celebration of Excellence is a recognition of all that is right with New Jersey’s public schools. You’ll hear from New Jersey Teacher of the Year Jennifer Skomial and meet 2018 ESP of the Year Lynda Miller. NJEA members who have won grants for the 2017-18 school year from the NJEA Frederick L. Hipp Foundation for Excellence in Education will also be honored. Finally, NJEA will confer the Award for Excellence to Paterson Education Association member Zellie “Imani” Thomas, an outstanding Paterson School District graduate, who has demonstrated exceptional leadership in social justice. It takes place on Friday at 1:15 p.m. in Hall A.

## 5 YOU'LL HAVE A CHANCE TO SAY TO THE EDUCATION COMMISSIONER AND STATE BOE WHAT YOU SAY IN THE STAFF ROOM.

New Jersey Commissioner of Education Lamont Repollet and members of the State Board of Education will appear on a panel and take your questions. The State Board of Education adopts the regulations put forth by the commissioner and the New Jersey Department of Education, including, for example, graduation requirements, the New Jersey Student Learning Standards, standardized testing requirements, and teacher evaluation systems. You’ll find them in Hall A on Thursday at 12:30 p.m.

## 4 YOU CAN BRING YOUR KIDS.

While you attend workshops or other daytime convention events, your children will have tons of fun and experience loads of learning from Kid-dieCorp—the childcare provider for members at the 2018 NJEA Convention. Activities will include arts and crafts, board games, dramatic play, group games, music and movement, stories, science and nature, and more.

## 3 YOU'LL BE IMPRESSED BY OTHER PEOPLE'S KIDS.

On the convention floor, visit the Art Gallery sponsored by the Art Educators of New Jersey. Stop by the STEAM Tank, where students show off new inventions, existing products they’ve modified, or solved a real-world problem. On Thursday evening at 7:30 p.m., the New Jersey All-State Jazz Ensemble and New Jersey Honors Jazz Choir will perform at the Claridge. The New Jersey All-State Chorus and Orchestra takes the stage at 7 p.m. on Friday in Ovation Hall at the Ocean Resort.

## 2 YOU CAN EXPLORE AND PLAN ACTION ON SOCIAL JUSTICE ISSUES.

New and creative ways to build a more just society will be explored in the Social Emergency Response Center, which will be located on the Exhibit Hall floor between Aisles 20 and 23. This space, which in many ways will be created by those who visit it, will provide opportunities for rejuvenation, reflection and action.

## 1 THERE'S SOMETHING FOR EVERYONE IN THE WORKSHOPS.

At the heart of the NJEA Convention are the hundreds of workshop sessions on the third and fourth floors of the Atlantic City Convention Center. Twenty-seven professional education organizations present well over half of these programs ensuring that the programs are of the highest standards and address the wide variety of roles educators take on in public schools, whether you are a teacher, an ESP, or community college faculty or staff member.



# 2019 Winter Leadership Conference

## SOUTH

**JAN 25-26, 2019**  
Harrah's - Atlantic City  
REGISTRATION DEADLINE: DEC. 7

## NORTH

**MARCH 1-2, 2019**  
Sheraton - Parsippany  
REGISTRATION DEADLINE: JAN. 18

## CENTRAL

**MARCH 22-23, 2019**  
Hilton - East Brunswick  
REGISTRATION DEADLINE: FEB. 15

## WORKSHOPS

1. Presidents' Roundtable
2. Legal Issues Affecting School Employees
3. Preparing for Negotiations—Collective Bargaining
4. Grieve, Don't Gripe—Contract Enforcement
5. AR—Key to a Strong
6. Bargaining Health Benefits
7. Effective Political Advocacy Through Your Legislative Action Team
8. Engaging All Members
9. Health and Safety Committees—An Ounce of Prevention or “One More Thing” to do?
10. The Business of Your Local
11. Best Practices for Conducting Local and County Association Elections
12. The Legacy of a Leader

 [njea.org/wlc](http://njea.org/wlc)

For more information & registration materials,  
see your local president or visit the website.

# CHOOSE SAFER SCHOOL SUPPLIES

BY DENISE PATEL

Glues and markers can be respiratory irritants. Lunchboxes and water bottles can leach chemicals. Even hand sanitizers that prevent germs today can pose problems for health tomorrow. Fortunately, many of these hazards are preventable and local associations can play a critical role to create healthier classrooms. School administrators, teachers, educational support professionals and parents can prevent those hazards when stocking school supplies and backpacks.

## CRAYONS AND MARKERS

Crayons, such as discount brand crayons sold in dollar stores, may contain tremolite fibers, a respiratory irritant. Tremolites are a type of asbestos, a known carcinogen, and fibers can become airborne or leave residue on the skin and be accidentally ingested or inhaled. Though the amounts found in recent tests are small, it is best to avoid exposure to any type of asbestos, and purchase asbestos-free crayons.

Dry erase markers can contain a mix of chemicals known as BTEX compounds (benzene, toluene, ethylbenzene and xylene). BTEX chemicals are known endocrine disruptors that can affect sexual reproduction, liver and kidney function, and immune system functioning. Ben-

*Denise Patel holds a Master in Public Health from Columbia University. She is a consultant with the New Jersey Work Environment Council, which is a frequent partner with NJEA on school health and safety issues.*

zene is considered to be a carcinogen by the U.S. Environmental Protection Agency.

Scented crayons and markers that are labeled as nontoxic might still be toxic. Fragrance chemicals are volatile organic compounds (VOCs), which means they can vaporize into the air. Exposure to fragrance chemicals can cause headaches; eye, nose, and throat irritation; nausea; forgetfulness; loss of coordination; and other respiratory and/or neurotoxic symptoms or trigger asthma attacks and aggravate sinus conditions.

Scented markers and crayons contain chemical fragrances that are not required by any federal agency to be tested for toxicity. Labels and safety data sheets provide very little, if any, additional information because companies can simply list "fragrance" as an ingredient without disclosing the chemicals in its ingredients.

Avoid these toxins by purchasing fragrance-free markers and crayons for classrooms.

## GLUES AND ADHESIVES

Extra-strong or instant adhesives such as epoxies, model, and "super" glues and rubber cement contain toxic solvents and chemicals. Epoxies may contain a range of chemicals depending on the manufacturer. Styrene, methyl methacrylate, epoxy resins, vinyl chloride and bisphenol-F are common ingredients that can cause eye and skin irritation from exposure to these chemicals. Rubber cement may contain chemicals such as n-hexane, acetone, heptane, isopropyl alcohol, paradichlorobenzene, and trichloroethane. These chemicals can cause

short-term irritation to the respiratory system, eyes, and skin, nausea, and low blood pressure, and organ damage from long-term or repeated exposure.

Water-based glues, glue sticks, and "school" glue are safer alternatives. If it is necessary to use stronger adhesives, as might be the case in art and carpentry rooms, minimize exposure with proper ventilation and personal protective equipment, including safety goggles and appropriate gloves.

## HAND SANITIZERS

Schools are their very own microcosm of viruses and bacteria. Hand sanitizers and antibacterial soaps might be a quick way to kill them; however, excess use of these products means only the strongest and most harmful bacteria and viruses survive. In addition, many hand sanitizers contain "fragrance" as an ingredient, similar to scented markers and crayons.

Harmful chemicals in antibacterial liquid hand soaps can be ingested or absorbed through the skin. Chemicals commonly found in antibacterial soaps include triclosan and triclocarban, which may mimic human hormones and disrupt reproductive and developmental health. Although the FDA has banned triclosan and 18 other chemicals used in anti-bacterial products in 2016, some companies have begun to replace them with chemicals that have not yet been tested for toxicity or potential human health impacts.

The best solution to avoid spreading germs is regular and thorough hand washing with normal soap and water.



## BACKPACKS, LUNCH BOXES AND BINDERS

In 2008, Congress passed a law to ban phthalates from toys and children's products, but did not include school supplies. Polyvinyl chloride (PVC) or vinyl, found in backpacks, lunch boxes and binders, contains chemical additives such as phthalates, lead, cadmium, and organotins. Backpacks that contain PVC can shed fibers into the air from regular wear and tear, which can then be inhaled or ingested. Chemicals in plastic lunch boxes, water bottles and thermoses can leach into food and drinks.

Phthalates interfere in children's health and development. Prenatal exposure in boys can cause birth defects and testicular cancer and liver problems later in life. In girls, phthalates can cause early onset of puberty and breast cancer later in life.

Lead is a known developmental and neurotoxin shown to increase attention deficit hyperactivity disorder and lower IQ in children from direct and prenatal exposure. In adults, lead can cause anemia, reduced kidney function and immune system impairment.

High-level cadmium exposure can lead to kidney and lung damage and may have more significant impact on children than adults. Cadmium, phthalates, and lead can also transfer from mother to child via breast milk. Limited information is available about organotins, but it can cause skin and eye irritation.

Check labels on products to avoid PVC. Some products may be labeled as PVC-free or can be identified as PVC by looking for #3 plastics. Stainless steel water bottles and lunch containers make good alternatives and are dishwasher safe. Vinyl-lined binders can be replaced with binders made from durable cardboard covers and other alternatives. 📌

# SCHOOL ADMINISTRATORS, TEACHERS, EDUCATIONAL SUPPORT PROFESSIONALS AND PARENTS CAN PREVENT HAZARDS WHEN STOCKING SCHOOL SUPPLIES AND BACKPACKS.

## RESOURCES

### LOCAL ASSOCIATION ACTION PLAN

- Make a safe school supplies list for parents, school staff and the school district.
  - Check the labels.
  - Provide Safety Data Sheets for all school staff members.
  - Research products and safer alternatives.
- Ensure that the school district approves the purchase of the least toxic products and avoids vinyl or #3 plastic products.
- When hazardous materials, such as resins and glues, cannot be avoided, make a health and safety plan that minimizes exposure and provides appropriate ventilation and personal protective equipment.

### FOR MORE INFORMATION:

PVC-free School Supplies: [bit.ly/pvcguide](http://bit.ly/pvcguide)

Safer School Supplies:

Shopping Guide: [bit.ly/schoolshoppingguide](http://bit.ly/schoolshoppingguide)

"Safer Materials for Art Classes," *NJEA Review*,  
September 2017: [njea.org/safermaterial](http://njea.org/safermaterial)

"Negotiate for Modern Cleaning Equipment," *NJEA Review*,  
October 2017: [njea.org/moderncleaning](http://njea.org/moderncleaning)



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# TEACHER LEADERSHIP IN SCHOOLS VITAL FOR HIGH STUDENT ACHIEVEMENT

BY RICHARD WILSON, NJEA STAFF

In a groundbreaking research paper published late last year, School Leadership Counts (Ingersoll, Dougherty and Sirinides 2017), Richard Ingersoll and his team analyzed data from nearly 900,000 teachers in about 25,000 schools across 16 states. Using the *Teaching, Empowering, Leading and Learning Survey* (TELL), a large-scale survey administered by the New Teacher Center in Santa Cruz, California, they attempted to identify those elements of instructional leadership that had the largest impact on student learning as measured by state testing regimes.

The study looked at multiple facets of instructional leadership from an administrative level as well as teacher leadership in several different forms. I should come as no surprise that there was an increase in student achievement in schools where administrators were seen as instructional leaders. However, what proved more interesting was that the results of the study “clearly show that teacher leadership and the amount of teacher influence into school decision-making are independently and significantly related to student achievement.” The strongest connection between practice and student learning was when teachers had input into establishing student discipline procedures and when teachers were involved in school improvement planning.

Yet while 90 percent of schools had teachers who had a moderate to large role in devising teaching techniques, only 8 percent of schools had teachers report that they had a large role in school decision making. In other words, the elements most closely related to student achievement were found in only a small percentage of the schools.

*Richard Wilson is an associate director in the NJEA Professional Development and Instructional Issues Division. He is currently on special assignment to assist in the development of the NJEA Teacher Leader Academy. He can be reached at [rwilson@njea.org](mailto:rwilson@njea.org).*

## STRENGTHENING TEACHER VOICE

Here in New Jersey, there is a movement to do something about giving teachers a greater voice on instructional issues in schools and school districts.

At the October State Board of Education meeting, regulations for the new teacher leader endorsement were presented for first reading, which is the first step in the board’s formal consideration of regulations. This reading set the stage for preparation programs for this endorsement to begin in the fall of 2019. Pending approval from the New Jersey Department of Education, NJEA intends to open its own Teacher Leader Academy that will lead members to the endorsement.

## ADVOCATING FOR STUDENTS AND PROFESSION A KEY FOCUS OF NJEA PROGRAM

The NJEA program will be based on the nationally recognized Teacher Leader Model Standards, a set of domains that focus on building in-school conditions to enhance student learning. But there are two standards that connect to work outside the classroom. Domain Six deals with improving outreach and collaboration with families and community. Domain 7 focuses on advocating for student learning and the profession, which connects to the most important conclusion drawn by Richard Ingersoll.

The extended description of Domain 7 reads, “The teacher leader understands how educational policy is made at the local, state, and national level as well as the roles of school leaders, boards of education, legislators, and other stakeholders in formulating those policies. **The teacher leader uses this knowledge to advocate for student needs and for practices that support effective teaching and increase student learning, and serves as an individual of influence and respect within the school, community, and profession.**”

Domain 7 emphasizes exactly what Ingersoll finds in his research has the biggest impact on student learning: involving teachers in the decision-making process for the schools in which they work. Yet in many school districts, teacher leaders find themselves battling structures that reinforce a rigid, traditional structure of authority. There is a tremendous cry in today’s education zeitgeist for “research-based practices.” It is incumbent upon us as educator activists to point to the research that supports a more prominent role for teachers in the ways schools are run.

A variety of programs of study for the teacher leader endorsement—each following a different model—is likely to be created. Colleges and universities will develop programs. Some school districts may attempt to gain New Jersey Department of Education approval for teacher leader programs. The New Jersey Principals and Supervisors Association, which already runs an alternate program for principal and supervisor certifications, will most certainly create their own program, and, as mentioned above, NJEA intends to open a program as well. Each entity’s program will be based on the Teacher Leader Model Standards, as required by law, but each will have its own focus, allowing candidates to find programs that best meet their needs.

In planning the NJEA program, Domain 7: “Advocating for Students and the Profession” will be the lens through which we look at the question of how teacher leaders can best advocate for students and the profession in light of the other standards. As an advocacy organization, NJEA is well-suited to prepare a generation of teacher leaders from this perspective.

Those working most closely with students have tremendous insight in the ways schools should be run. The NJEA Teacher Leader Academy will work from this premise, confident that this philosophy closely aligns with the most current research on student achievement. 📚



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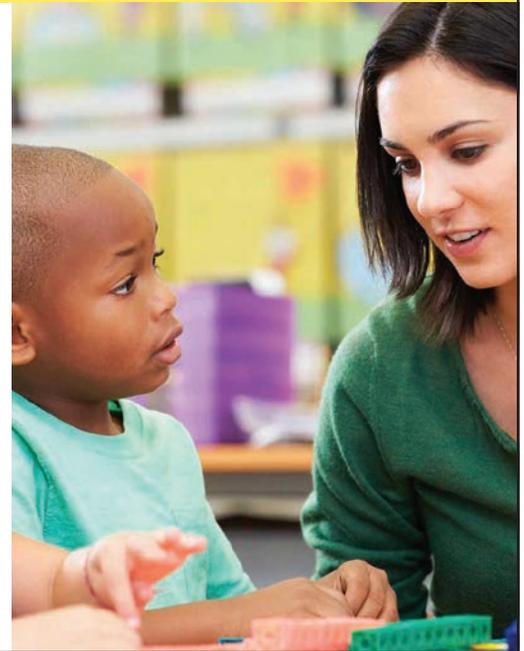
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**NOVEMBER 14<sup>th</sup>, 5:30pm**  
Register at: [ramapo.edu/ed](http://ramapo.edu/ed)



Professor Julie Norflus-Good, director of the Master of Arts in Special Education program, works with Ramapo College students.

# A CLOSER LOOK

## monthly highlights

See which New Jersey schools are doing exciting programs involving ROTC, school gardens, Nerd camps for teachers, outdoor classrooms and so much more. If you miss any shows that air on NJTV, be sure to visit the website at [classroomcloseup.org](http://classroomcloseup.org). You can view and download full shows and the shorter segments!

## watch

### NOVEMBER 4

Students at Linden High School are exploring, understanding and sharing civil rights history by creating original graphic novels. Students work in creative teams to write and illustrate books that explore civil rights issues from the 1800s to the present day.

### NOVEMBER 18

For 25 years, New Jersey students have been competing in the Envirothon, an exciting day focused on natural resource management and environmental problem-solving. Students from Arthur P. Schalick High School in Pittsgrove were first-time participants in the competition.

### NOVEMBER 25

Hillsdale Public School Nurse Rosemary Catton promotes a substance abuse initiative for her school district. Nurse Catton focuses her efforts on educating the students and the community, collaborating with outside organizations, and working with the police department to install permanent medication drop boxes. This is another example of how school nurses do more than take temperatures.



NOV. 4



NOV. 18



NOV. 25



[classroomcloseup.org](http://classroomcloseup.org)

### AIR TIMES

NJEA's "Classroom Close-up NJ" has won 16 Emmy® awards. It inspires and educates the public about the great things happening in New Jersey public schools. The show airs on Sundays on NJTV at 7:30 a.m., 12:30 p.m. and 7:30 p.m.

Visit [classroomcloseup.org](http://classroomcloseup.org) to watch individual segments, the entire show, or to see what's coming up. On Twitter, follow @CCUNJ and "like" the show at [facebook.com/crcunj](https://www.facebook.com/crcunj). The show continues to gain fans, especially since it is available online and can be downloaded or emailed to family and friends.

## SHOWCASE

# SUSSEX TO CAPE MAY:

Workshops,  
field trips,  
grants and  
more

## highlights

Youth mental health,  
social justice and  
history



### + MENTAL HEALTH FIRST AID FOR YOUTH

Teachers and educational support professionals (ESP) of all grade levels are invited to attend “Mental Health First Aid for Youth” on Jan. 19 in Haddonfield. Mandi Dorrell, a nationally certified QPR (Question, Persuade and Refer) and Mental Health First Aid Trainer will facilitate the workshop. Dorrell brings to the program her many years of experience working with a variety of students with suicidal ideation, addiction and mental illness issues as she works to empower all staff to know how to move these students to safety more quickly.

The cost to attend is \$75 and provides eight hours of professional development credit. The registration deadline is Jan. 5.

To register, or for additional information, contact Dorrell at [dorrellmandi@yahoo.com](mailto:dorrellmandi@yahoo.com) or 609-202-7822.

### ♀ EXAMINING POWER, PRIVILEGE, GENDER AND RACE IN A GLOBAL CONTEXT

Nobis World is sponsoring “Building Global Connections: Examining Power, Privilege, Gender and Race in a Global Context,” a six-day program in the village of Cabarete in the Dominican Republic, July 16-21, 2019. This professional development opportunity is open to teachers of all grades.

Explore the small, Caribbean beach village of Cabarete in the Dominican Republic and experience another culture, learn about its history and build relationships with people from the community. Nobis World engages in service-learning with an organization whose work centers on the education, health and welfare of Dominican and Haitian immigrant families living in poverty. Leave with the tools, knowledge and confidence to engage your students in social-justice thinking as well as globally focused, service-learning projects.

The cost for this program is \$1,875, which includes shared accommodations, all meals, excursions and activity fees. Additional costs include airfare and pertinent insurance. Contact Christen Clougherty at 912-403-4113 or [christen@nobisproject.org](mailto:christen@nobisproject.org) or visit [nobisworld.org](http://nobisworld.org) for more information. The registration deadline is Feb. 1.

### ↻ PRESERVING AFRICAN-AMERICAN AND GULLAH HISTORY

Nobis World is sponsoring “Savannah: Race, Power and Preservation of African-American History and Gullah-Geechee Culture,” a five-day program in Savannah, Georgia, July 28-Aug. 1. This professional development opportunity is open to teachers of all grades.

Explore the preservation of African-American and Gullah-Geechee history and culture in historic Savannah and Georgia’s coastal islands. Through a service-learning project and cultural immersion, learn how different museums and heritage organizations preserve the history of African-Americans in the Lowcountry. Leave with the tools, knowledge and confidence to engage your students in social-justice thinking as well as globally focused, service-learning projects.

The cost for this program is \$1,250, which includes shared accommodations, all meals, excursions, and activity fees. Additional costs include airfare/travel to Savannah. Contact Christen Clougherty at 912-403-4113 or [christen@nobisproject.org](mailto:christen@nobisproject.org) or visit [nobisworld.org](http://nobisworld.org) for more information. The registration deadline is Feb. 1.

These experiences have been endorsed by NJEA’s Professional Development Institute and are also posted on [NJEA.org](http://NJEA.org). Providers seeking endorsement should call NJEA’s Professional Development Division at 609-599-4561.

## CONTINUING FREE LECTURE SERIES AT CAMDEN COUNTY COLLEGE

The Camden County College Center for Civic Leadership and Responsibility (CCLR) is in the midst of a fall free lecture series. The remaining lectures are listed below.

For more information, visit [www.camdencc.edu/civiccenter](http://www.camdencc.edu/civiccenter) or call 856-227-7200, ext. 4333 for details.

### BREAKING NEWS: THE CONTEMPORARY MIDDLE EAST

- **Nov 1** – We Crossed a Bridge and It Trembled: Voices from Syria

### 1968: THE YEAR THAT CHANGED AMERICA

- **Nov. 7** – The End of Consensus: 1968 Presidential Election and Transformation of American Politics

### ADDICTION AWARENESS

- **Nov. 4** – Evidenced Programming: Medication Assisted Treatment vs. 12 Steps (Panel Discussion)
- **Dec. 12** – Dealing with Addiction: So your loved one is using? How are you dealing with it?

## MATH WORKSHOPS OFFERED AT RUTGERS

The Association of Mathematics Teachers of New Jersey (AMTNJ), with the cooperation of the Rutgers Department of Mathematics and the Center for Discrete Mathematics and Theoretical Computer Science (DIMACS), is offering math workshops for elementary, middle and high school teachers. The workshops are held on Rutgers' Busch Campus and run from 9 a.m. to 3:30 p.m.

Following are workshops offered in December. Workshops in January through May can be reviewed at the indicated websites.

### HIGH SCHOOL WORKSHOPS

- **Dec. 7:** Flipping the Math Classroom, Grades 6-12
- **Dec. 13:** Intervention Strategies for Struggling Learners in Mathematics, Grades 6-9

- **Dec. 14:** Is That Your Final Answer? Developing Mathematical Thinking with Questions, Grades 6-12

Registration and information: <https://tinyurl.com/AMTNJ-DIMACS-HS-2018-19>

### MIDDLE SCHOOL WORKSHOPS

- **Dec. 4:** Mathematics and Art: Perfect Together: Don't Teach Art Instead of Math, Teach Math with Art!, Grades 3-5
- **Dec. 7:** Flipping the Math Classroom, Grades 6-12
- **Dec. 12:** Visualizing Problem Solving through Proportional and Spatial Reasoning in Grades 3-5
- **Dec. 13:** Intervention Strategies for Struggling Learners in Mathematics, Grades 6-9
- **Dec. 14:** Is That Your Final Answer? Developing Mathematical Thinking with Questions, Grades 6-12

Registration and information: <https://tinyurl.com/AMTNJ-DIMACS-MS-2018-19>

### ELEMENTARY SCHOOL WORKSHOPS

- **Dec. 4:** Mathematics and Art: Perfect Together: Don't Teach Art Instead of Math, Teach Math with Art! Grades 3-5
- **Dec. 12:** Visualizing Problem Solving through Proportional and Spatial Reasoning in Grades 3-5

Registration and information: <https://tinyurl.com/AMTNJ-DIMACS-Elem-2018-19> 

# USE HYPERDOCS TO ENGAGE LEARNERS

BY MICHELLE WENDT

Abandon worksheets and lectures and engage learners using the four C's—collaboration, communication, critical thinking and creativity—in a HyperDoc lesson! Integrate technology organically by asking them to interact, analyze, extrapolate, and think using their digital skills.

HyperDocs are delivered digitally using G Suite and other web tools. The students work at their own pace through a series of guided explorations with appropriate formative assessments. Teachers plan an entire unit of learning instead of individual lessons and then can work actively with students who need help. Students explore content through multimedia delivery instead of through direct instruction. The most significant benefit of this type of blended learning model is that students can access the learning content as many times as they need.

One of the most lauded HyperDocs educators talk about is *The Wild Robot*, a HyperDoc novel study for fourth- and fifth-grade readers. Created using Google slides, this self-guided unit includes a teacher's guide on how to use the HyperDoc with students, which is a beautiful starting point if you want to familiarize yourself with how they work. Reading the novel by Peter Brown, students explore vocabulary, context, and themes, and respond creatively to each other using tools of their own choosing, such as Flipgrid and Padlet. Embedded are assignments to draw, write an essay,

*Michelle Wendt is a Technology Integrationist, Social Media Manager of the SRI&ETTC and Adjunct Instructor for Stockton University. She designs and delivers professional development programming and coaching in technological skills-building to K-12 teachers. She is a long-time presenter for NJEA. Wendt can be reached at Michelle.Wendt@stockton.edu.*

participate in a digital breakout and demonstrate knowledge on Google Forms quizzes.

I suggest you check it out as an example of what is possible to achieve in a HyperDoc. Not all HyperDocs are as comprehensive; most are much simpler and easy to execute. Generally, HyperDocs include five to seven activities for students to complete.

**The five steps usually involved in creating HyperDocs are:**

- Objectives
- Cycle of learning
- Packaging
- Workflow
- Design

**The objective** involves selecting the specific desired outcome and trying to stay true to that mission. You will have to set a timeline for completion to keep your students on task.

**The cycle of learning** is the choice of specific steps students will follow based on effective pedagogy. Will you use an Explore, Explain, Apply, or a 5E model (Engage, Explore Explain, Elaborate and Evaluate)? Whichever you choose, there are easily editable templates to support your preferred process of learning on [HyperDocs.co/templates](https://hyperdocs.co/templates). My personal favorite is the Topic X HyperDoc template. Some teachers prefer to align their HyperDocs with their favorite learning theory or methodology.

**The packaging** is the easy part, as teachers typically bundle the lesson within Google Docs or Slides; they are colorful and visually engaging. All links and instructions a student will need during their explorations are available in that package, including links for differentiation

and scaffolding. HyperDocs solve the early finisher problems if teachers include extension activities accessed once required work is completed.

**The workflow** depends upon the teacher, and they decide how to push out content, collect work and provide feedback based on what types of technology to which they have access. If using Google Classroom, students can turn in their work in that space, or if educators are using another method of collecting work, they would simply provide a link or directions for the submission of student work. Most HyperDocs have built-in areas to collect student's personal responses without the need for submitting work elsewhere. When lessons require students to communicate with each other, teachers add links to Padlets or Flipgrid topics in HyperDocs.

**The physical design** includes choices on page colors, fonts, tables, the addition of images and customized links. The most engaging HyperDocs include activities that allow students to make some choices about their learning or performance of knowledge. Multiple HyperDocs exist with built-in choice boards (Based on the UDL Framework) and these are popular with students.

The first step in creating a HyperDoc yourself is to STOP, SEARCH, and ADAPT other HyperDocs that teachers have shared to suit your purposes. HyperDocs exist for all grade levels on a multitude of topics and can be edited. Search for topics, subjects or grade levels on the section titled "Teachers Give Teachers" on the [HyperDocs.co](https://hyperdocs.co) website. Copy any of these and switch out the links for your own or add other options for students to use when responding. The original idea for HyperDocs was developed by Lisa Highfill, Kelly Hilton, and Sarah Landis and we are grateful for their creative melding of pedagogy and technology integration. 🧠



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INFORMATION SESSION  
NOVEMBER 17 • 10:00 A.M.**

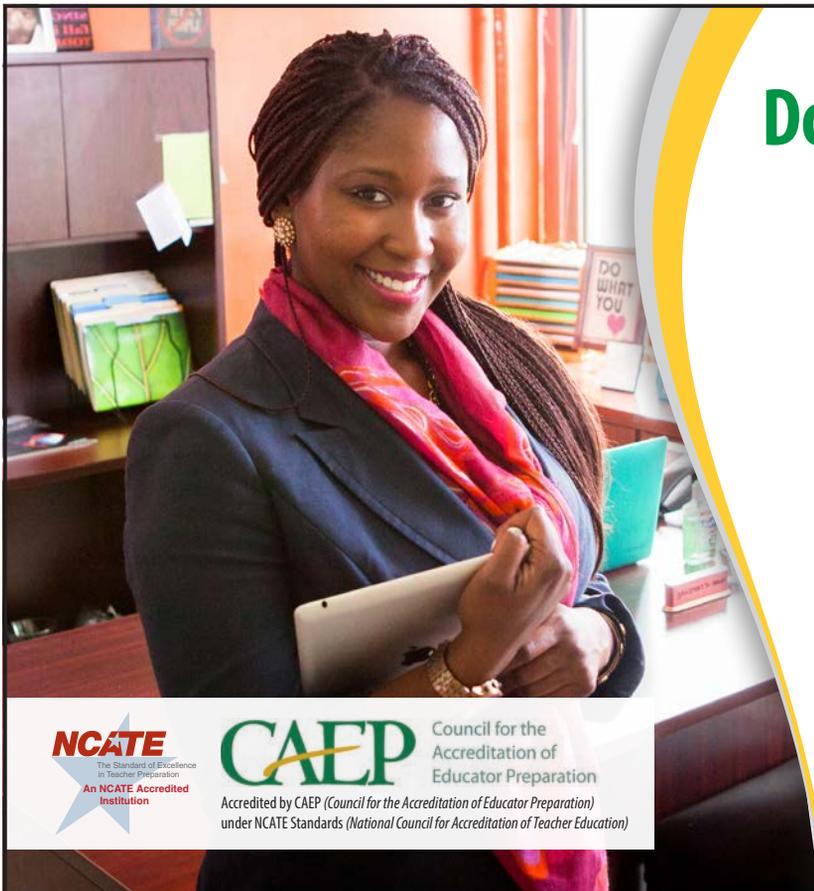
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# TEAM UP

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Applications received through January 15, 2019 will qualify for 2019 consideration. Recipients will be announced in April 2019.

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[CalCasAthleticsGrant.com](http://CalCasAthleticsGrant.com)

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# NJEA PRESERVICE

## LEADERSHIP MATTERS

### MAKING CONNECTIONS WITH FORMER PRESERVICE MEMBERS

#### LEARNING THE VALUE OF MEMBERSHIP

By Jen Bentivegna, Rutgers University

As the current NJEA Preservice vice president, and as a member of that organization for over a year, I have seen firsthand the benefits NJEA has to offer. Benefitting from professional development, conferences and networking opportunities, I have been given the chance to grow as an educator with those already working in a classroom prior to entering the teaching force.

I am now in my final semester as a student-teacher. As an intern in the Highland Park School District, I have worked closely with the teachers and educational support professionals (ESP) at my school, including Highland Park Education Association (HPEA) building representatives. I have watched the building representatives work with my fellow educators to ensure that, as HPEA members, they have what they need to do their jobs well—and, when necessary—advocate for change. I've learned what NJEA, HPEA and the Middlesex County Education Association can do for all educators.

In my first year as an NJEA Preservice member, I networked with

many educators, some of whom are HPEA members. I met former NJEA Preservice President Hannah Pawlak, who works as a full-time teacher in Highland Park, at a “Know Your Rights” workshop sponsored by HPEA.

This year, all student teachers in Highland Park were required to attend professional development at the beginning of the year. It was great to see not only one, but two familiar NJEA Preservice faces: Hannah Pawlak and Mariah Belber, who are teachers in the district. We greeted each other enthusiastically and snapped the photo on this page. We sat next to each other during the opening session on the first day.

The preservice organization operates like a family. We work together closely and appreciate all members, new and former, and I would not have known these two women if I had not been an NJEA Preservice member. NJEA Preservice enables me to build lasting relationships with fellow educators, who are not only knowledgeable about educational practice, but also about union functions and operations.

NJEA Preservice has a strong presence at the NJEA Convention and offers several workshops specifically designed for college students preparing to become teachers.

NJEA PRESERVICE ALLOWS MEMBERS TO MAKE CONNECTIONS AND BUILD LASTING RELATIONSHIPS WITH FELLOW EDUCATORS, WHO ARE NOT ONLY KNOWLEDGEABLE ABOUT EDUCATIONAL PRACTICE, BUT ALSO ABOUT UNION FUNCTIONS AND OPERATIONS.

Over the past year, I have attended several HPEA professional development events. HPEA has enhanced my knowledge as an educator and helped to prepare me for my career ahead. As a result, I have engaged more deeply with the school community where I am student teaching.

Attending HPEA events has also informed me of the rights that teachers and ESP have as union members. This is not common knowledge among many aspiring educators who are not NJEA Preservice members. I learned of the different association

positions within each school in the district and each member currently filling that position.

Having former preservice leaders in Highland Park allowed newly elected NJEA Preservice Secretary Angie Ghaly and me to understand HPEA's role in the district and in the community. As executive board members of the NJEA Preservice, we are eager to learn more about the union, and ways that we can get more involved. I could not ask for a better introduction to the teaching profession. 🙌



## BENEFITS AND THE POWER OF ACTIVISM THE FOCUS OF FALL MEETING

Nearly 300 retired leaders and members packed the Nottingham Ballroom in Hamilton, Mercer County last month for the annual NJREA fall meeting. All were there to learn more about the School Employees' Health Benefits Plan Design Committee's (SEHBP) decision to make some changes and improved benefits offerings to retirees.

NJREA President Judy Perkins welcomed attendees and turned the program over to her fellow officers to provide updates on upcoming events and current NJREA standings.

First Vice President Walt Krichling provided a membership update, noting that current membership stands at just under 25,000 annual and lifetime members.

In her report, Second Vice President Joan Wright thanked the Program Planning Committee members for their hard work and encouraged attendees to take advantage of all the opportunities the annual NJREA Convention offers members. It will be held again this year at the Resorts Hotel and Casino in Atlantic City.

### IT'S ABOUT SHARED VALUES

Ginger Gold Schnitzer, director of NJEA Government Relations, spoke on political issues and provided retirees with a humorous look at how values and priorities change as you age.

"Before I turned 50, I used to worry about daycare, now I think about Medicare," joked Gold Schnitzer. "I always knew that elections mattered, but I didn't realize how much they would affect me until I got older."

Gold Schnitzer talked about the NJEA PAC recommended and NEA endorsed candidates for the House of Representatives and of Sen. Bob Menendez. She spoke passionately about the senator's commitment to public education and its employees,

**"MAKE NO MISTAKE, UNIONS ARE NOT DISAPPEARING," BEATTY SAID. "IN FACT, THEY ARE EXPERIENCING A RENAISSANCE. WE ARE EXPERIENCING A RENEWAL AS WELL, AND WE ARE THE PEOPLE WITH THE POWER AND COURAGE TO STAND UP TO RIGHT THE WRONGS AND RECTIFY INJUSTICE."**

as well as his drive to support the middle class.

"In this election, we can re-elect a senator who shares our values and stands with us on our top priorities," Gold Schnitzer declared. "The bottom line: Sen. Menendez is that guy."

### CH. 78 AND ESP JOB JUSTICE INITIATIVE

Perkins then introduced Patrick Manahan, regional director of NJEA South, who discussed NJEA's newest statewide initiative to seek legislation to provide Chapter 78 relief for all public school employees and separate legislation that curbs privatization and offers just-cause protections for educational support professionals (ESPs).

"We have watched as union members all over the country—Arizona, West Virginia, and Colorado, to name a few—stood up and made their voices heard," Manahan said. "It wasn't union leaders who made the difference, it was the members. That's what we need to do in New Jersey."

### MEDICARE ADVANTAGE EXPLAINED

Perkins introduced NJEA Assistant Executive Director Steve Swetsky and NJEA Director of Research and Economic Services Kevin Kelleher who discussed the reasons for the SEHBP Design Committee's negotiations with Gov. Phil Murphy that resulted in a move from the Horizon Medicare NJ Direct 10 to the Aetna Educators Medicare 10. This change will take effect on Jan. 1, 2019.

Kelleher spoke at length about the rumors surrounding the switch, assuring all that there is no decrease in coverage and pointed out that, in some areas, retirees' benefits are now enhanced.

"There are no changes in the level of benefits retirees' receive in their

medical and prescription coverage, and there are benefits that have been added that actually enhance the benefits retirees receive," Kelleher stated. "This new plan offers you the opportunity to take advantage of more doctors who are in-network, participate in NJWELL, and get reimbursements on co-pays."

Kelleher stressed the importance of understanding that there will be just one identification card to use, instead of showing both proof of supplemental insurance and enrollment in Medicare. He referred attendees to a retiree-focused FAQ sheet about the switch, which explained the next steps and provide NJREA members with accurate information about their benefits coverage. This document is available by visiting the NJREA webpage at [njea.org/njrea](http://njea.org/njrea) and will also be distributed at the annual NJREA Convention this month.

### OPPORTUNITIES FOR ACTIVISM

After lunch, NJEA Secretary-Treasurer Steve Beatty—who serves as NJEA liaison to NJREA—spoke of the strides that educators have made over the years, noting the growth in salaries since the passage of the Collective Bargaining Law 50 years ago as an example. Beatty then reminded the retirees that the NJEA/NJREA is one of the most powerful organizations in the state and challenged its members to use this power to restore respect for New Jersey's public school employees, their work and their unions.

"Make no mistake, unions are not disappearing," Beatty said. "In fact, they are experiencing a Renaissance. We are experiencing a renewal as well, and we are the people with the power and courage to stand up to right the wrongs and rectify injustice."

## Around the counties

*For questions, call your county REA.*

*For trip details, check the county newsletter.*

**ATLANTIC COUNTY REA's** winter meeting/luncheon will be held on Tuesday, Dec. 4 at the Mays Landing Country Club at Mays Landing. The cost is \$27. To attend, call Linda Young at 609-226-6202.

**CUMBERLAND COUNTY REA's** holiday meeting/luncheon will be held on Wednesday, Dec. 12 at the Greenview Inn in the Eastlyn Golf Club in Vineland. The Petway School will perform. The cost is \$25. To attend, call Linda Ward at 856-455-3873.

**GLOUCESTER COUNTY REA** welcomes you to its holiday social on Thursday, Dec. 13 at Nicolosi Catering in Woodbury. The cost is \$25. To attend, call Candy Zachowski at 856-228-6854.

Join **HUDSON COUNTY REA** on Wednesday, Dec. 5 for its annual holiday event at the Chandelier Restaurant in Bayonne. The cost is \$39. To attend, call Maureen O'Neil at 201-795-1645.

**MIDDLESEX COUNTY REA** invites you to its annual holiday meeting/luncheon on Thursday, Dec. 6 at the Grand Marquis in Old Bridge. A local school chorus will be the entertainment. The cost is \$30. To attend, call Anne Chomko at 732-675-1734.

**MORRIS COUNTY REA's** holiday meeting/luncheon will be held on Wednesday, Dec. 12 at the Hanover Manor in East Hanover. The Harmonium Choral will provide the entertainment. The cost is \$30. To attend, call Cheryl Doltz at 973-818-1353.

Join **OCEAN COUNTY REA's** for their holiday luncheon on Thursday, Dec. 13 at the Days Hotel by Wyndham in Toms River. The cost is \$28. To attend, call Janice Sovinee at 732-477-1711.

**SALEM COUNTY REA's** holiday luncheon will be held on Monday, Dec. 3 at the Woodstown Diner in Woodstown. The Woodstown High School Chamber Choir will perform. The cost is \$19. To attend, call Rosemma Ward at 856-534-0782.

**SOMERSET COUNTY REA** invites you to its upcoming meeting/luncheon on Wednesday, Dec. 5 at The Elks Lodge in Bridgewater. The cost is \$25. To attend, call Diane Lebbling at 908-359-2870.

**SUSSEX COUNTY REA** will hold its winter meeting/luncheon on Monday, Dec. 3 at the Lafayette House in Lafayette. The cost is \$27. To attend, call Linda Adams at 973-714-1646.

**WARREN COUNTY REA's** next meeting/luncheon will be held on Thursday, Dec. 6 at the Hawk Pointe Country Club in Washington. The cost is \$30. For more information, visit [www.wcrea-njea.org](http://www.wcrea-njea.org) To attend, call Vicki Rhinehart at 908-319-1995. 📍



Gail Hughes-Bish of the Passaic County REA asks a question during a lengthy discussion about coverage under Aetna Educators Medicare 10.

# STAFF NEWS

HIRES AND  
PROMOTIONS



NJEA welcomes **LILY TREMARI**, who joined NJEA staff as a secretary in the Region 7 UniServ office in Toms River on Oct. 1. Tremari brings more than 25 years' experience providing office administrative support, including 12 years with the Livingston Board of Education where she was a member of the Livingston Education Association. Since August 2014, she worked as a secretary at Mt. Pleasant Middle School Livingston. Tremari lives in Whiting with her partner, Louis D'Elia.

NJEA welcomes **SUSAN WALKER**, who joined NJEA staff as a membership clerk in the Business Division at NJEA headquarters in Trenton. Walker has over 10 years of administrative support experience in various industries. Prior to joining NJEA staff, she served as data secretary/administrative assistant at Mercer County Vocational School where she was a member of the Mercer County Education Association. Walker lives in Hamilton, Mercer County, with her husband Clarence, son Isaiah, and Denver, her beloved Basadore.



## NJEA STAFFER GARY MELTON HONORED BY VINELAND CHAPTER OF THE NAACP



FROM LEFT: NAACP Vineland Chapter President Angelia Edwards, Gary Melton Sr. and NJ NAACP State President Richard Smith

At its 18th annual Freedom Fund Awards Banquet, the Vineland Chapter of the NAACP honored NJEA Associate Director Gary Melton Sr. with the Education Award for his tireless work in public education and his community. The Sept. 15 event was held to present scholarships to students and recognition to community members.

In his remarks, State NAACP President Richard Smith spoke of the uses and abuses of power. Citing as a positive example the successful election of Gov. Phil Murphy, a longtime NAACP member and a former member of the executive board, Smith reminded his audience that an informed, enfranchised and active electorate can still determine elections.

Melton echoed this theme by focusing on the proper use of power in the classroom, dedicating his acceptance speech to the need for restorative disciplinary practices in New Jersey public schools so that, "our school discipline code does not resemble the New Jersey State Penal Code."

"Only when our schools institute these practices," Melton insisted, "will we be a society that is what it claims to be: a society that truly cares for its children."

Prior to his employment with NJEA, Melton worked as an Atlantic City Public Schools teacher for more than 20 years. He served as Senior Vice President and Negotiations Chair of the Atlantic City Education Association, and as a Director of the National Education Association. Melton was also the chair of the NEA Black Caucus and a member of the NEA Ethnic Minority and Affairs Committee, Conference Alignment Team, and Empowered Educator Committee. 🇺🇸

# Get your money's worth

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*Get the most for your money! NJEA Member Benefits seeks to enrich the lives of all members and their families by offering programs designed to save you money and increase your buying power. Whether you are looking for insurance, big-ticket items, or special deals on hundreds of everyday purchases, you will find valuable consumer offers.*

## do you like to save?

### BECOME A MEMBER BENEFITS COORDINATOR!

If you are interested in saving money and helping your peers do the same, your local can assign you the role of Member Benefits Coordinator. Once assigned you'll be recorded as a Member Benefits Coordinator in NJEA's membership database. As a coordinator you'll receive emails detailing savings opportunities and event discounts that you can decide to share with your local's members.

#### DUTIES OF A MEMBER BENEFITS COORDINATOR:

1. Share your personal email address with the NJEA Member Benefits Committee member from your county.
2. When you receive emails from your county Member Benefits Committee member, you get to decide which information should be shared with your local and how to share it. You are the judge of what information may be beneficial to all or a subset of your members.

3. You will become an authority on member benefits, helping to inform your peers on opportunities to save money.

Your local president, treasurer and membership chairperson should be able to designate you as a Member Benefits Coordinator.

BE SURE TO VISIT THE MEMBER BENEFITS SECTION AT [MEMBERBENEFITS.NJEA.ORG](http://MEMBERBENEFITS.NJEA.ORG).

### NOVEMBER WEB GIVEAWAYS

In **NOVEMBER**, one member will win:

**\$100 voucher** toward vision services/eyewear at Optical Academy\*.

NJEA members can schedule Optical Academy full-day visits to schools by calling 800-530-2730. NJEA members may also visit one of Optical Academy's locations for vision services/eyewear:

- Clifton, N.J. at 1430 Main Ave.
- Fairview, N.J. at 222 Bergen Blvd.
- Jackson Heights, N.Y. at 75-37 31st Ave.

### RECENT WINNER:

**Jodi Mensch** from the Livingston EA won a \$100 voucher toward vision services/eyewear at Optical Academy.\*

MAKE SURE TO [REGISTER ONLINE](#) EACH MONTH FOR THE WEB GIVEAWAY!

\*Member Discount Program and Access: Products and services listed in the NJEA Member Discount Program and Access are provided as a service to NJEA members and do not constitute an endorsement by NJEA or a representation regarding the products' quality or characteristics. NJEA makes no warranties expressed or implied, including the warranties of merchantability or fitness for a particular purpose regarding any products or services listed in the NJEA Member Discount Program and Access.

\*\*Sponsored Vendors: Products and services that are sponsored by NJEA Member Benefits are believed to have broad-based appeal and provide superior quality and value. To the best of NJEA's understanding, these products and services are worthy of sponsorship. However, NJEA cannot be responsible for the quality or performance of these products and services, which ultimately are the responsibility of the vendor.

# From Fee-Payer to President

BY WILLIAM JUNKER

## IN THE BEGINNING

I have been a special education teacher for 17 years, but in my first five years I was merely trying to figure out how to stay afloat in my classroom. I had little remaining time to care about politics, grievances or union dues.

Far from my daily thoughts was the contract negotiated between union representatives and the school district that detailed my working terms and conditions. I was honestly ignorant about my local association and NJEA.

In my sixth year, I attended an association meeting where my local leaders were drumming up support for another building, where administrators were “looking down” on teachers who were leaving faculty meetings that ran over the contractual time. I left the meeting thinking “this isn’t a problem in my building, and what influence could I really have?”

## MY EYES OPENED

Over the course of the next few years contract settlements worsened, raises became smaller, and I became more and more frustrated by how my local was operating. As a result, I made the decision to opt out of the union in 2008. I wanted nothing to do with the union. I became a fee-payer.

At about the same time, there was a complete breakdown in the relationship between administration, the board, and the association. A reduction in force created a lot of uncertainty for all of us.

I could list the many things that I deemed as major problems with my local’s union leadership, but the overall feeling was one

*William Junker is the president of the Barnegat Education Association.*

of inequality among the 530 members. We were losing staff at an alarming rate to other districts.

On the first day of the next school year, I was called in by the director of curriculum and instruction, who questioned why I didn’t reply to district emails over the summer. I was dumbfounded. I was a prior teacher of the year, the leader of our professional development team and School Improvement Panel, and a baseball coach. In every evaluation I was described as a distinguished professional, but there I was defending myself for something that was clearly outside of my contract.

It took well over a year to achieve settlements in the next two rounds of collective bargaining. While the negotiations lasted, no one from the union would provide any answers to staff—and, as it turned out, there were many issues with the Memorandum of Agreement and the salary guide.

I finally had enough and decided to take my own advice to heart: if you aren’t part of the solution, then you are part of the problem. I started asking questions. I joined the union, stepped up as a building representative, and started attending NJEA workshops. In the fall of 2016, I found myself the president of a local in desperate need of improvement.

## NEXT STEPS

Over the last two years, with a new approach, I am proud to share that our association has built positive relationships with the board of education and administration. We have worked on a “one member at a time approach” to regain trust and right many wrongs.

It has not been easy, but by listening to member issues, taking them head on, providing answers, and, when possible, solutions, our 2017 negotiations team—with the help of UniServ and NJEA research—successfully

negotiated a contract in 10 weeks. This contract included a better-than-county-average settlement, Chapter 78 relief and a certified staff guide that cut out seven steps. At ratification, only 18 out of 530 members voted “no.”

To build equity, we have added three vice-presidents to represent our middle and high school level, our elementary level, and educational support professionals (ESP), as well as open lines of communication. We now have a total of eight ESP representatives from each of our groups and at least two Association Representatives in each of our six school buildings.

We send all our monthly meeting agendas to the entire membership in advance and invite every member to attend. Finally, we maintain both public and closed group social media pages and provide a monthly newsletter filled with various strategies and information for our members.

## IN THE END

These changes were immense and may not need to occur in many places, but one member—you—can make a difference. If you disagree with how your local is running, you can be the change. Instead of opting out, step up to the plate and be a voice for what is right.

If your local is running well you can be the extra hand, the added voice or even a future leader to sustain what is working well. Neither beliefs nor politics should be a roadblock to doing what is right for you and your fellow co-workers.

Each member is the difference who can make right the things we see as wrong. All of us are leaders, have voices and have an equal stake in our association. By opting out I was part of the problem, now I am part of the solution. 🏠

**I finally had enough and decided to take my own advice to heart: if you aren’t part of the solution, then you are part of the problem.**

# EDUCATION: MASTERED

**Information Session**  
**11/17 @ 10 a.m.**

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# NOVEMBER & beyond

for more information go to [NJEA.org](http://NJEA.org)



**ARE YOU A PART OF NJEA MOBILE?**

Text the word 'unity' to **738674** to sign up today!

**11/6**

Tuesday

Election Day

**11/7**

Wednesday

NJEA Executive Committee and County Presidents' Council Meetings

**11/7-8**

Wed & Thurs

NJREA Convention

**11/8**

Thursday

NJEA Delegate Assembly Meeting

**11/8-9**

Thurs & Fri

NJEA Convention



**12/12**

Wednesday

NJEA Executive Committee

**1/4**

Friday

NJEA Executive Committee and County Presidents' Council Meetings

**1/5**

Saturday

NJEA Delegate Assembly Meeting

## deadlines

**11/1**

NJEA Equity Alliance Conference  
Event date: Jan. 11-12

**12/7**

Winter Leadership Conference-South  
Event date: Jan. 25-26

**1/11**

Educational Support Professionals Conference  
Event date: Feb. 1-3

**1/22**

Winter Leadership Conference-North  
Event date: March 1-2

**2/15**

Winter Leadership Conference-Central  
Event date: March 22-23

**Be Part of the Buzz!**

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**FEBRUARY 1-3, 2019**  
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EAST BRUNSWICK, NJ

# DEMAND JOB JUSTICE FOR EDUCATIONAL SUPPORT PROFESSIONALS

Students need stability in both their home and school environments in order to thrive and learn. They need to know that they can depend on the adults they see in their lives every day. From a child's perspective, those adults include not only their parents and teachers, but the other adults responsible for their care and safety, regardless of job titles.

Take “Emily” who was the subject of an editorial like this one back in 2012.

On the first day of school, in her first year of school, Emily's mother wants everything to go right for her kindergartner. It's her first time riding the big yellow school bus. She's got on a new outfit, and she's sporting a spotless new backpack. They go to the bus stop early on this first day.

It all goes well until the bus arrives and the door swings open. Suddenly Emily clutches her mother's leg. She's hysterical. The mother doesn't know what to do. Should she drive her daughter to school? Should she keep her home?

A soothing, but firm voice cuts through the noise. She's the bus driver. Her name is Carol.

“What's her name?” Carol asks.

“Emily,” the mother says.

“Come here, Emily,” Carol says as she opens her arms wide. “It's going to be OK. I'm going to take you to school, and I have a seat for you right behind me. You sit right here. I'm going to take you to school, and you're going to have a great day.”

The tears dry up, and with a bright smile—and barely a “Bye, Mommy”—little Emily runs into the bus driver's arms, to her seat, and off to school.

**A PACKAGE  
OF BILLS IS  
CURRENTLY  
BEFORE THE  
ASSEMBLY AND  
THE STATE  
SENATE THAT  
WILL GO A LONG  
WAY TOWARD  
ENSURING THAT  
CAROL AND  
ALL OTHER  
EDUCATIONAL  
SUPPORT  
PROFESSIONALS  
HAVE THE JOB  
SECURITY THEY  
NEED TO KEEP  
SERVING EMILY  
AND HER FELLOW  
STUDENTS  
ACROSS NEW  
JERSEY.**

Carol puts the “professional” in educational support professional.

The mother heads off to work, relieved and grateful for all the Carols in the world. She knows that she needs Carol to be behind the wheel for her Emily every day.

## **CAROL NEEDS JOB SECURITY**

Carol's daily presence in children's lives can make all the difference in how their days will go. But what if the district privatizes its transportation services? Will Carol be able to afford to keep the job with lower pay and no health insurance?

And when Emily gets off the bus, will there be sufficient dedicated staff to make sure the school she enters is clean and run by a fully staffed office? Will the school privatize the paraprofessionals, leading as it often does to inconsistent staffing, reducing the chance to individualize learning for Emily?

Will there be a consistent team of cafeteria staff? Will there be enough supervision in the lunch room by cafeteria aides who know Emily and make sure she eats her lunch?

A package of bills is currently before the state Senate and Assembly that will go a long way toward ensuring that Carol and all other educational support professionals have the job security they need to keep serving Emily and her fellow students across New Jersey.

**S-296** and **A-3185/A-3395** would prohibit employers from entering into a subcontracting agreement that affects the employment of those covered by an unexpired collective bargaining agreement. Once a collective bargaining agreement expires, an employer would be permitted to

enter into a subcontracting agreement only if the employer provides written notice to both the majority representative of employees—that's your local association—in each collective bargaining unit and to the New Jersey Public Employment Relations Commission at least 90 days prior to any effort to seek a subcontracting agreement.

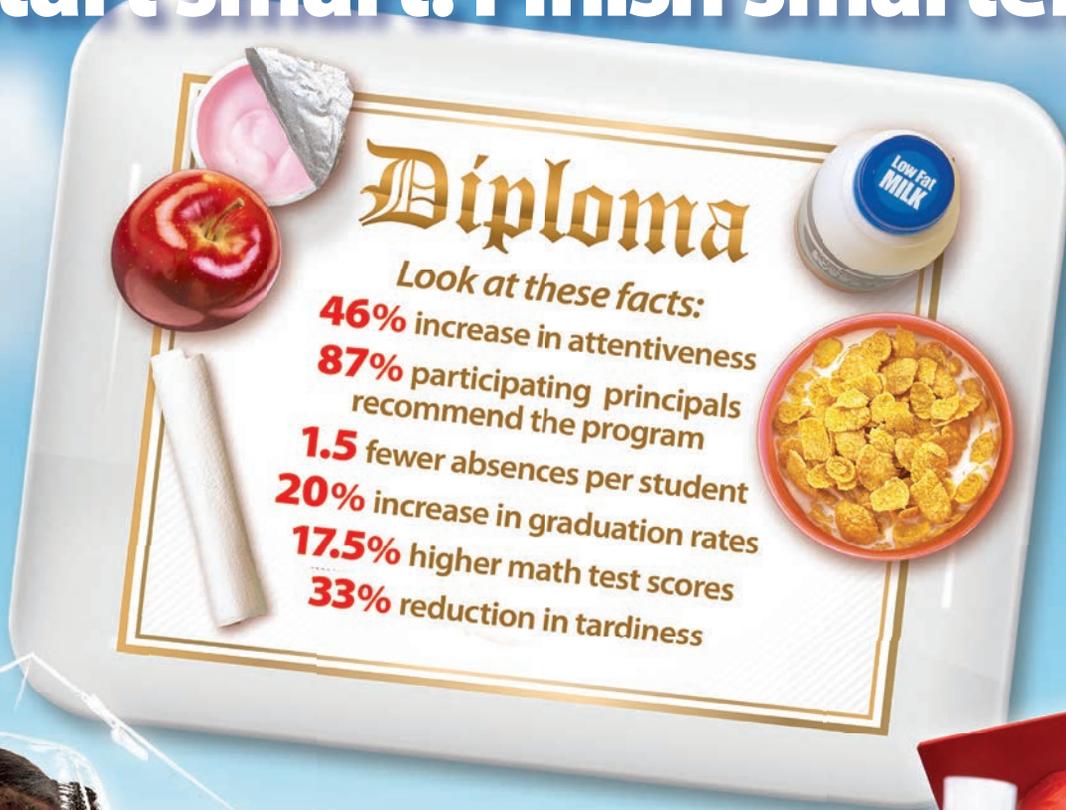
**S-296** and **A-3185/A-3395** would require your school board to give your local association the opportunity to meet and discuss the decision to subcontract and negotiate over its impact. Each employee replaced or displaced because of a subcontracting agreement would retain all previously acquired seniority and would have recall rights if the subcontracting terminates.

**S-3089** and **A-3664** would extend to nonteaching school employees the right to submit to binding arbitration any dispute regarding whether there is just cause for a disciplinary action up to and including the lack of continuation of employment.

Similar legislation has passed in previous legislative sessions, only to be vetoed by the previous governor. We now have a governor who would sign those bills, so we finally have a chance to see these vital protections become law. Call your senators and Assembly members asking them to co-sponsor these bills and support them when they come up for consideration. Their phone numbers can be found at [actioncenter.njea.org/lat](http://actioncenter.njea.org/lat). Just scroll down to “Resources” and select “218th Legislative Roster.” You can also go to [actioncenter.njea.org](http://actioncenter.njea.org) and use the tools there to send an email to your legislators in minutes.

Do this today. Emily, her classmates and her bus driver need you. 🏠

# Breakfast After the Bell: Start smart. Finish smarter.



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Bring Breakfast After the Bell to your school today!

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PROFESSIONAL DEVELOPMENT



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# T.E.A.C.H. CONFERENCE 2019

TEACHING, EQUITY, ACCESS, AND CHILDHOOD HEALING

SATURDAY, APRIL 6

REGISTRATION / BREAKFAST / EXHIBITS 8 - 8:55 A.M.

PROGRAM ENDS AT 3:30 P.M.

## COST:

### Early-bird special

(register by Feb. 15)  
\$39 for NJEA members

### Regular registration

(register by March 29)  
\$49 for NJEA members  
\$29 for NJEA Preservice

**Nonmember registration is \$150**

Register at [njea.org/teach2019](http://njea.org/teach2019).

**Online registration only**, unless you are an NJEA Preservice member, a non-member wishing to attend, or registering with a purchase order. These individuals must register by calling Cindy Vannauker, at (609)-310-4263 ext. 2263. If submitting a Purchase Order, please forward a copy of the requisition form while awaiting district approval to Cindy Vannauker by fax (609)-599-1201 or email [cvannauker@njea.org](mailto:cvannauker@njea.org).

Only registered participants may attend.

No onsite registration.

In these changing times, we must come together to enhance our professional learning, support one another on our professional journey and expand our educational community.

**Join us for this powerful new conference.**

## KEYNOTE

**Dr. Pedro Noguera**, Faculty Director for the Center for the Transformation of Schools at UCLA

## TOPICS

Select two topics to explore in a daylong, interactive professional learning experience. Full program descriptions are available at [njea.org/teach2019](http://njea.org/teach2019)

- Creating Equity in the Early Childhood Classroom through Hands-on Learning
- Teacher Leadership as a Tool for Advocacy, Equity, Justice, and Learning
- Paraprofessionals: Best Practices for Achieving Equity in the Classroom
- Power of Identity in the Classroom: Learning from Student Experiences
- Power of Reflection in Practice: New Teachers Rethinking Schools
- Think Global, Act Local: Supporting Immigrant Youth and Families
- Disrupting Misconceptions: Unleashing a Larger Truth
- T.E.A.C.H. English Learners: What Should I Know?
- Restorative Justice Practices in Our Schools
- What Works Best in Teaching and Learning?
- Student Voice as a Force for Equity
- Teaching for Black Lives

The conference provides 5 hours of professional learning credit. Participants must attend the entire session to receive a certificate.

For more information, or if you have special physical, communication, dietary, or disability-related need that may require assistance or accommodations to permit or facilitate your attendance/participation in the conference, please contact Cindy Vannauker at 609-310-4263 ext. 2263.