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PHI DELTA KAPPA, THE PROFESSIONAL ASSOCIATION IN EDUCATION, serves as the national coordinator for the programs of Future Educators Association and is privileged to provide the FEA with an international office. That office is located in the international headquarters building of PDK in Bloomington, Indiana. Phi Delta Kappa took on FEA in 1994 because of PDK’s commitment to students and to the future of a noble profession — teaching. Phi Delta Kappa, founded in 1906, today has nearly 70,000 members and a network of 640 chapters.

Phi Delta Kappa’s mission is to be a catalyst in bringing together every club or chapter in the middle and high schools of our country that share our mission: the exploration of teaching as a viable career option by students. PDK is not concerned with what these clubs or chapters call themselves. We are only concerned with achieving our mission at the precollegiate level.

This revised manual represents a sixth edition in the development of FEA. Previous editions are dated 1989, 1991, 1993, 1994, and 2001. In preparing this volume, we have attempted to communicate flexibility, openness, and an awareness of America’s diversity. This manual is for teacher sponsors/advisors of clubs and chapters. It is not intended to be prescriptive. Hopefully, it offers ideas and possibilities; we want teachers, working with their students, to shape chapters to reflect needs identified by the students and refined by knowledge from the profession.

This sixth edition reflects a few changes, and we gratefully acknowledge that the volume represents contributions from the State of Florida and its Future Educators of America program.

As we anticipate growth in this program, we also pause to recognize the program’s history. We take special note of the men and women recognized as founders. Recipients of the Founders Plaque include Dr. Terence Garner, Dr. Betty Castor, Mr. Murray Sisselman, Dr. Peter Cistone, Ms. Sherry Thomas, Mr. John Marshall, Mr. William Woolley, Dr. Geraldine Roberts, and Dr. Janet Towslee.

Additionally, in 1992 Barbara Willis-Awoniyi was honored for her contributions to the establishment of FEA in Florida and at the national level. She was instrumental in developing much of the content of the national FEA Handbook.

Ten national education organizations have supported the development of the FEA program for a number of years. This group includes the American Association of Colleges for Teacher Education, American Federation of Teachers, Association of Teacher Educators, Council of Chief State School Officers, National Education Association, National Alliance of Black School Educators, National Association of Elementary School Principals, National Association of Secondary School Principals, National Middle School Association, and the National School Boards Association.
We also take note of the support of several agencies, which have been key in FEA’s history. Among this group are Council of the Great City Schools, Geraldine R. Dodge Foundation, Kappa Delta Pi, National State Teachers of the Year, Recruiting New Teachers, Inc., and Who’s Who in American Education.

In closing, Phi Delta Kappa recognizes the significant leadership of Dr. Jan Towslee of Georgia on behalf of the Future Educators Association. Dr. Towslee, working with PDK’s former executive director, Lowell C. Rose, provided a smooth transfer of the program from her dissemination center in Atlanta to PDK’s Bloomington office in 1994.

Phi Delta Kappa is optimistic about the possibilities this program offers. We solicit the cooperation of other professional groups and the support of inservice and preservice educators throughout the country.
**WHAT IS THE HISTORY OF THE FUTURE EDUCATORS ASSOCIATION?**

During the first half of the last century, the National Education Association initiated a Future Teachers of America program. Local chapters of that program still exist in a number of states. Similar efforts also were made by various state departments of education, many local schools, and, most notably, by Jan Towslee. As president of the Association of Teacher Educators, Towslee made the development of Future Educators of America a priority. In 1994, Phi Delta Kappa International took the lead on FEA and provided it with an international headquarters. In 2005, PDK changed the name to Future Educators Association to more accurately reflect the international nature of the organization.

**What is FEA’s mission?**

As the only national precollegiate program for prospective teachers, FEA’s mission is to provide students with opportunities to explore careers in education. We hope that through participation in an FEA chapter, students will gain a realistic understanding of the nature of education and the role of the teacher.

**Who can become a member of FEA?**

FEA members include high school students, junior high school/middle school students, chapter advisors (usually teachers at the same school), and interested individuals in the field of education, including school of education students, college faculty, and teacher educators.

**How many FEA chapters are there?**

FEA has approximately 1,000 chapters across the United States, England, Germany, Italy, Portugal, and Spain. For a list of chapters by state and country, go to www.futureeducators.org.

**What are the benefits of affiliating with FEA?**

This national affiliation connects you to the national network of FEA chapters. FEA chapters receive mailings from the international FEA office, including information about scholarship grants for prospective educators. The international office also maintains a roster of local chapters/advisors, disseminates information from existing state-level programs, and facilitates networking among local chapters. Chapters receive a discount registration price for the annual conference.

**When and where is the next annual conference?**

For up-to-date information about upcoming national conferences, check www.futureeducators.org. Summaries of past conferences are also available there. A national conference includes inspiring speakers, workshop sessions, and competitions for chapters and individual members.
What are the goals of FEA?
The Future Educators Association shall:

• Strive to interest students in the field of education early in their school experience.
• Place a strong emphasis on the recruitment of future educators with diverse ethnic, racial, social, and economic backgrounds.
• Strive to promote excellence in students interested in the teaching profession by promoting academic achievement, developing a positive self-image, and encouraging leadership responsibilities.
• Enhance the quality of the school's educational program by fostering an appreciation for teaching and contributing to the smooth operation of the school.
• Promote a positive image of education to students, parents, and the community and disseminate information about the teaching profession.
• Encourage members to be positive role models in the school, the organization, and the community.

Why should a school establish an FEA chapter?
It is a way:

• For teachers to shape the future of the nation by shaping the future of the education profession.
• For teachers to have an opportunity to examine, clarify, and explain their role in students' lives.
• For students to become knowledgeable about opportunities available through a career in education.
• To attract capable candidates to the teaching profession.
• To encourage students from diverse cultural and ethnic backgrounds to enter the profession.
• For students to provide service to their school and community and enhance each student's image of teaching.
• To promote teaching as a challenging and rewarding profession.
• To provide linkages between the teaching profession and the community.
• To provide student/educator recognition.
• For students to be positive role models in their schools and communities.
• To build morale among those practicing in the profession.
• For local schools to share the responsibility of averting teacher shortages.
• To enhance and facilitate school and college/university relationships.
• To form a network at the local, state, and national levels for purposes of building the profession.
• To introduce young people to traditional and emerging concepts of schools and the teaching/learning process.
• To start young people on pathways to teaching, linking FEA chapters with other precollegiate and collegiate teacher recruitment programs.
• To enhance student achievement by making more explicit the cognitive and pedagogic underpinnings of academic performance.
THE FEA ORGANIZATIONAL STRUCTURE EXISTS AT THREE LEVELS: the international office, state programs (where they exist), and local chapters.

The international office of the Future Educators Association assumes responsibility to:

1. Provide information on ordering handbooks, flyers, charters, and promotional items.
2. Provide information for annual national conferences and those held at the several state levels (if information is provided through newsletters and conference fliers).
3. Coordinate information exchange by working directly with other professional associations/organizations related to FEA activities by:
   • maintaining an international roster of local chapters and local advisors.
   • receiving information from state programs, where they exist.
   • facilitating networking among local chapters and state level programs.

FEA programs at the state level exist in states such as Florida, Georgia, Kentucky, Mississippi, and Texas. These programs provide an additional layer of support to FEA local chapters and often hold their own statewide conferences and camps. In those states, students can also run for statewide FEA office.

For local chapters, the building principal and the teacher advisor are the two key figures. The principal promotes the establishment of FEA chapters and encourages ongoing activities. The principal may demonstrate his or her commitment to the program by providing guidance for the establishment and maintenance of the FEA chapter in the school. The principal can establish a committee to select the best-qualified teacher as an FEA advisor, and he or she can work with the advisor to develop appropriate activities and materials.

The principal can also help by:

• Maintaining lines of communication with district administrators regarding FEA chapters.
• Contacting college/university and professional organizations to work with the chapter advisor and students.
• Establishing opportunities for students to work with other teachers and in mentoring programs.
• Ensuring that charter, awards, etc. are appropriately displayed in the school.

The teacher advisor/sponsor provides key professional leadership to the local chapter by monitoring the implementation and maintenance of policies and rules set forth in the constitution and bylaws, serving as a role model and mentor for chapter members, attending local, state, and national meetings related to coordination of FEA chapters, and encouraging chapter officers to assume their respective leadership roles.
Other levels of support for the local chapter

Local chapters of the Future Educators Association may find support for their work in a variety of places. Advisors/sponsors and chapter officers are encouraged to explore the resources available from the following groups:

- The state department of education/chief state school officer.
- Education associations, organizations for educators, and employee unions in education.
- College faculty members from area colleges/universities that prepare teachers.
- Local school system's administrative officers, including the superintendent.

In many locales some, if not all, of the above groups have services available. In other instances, these groups will offer help and support if asked. Additional information is available in Appendix G.
IF YOU ARE A STUDENT WHO WISHES TO START AN FEA CHAPTER IN YOUR SCHOOL, FOLLOW THESE STEPS:

1. Obtain approval to start a Future Educators Association chapter from the appropriate school administrator.

2. Identify and select an advisor for the chapter; if the advisor is not the initiator of chapter establishment.

3. Fill out an FEA charter application (Form 3-1 is available online at http://www.pdkintl.org/fea/joinfea.htm), complete it, and mail it, along with the correct fees, to our office.

4. Organize and implement a plan for informing others and promoting support for the chapter. The plan should include:
   • Becoming familiar with FEA goals and objectives.
   • Informing building staff and students of the benefits in having a chapter.
   • Becoming familiar with the elements of the constitution that govern membership.
   • Planning a membership drive.
   • Publicizing the organization of a chapter.
   • Contacting a regional college/university liaison to use as a resource in planning and promoting chapter organization.

5. Initiate a membership drive by:
   • Requesting school personnel to identify interested students.
   • Writing articles and advertising in school and community publications.
   • Posting and distributing flyers and posters.
   • Encouraging teachers to have bulletin board displays in their classrooms.

6. Plan and publicize the initial chapter meeting.
Steps for holding a successful initial chapter meeting

The chapter advisor may be in charge of meetings until officers are officially elected.

1. For this meeting, if a temporary secretary has not been identified, a volunteer might be solicited at the beginning of the meeting to take minutes.

2. Students may be given a sign-in sheet requesting information for a chapter roster (name, address, phone, parents’ names, email address).

3. To start the meeting, have each student introduce himself or herself. In addition to giving their names, students might tell something interesting about themselves and why they are interested in FEA.

4. Explain the purpose of the chapter and hand out promotional information. Brochures are available from the international office. Share portions of this handbook with the students. Have a discussion about the following:
   - Chapter officers, nominations and election procedures
   - Chapter membership standards and requirements
   - Expected participation and commitment of members
   - Chapter programs and activities
   - Chapter meeting schedule
   - Chapter dues

5. In preparation for the next meeting, request students to come prepared to nominate chapter officers and to volunteer or be appointed to the committees.

6. Share information on officer and committee duties and responsibilities.

7. Discuss how to best publicize the organization. Ask volunteers to help with a publicity campaign.

8. Schedule the next meeting for the next week, if possible. The immediate goal is to get the chapter organized and functioning as quickly as possible.

9. Recite the FEA Pledge. (See Chapter 5.)

10. Conclude the meeting by expressing the importance of the chapter and what membership offers.

Steps for holding the second chapter meeting—formal organization

1. Welcome any new members and ask them to introduce themselves.

2. Distribute and have the temporary secretary read the minutes from the first meeting.

3. Provide new members with the FEA member handbook and briefly review purpose, goals, and objectives.

4. Review the responsibilities of chapter officers: president, vice president, secretary, treasurer.

5. Determine election procedures and proceed with election of officers. Elected officers will assume their responsibilities following the election.

6. Determine the chapter’s dues structure.
7. Plan an installation ceremony for officers and an initiation ceremony for chapter members. Consider a formal ceremony at a time and place that allows faculty, school administrators, students, parents, and others from the community to attend.

8. Discuss standing committees and their responsibilities. The chapter president should ask for volunteers or appoint standing committee chairs at this time.

9. Solicit volunteers for the standing committees and assign specific activities for each committee to accomplish by the next meeting.

10. Discuss specific activities and programs that the chapter will begin to carry out.

11. Determine the frequency of general and chapter committee meetings.

12. End meeting by reciting the FEA Pledge.

13. After the meeting adjourns, ask the officers and advisor(s) to remain to plan the agenda for the next meeting and to address other matters needing the attention of the leaders.

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**Tips for regular chapter meetings**

1. Schedule and hold meetings on a regular basis.

2. Have each member sign in as he or she enters the meeting.

3. Prepare an agenda for each meeting. (Having planned meetings is very important.)

4. Make the agenda available to the chapter members at the meeting, as a handout, on chartpaper, or on a blackboard.
The following is a sample agenda (the agenda, Form 3-2, is available at www.futureeducators.org for reproduction):

I. Call to Order

II. Roll Call

III. Minutes—secretary reads minutes of the previous meeting and membership approves

IV. Correspondence—secretary reads or reports on any correspondence received or sent

V. Reports
   a) Treasurer
   b) Advisor
   c) Committees

VI. Old Business

VII. New Business

VIII. Program (optional depending on the type of meeting)
   a) Presentations (speakers, films, demonstrations, panels)
   b) Entertainment (skit)

IX. Closing Activity
   a) Inspirational poems, stories, quotes
   b) Refreshments and sharing time
   c) Recite FEA pledge
Parliamentary procedures for your chapter’s meetings

A. Welcome by the president or advisor

B. Call to order
   (Chapter officers should be seated at head table.)
   PRESIDENT: “I now call to order this meeting of the (name of school) Chapter of FEA.”
   (Rap gavel twice.)

C. Inspirational comments (optional)
   CHAPTER OFFICER

D. Pledge to the flag
   CHAPTER OFFICER: “Will the membership please stand, face the flag, and recite the pledge with me?”

E. FEA Pledge and/or motto
   CHAPTER OFFICER: “Please remain standing and recite the FEA Pledge.”

F. Roll call
   CHAPTER OFFICER: “Will the secretary please take roll?” (or other procedure)

G. Approval of the minutes
   PRESIDENT: “Will the secretary read the minutes of the last meeting?”
   SECRETARY: (Reads the minutes)
   PRESIDENT: “Are there any corrections, additions, or omissions to the minutes?” (Members give corrections if any are in order.) “If there are no (further) corrections, I will entertain a motion to approve the minutes as read (corrected).”
   CHAPTER MEMBER: “I move to approve the minutes as read (corrected).”
SECOND CHAPTER MEMBER: “I second the motion.” (No discussion is permitted.)

PRESIDENT: “All those in favor say ‘Aye.’ All those opposed, ‘Nay.’”

PRESIDENT: (Announce if motion passed or not.)

H. Officer reports

PRESIDENT: “We will now move to the officers’ reports.” (Give short verbal reports.)

“Are there any questions?” (Answers questions.)

“Will the vice president please give his/her report?”

(Continue process for other officers.)

I. Committee reports

(The above process is repeated for each committee report.)

J. Unfinished business

PRESIDENT: “We will now move to new business. Is there any new business?”

CHAPTER MEMBER: “I move to (state motion).”

CHAPTER MEMBER: “I second the motion.”

PRESIDENT: (Calls on members to discuss the motion. The member introducing the motion has the opportunity to speak first or last to the motion. When all new business is completed, the president moves on.)

K. Program

1. Speaker
2. Presentation (film, demonstration, panel discussion)
3. Initiation
4. Entertainment (skit)

L. Announcements

PRESIDENT: “Are there any announcements?” (Chapter members are recognized to make any appropriate announcements.)

M. Adjournment

PRESIDENT: “If there is no further business, I will entertain a motion to adjourn the meeting.”

CHAPTER MEMBER: “I move to adjourn the meeting.”

CHAPTER MEMBER: “I second the motion.”

(The motion is non-debatable; proceed to vote.)

PRESIDENT: (If approved) “I adjourn the meeting.” (Rap gavel once.)

(If the chapter wishes to adjourn the meeting before all business is completed, the meeting must be adjourned by a motion.)
Chapter of the Future Educators Association

Article I  Name, Location, and Purpose

Section 101 The name of this organization shall be the ____________________________ Chapter of the Future Educators Association.

Section 102 The chapter is located at _____________________________________________ (school) of ____________________________ (district) in ____________________________ (city), _____________ (state or province), ____________________________ (country).

Note: The set of bylaws which follows is not complete. Chapters should feel free to modify the format and, more importantly, to make specific decisions about the governance of that chapter which reflect the chapter’s values and priorities. Items which appear in parentheses are intended to guide decisions or to suggest options to the chapter.
Section 103 The purpose of the chapter shall be to 1) provide students with opportunities to explore teaching as a career option; 2) help students gain a realistic understanding of the nature of education and the role of the teacher; and 3) coordinate information about teaching as a profession, employment opportunities, financial assistance options, and educational issues.

Article II Administrative Approval

Section 201 The chapter shall seek and receive approval from the appropriate school administrator to establish a chapter at the local school.

Section 202 The chapter may also request permission to affiliate with the state organization if one is established.

Section 203 The chapter shall seek and receive official charter membership recognize at the international level.

Article III Membership Eligibility

Section 301 Membership in the chapter shall be open to students who are currently enrolled in the school and are interested in education as a profession.

Section 302 Each member shall meet the following eligibility requirements (suggested criteria):
   a. meet the academic standards required by the school for students to participate in extracurricular activities;
   b. complete an application form;
   c. submit a parent/guardian support letter;
   d. be recommended by teacher(s) at the school.
   e. (other requirements as determined by the local chapter)

Section 303 Each member shall be initiated in a ceremony held ________________________________ (where? when?).

Section 304 A member who falls below the eligibility standards required by the chapter shall be (placed on probationary status until such time as eligibility is achieved or suspended from membership) ________________________________ .

Section 305 A member of another FEA chapter who enrolls in the school will be accepted for membership in the chapter.
Section 306  Membership in the chapter shall not be restricted on the basis of race, ethnicity, religion, sex, national origin, or physical handicap.

**Article IV**  Dues

Section 401  Annual dues for the chapter are $\_\_\_\_\_\_\_\_\_\_.

Section 402  The annual dues amount will be determined by a vote of the general membership at a meeting ________________________________ (specify when).

**Article V**  Chapter Officers

Section 501  The officers of this chapter shall be a (list those appropriate for the size and needs of your chapter) ____________________________________________  ____________________________________________ .

Section 502  All chapter officers shall be elected by a majority vote of members present during a regular meeting ________________________________ (specify when). The vote shall be by secret ballot.

Section 503  The terms of all chapter officers shall be for one year.

Section 504  Any member shall be eligible for office.

Section 505  All chapter officers may serve successive terms.

Section 506  If an office is vacated, the officers may appoint a person to fill the vacated position until such time as the chapter can hold an election to fill the vacated office or the officers may appoint a person to fill the unexpired term of the person who has vacated the office.

**Article VI**  Duties of Officers  (Include those appropriate for your chapter.)

Section 601  The president shall preside at all meetings and ________________________________  ____________________________________________ .

Section 602  The vice president shall preside at meetings in the absence of the president and ________________________________ (plan chapter programs).
Section 603 The secretary shall keep the minutes of all regular and special meetings, handle general correspondence of the chapter, and maintain the chapter files. The secretary also shall ____________________________________________
_______________________________________________________________.

Section 604 The treasurer shall receive and disburse all funds of this chapter and keep an accurate account of receipts and disbursements in accordance with school and district guidelines. All money will be handled through the school accounting office and ________________________________________________________.

Section 605 (Other offices as determined by the chapter might include historian, parliamentarian, reporter, etc. Sections should be developed and numbered accordingly to reflect these additional officers.)

**Article VII  Standing and Ad Hoc Committees**

Section 701 An executive committee shall consist of all elected officers, the chapter advisor(s) and _____________________________________________. This committee shall be responsible for conducting all business of the chapter, including ________________________________________________.

Section 702 The president, with the approval of the executive committee, shall establish any of the following standing committees with the duties and responsibilities to be defined by the executive committee: Membership, Program and Activities, Special Projects, Publicity, Awards and Ceremonies,

_______________________________________________________________.

Section 703 Ad hoc committees may be established as needed by the president and advisor(s) to perform whatever functions the chapter deems necessary or desirable. Chairpersons shall be appointed by the president with approval from the executive committee.

**Article VIII  Chapter Advisor(s)**

Section 801 The activities of this chapter shall be subject to the approval of the chapter advisor(s) and the school principal.

Section 802 The advisor(s) shall be a full-time faculty member or other adult appointed by the school to provide activities and guidance for students interested in the field of education.
Section 803  The advisor(s) or approved designees shall be present at all chapter meetings and activities.

**Article IX  Election of Officers**

Section 901  Elections shall be held yearly no later than April. Newly elected officers shall assume their respective office at the close of the school year and serve throughout the next school year.

Section 902  A nominating committee shall be appointed by the president to propose a slate of officers to be announced to members at the meeting prior to the election. Nominations also shall be open on the floor of the meeting at which the election is held.

Section 903  Elections shall be by a simple majority of those present and eligible to vote. The vote shall be by secret ballot.

Section 904  Only members of the_________________________________________________ Chapter of FEA may hold office or vote in elections of officers.

**Article X  Chapter Meetings**

Section 1001  Regular meetings of this chapter shall be conducted on dates designated by the executive committee, approved by the chapter advisor(s), and announced in advance to the members.

Section 1002  Special meetings may be called by the advisor or the president with prior approval of the advisor.

Section 1003  All meetings shall be open meetings.

Section 1004  The president shall call the meetings to order. The normal order of business is as follows:

a. Approval of minutes of previous meeting
b. Treasurer’s report
c. Reports of standing committees
d. Reports of special committees
e. Unfinished business
f. New business
Section 1005 The normal order of business may be altered to accommodate special programs, activities, guest speakers, etc.

Section 1006 A quorum shall consist of the members present at a chapter meeting.

Section 1007 Special activities requiring travel shall follow school guidelines related to release forms and permissions.

Article XI Amendments to Bylaws

Section 1101 These bylaws may be amended at any regular meeting provided the proposed amendments have been presented to the executive committee.

Section 1102 Proposed amendments to the bylaws shall be written and presented to the executive committee at least _____ days prior to final action.

Section 1103 The executive committee shall review proposed amendments and present them to members with the committee's recommendation for accepting, rejecting, or altering the proposal.

Section 1104 The executive committee may not alter or discard a proposed amendment without the consent of its originator.

Section 1105 A majority of the members present and eligible to vote is required to amend the bylaws.

Article XII Ratification

Section 1201 These bylaws shall become effective for the

Chapter of FEA after acceptance by a majority of the members present at a regular meeting.
Installation and initiation ceremonies for FEA chapters

Installation ceremonies can be designed to meet your chapter’s needs. These sample ceremonies encourage the use of candles and other FEA memorabilia.

Installation of Officers

Note: One installation officer may be identified to conduct the entire ceremony. That installation officer could be the retiring president, a past president, the advisor, the principal, or a favorite teacher. Another possibility is that the retiring officer could install their respective successor.

Installation officer or past president:

On behalf of the __________________________ Chapter of the Future Educators Association, I wish to welcome you to our installation ceremony. Your installation as officers of FEA is an important and serious occasion. You have indicated your willingness to become officers of an organization designed to enhance educational programs by motivating quality young people to view the field of education as a possible career choice, as well as to improve students attitudes toward school and teachers. As FEA officers you have the responsibility to demonstrate service, character, leadership, and scholarship. (Installer waits for a white candle to be lit.)

Installation officer or president:

Service—FEA is dedicated to the principle of service. Service fosters learning and promotes teaching. As officers you have the responsibility to be committed to this principle. You are the future standard-bearers of education and should strive to enhance the image of your school by extending your services and resources to other students and to your community. (Presidential inductee holds a blue candle that is now lighted.)

Installation officer or vice president:

Character—Since educators value the worth and dignity of every individual, our best and brightest students will exemplify the principles of honesty, integrity, compassion, dependability and responsibility.
As officers of the Future Educators Association, you should strive to sustain the highest degree of ethical conduct. (Vice presidential inductee holds a yellow candle that is now lighted.)

**Installation officer or secretary:**

*Leadership*—To be a leader, one must have character, knowledge, self-confidence, sensitivity, patience, and a positive attitude. As officers of FEA, you should strive to be leaders in both your school and community. (Secretary holds a red candle that is now lighted.)

**Installation officer or treasurer:**

*Scholarship*—Scholarship is an important goal toward which each student strives. To meet this goal, you, as officers of FEA should seek to develop your potential, reaching for knowledge and wisdom. (Treasurer inductee holds a green candle that is now lighted.)

(Chapters also may appoint/elect additional officers, such as second vice president, historian, parliamentarian, reporter, and/or photographer. The installer should introduce all officers by name at this time and then move forward with the pledge.)

**Installation officer:**

Officers, remain standing, raise your right hand and take the pledge of office with me: (All say the following using the appropriate name).

I ____________________, pledge to fulfill the duties and responsibilities of the office to which I have been elected to the best of my ability. I will continue to demonstrate service to my school and community, to sustain the highest degree of ethical conduct, to serve as an exemplary peer role model, and to strive for outstanding scholarship. I will always promote positive attitudes toward the field of education and will endeavor to enhance the quality and efficiency of educational programs. I will work cooperatively with my fellow officers and our advisor in meeting my obligations as a chapter leader.

**Confirmation of Members**

**Installation officer:**

Members, please stand, raise your right hand and repeat after me, filling in your name where appropriate.

I, ________________________________, pledge to continue to demonstrate service to my school and community, to sustain the highest degree of ethical conduct, to serve as an exemplary peer role model, and to strive for outstanding scholarship. I will always promote positive attitudes toward the profession of education and will endeavor to enhance the quality and efficiency of education.
Initiation of Members

Each local chapter can use this ceremony annually when they initiate new members. The ceremony can also be used when a new chapter begins. Note: “/” marks are used for a pause or breaking point during your speech.

Installation officer or chapter officer:

Your initiation as members of the Future Educators Association is an important and serious occasion. You have indicated your willingness to become a member of an organization designed to enhance the quality of your state's name schools and teachers. As FEA chapter members, you have the responsibility to be a positive role model in your school and community.

FEA is dedicated to the principle of service—service that develops character, fosters learning, and promotes teaching. As members, you have the privilege and the responsibility to be committed to the principles of FEA. You are the future standard-bearers of education. With this in mind, you should be willing to pledge your best efforts to this organization. New members, please stand and raise your right hand and say your pledge of membership with me.

Inductees:

I do pledge to uphold the high standards of FEA, / I will strive at all times / to conduct myself honorably / and to perform to the best of my ability. / With pride and responsibility, / I accept membership in the Future Educators Association. [This can be done individually or as a group.]

Installation officer or chapter officer:

May you have a successful experience in FEA and may you accomplish a great deal for your community and school.

Installation officer or chapter officer:

New members remain standing and other members please stand and join your new members. Raise your right hand and say the FEA pledge.

I pledge to continue / to demonstrate service / to my school and community, / to sustain the highest degree / of ethical conduct, / to serve as an exemplary peer role model, / and to strive for better scholarship. / I will always promote / positive attitudes toward the profession of education / and will endeavor to enhance / the quality and efficiency of education.
Charter Presentation Ceremony

This sample program is intended to be used at the time of charter presentation. Each chapter will need to develop an appropriate heading to include name of chapter, name of school, location of meeting, date, etc.

Opening comments (by advisor, officer or other school official)

Invocation/Pledge of Allegiance offered by a student

“Why I Belong to FEA” remarks by chapter officer(s)

Brief remarks by school principal, school district personnel, or chapter officers

Recognition of honored guest(s)

Special introduction of other guests (parents, other educators, etc.)

Presentation of FEA chapter officers and members by advisor(s)

names here

Presentation of the charter

Closing remarks by chapter president or advisor/sponsor

Reception

FEA Pledge

The members of each chapter are encouraged to stand and recite the FEA Pledge at each meeting and during FEA-sponsored activities.

“I, __________________________________________________ , pledge to continue to demonstrate service in my school and community, to sustain the highest degree of ethical conduct, to serve as an exemplary peer role model, and to strive for outstanding scholarship. I will always promote positive attitudes toward the profession of education and will endeavor to enhance the quality and efficiency of educational programs.”
AN ACTION PLAN CAN BEST BE DESCRIBED AS THE YEARLY PROGRAM OF ACTIVITIES for an FEA chapter. A successful chapter does not just happen; it must have a well-developed plan of implementation. If the FEA advisor(s) and members work cooperatively to make or publicize their chapter’s activities, the growth and prestige of FEA within their school and community can be achieved. The elements of a successful action plan should be in keeping with the chapter’s district and school policies, FEA goals, and chapter bylaws. Form 6-1, a yearly action plan, is available at www.futureeducator.org to assist you in creating your chapter’s plan.

When developing the action plan, many questions should be asked and answered: What is the activity? Why are we having this activity? Who will be targeted and who will participate in developing the activity? When will this activity occur? How will this activity occur? What are the steps in implementing the activity? What are the costs and worker hours needed to accomplish this activity?

In many cases, chapters will be large enough to have committees assigned to specific activities, but in schools where this is not possible, the issue of finance and worker hours may be particularly important in determining how many activities to undertake and the extent of the activities. Therefore, a well-defined action plan is essential for any chapter, small or large. In school systems where middle level chapters (and possibly elementary clubs) are active, a mutually agreed upon curriculum or activity sequence should be determined to insure a progression of projects and activities from the middle grades through high school.

First, advisors and officers should determine the regular meeting locations and times. Regular meetings are essential to maintaining involvement and morale. Meetings should not be only for planning activities. Student members should benefit in other ways, such as acquiring knowledge of teaching and developing a positive attitude about the education profession. Meetings also may be designed to help members obtain information to enhance their social, personal, or academic lives. (It is recommended that meetings be held on the same day of the week every two weeks.)

During a meeting, a faculty member, administrator, or college representative can be invited to share a short presentation about some aspect of education, such as “What Teaching Means to Me.” If possible, half of the allotted meeting time, or one meeting per month, should be spent in the media center gathering information on education topics that are of interest to the members. The point is that all meetings do not have to be activity planning meetings, but may range from social to educational.
After the meeting times and locations have been determined, a list of possible activities (such as fundraising, marketing, school, community, or social) should be presented. After the specific activities are determined, the following steps should be followed to ensure their success:

1. Determine the time needed to prepare for the activity.

2. Obtain yearly calendars of events from other school organizations. If there are activities that have been sponsored solely by other school clubs that seem appropriate for FEA to sponsor, plan a meeting with the advisor of that club requesting to co-sponsor.

3. To make other organizations in the local school knowledgeable about FEA, group projects involving one or more other clubs are recommended. Financial and human resources are shared in this way. Sharing also serves as a method of new member recruitment.

4. Assign committees (if possible) to research what is needed to make the activity a success, and develop a plan for implementing the activity.

5. Ask committees to have reports in writing ready to present to the entire chapter early in the school year.

6. Finalize the yearly action plan and present a written report to the administrator(s) and other advisors of various school clubs. (Prepare an alternative to the meeting times and locations as well as activities.)

7. If administrative approval is obtained, have all FEA activities posted on the official school activity calendar or website in order to prevent conflicts with other activities.

8. If approval is obtained, present the action plan to the entire chapter. If possible, prepare copies for each member.

9. The chapter officers are responsible for helping the chapter maintain its focus and pursue the goals presented in the action plan. Therefore, officers should begin announcing the upcoming events at each meeting and reminding the assigned committees to promote and publicize the activity.

10. Copies of the action plan should be shared with members, faculty, administrators, and other appropriate persons.
A sample yearly action plan

September

Regular meetings
Faculty meeting presentation (ask students interested in joining to come along)
Prepare for School Club Day/Night (publicize FEA)
First meeting; elect officers at second meeting
Develop committees
Determine dues structure
Place FEA supplies order at PDK International website
Plan installation and fundraising activity
Member recruitment (send memo to teachers asking for prospective FEA members)
First project to welcome teachers back (i.e., apples for teachers, continental breakfast, note)
Plan possible activities for the upcoming year
Plan fundraising to attend state/national conferences
Join FEA social network

October

Regular meetings
Officer Installation and Member Initiation Ceremony
Present FEA concept to school board at their meeting; discuss possible
district funding for national conference
Fundraising activity or publicity activity at fair or in the mall
Press release for career shadowing and community project activities
Community project
Begin to prepare for national conference competitions

November

Regular meetings
Prepare goodies for faculty; collaborate with business partners or
other community groups to donate goodies
National Education Week Activities
Social Activity—collaborate with an established group
Advisors’ seminar

December

Only one meeting
Districtwide FEA Holiday Party—invite parents, faculty, friends, etc.
Plan for Peer Tutorial Program
January

Regular meetings
Massive publicity campaign — article in school newspaper announcing state/national conference
Plan career shadowing day for Groundhog’s Day in February
Peer Tutorial Program
Invite organization to sponsor conference delegate
Invite representative(s) from a community, business, or education organization to meeting

February

Attend National FEA Conference
Regular meetings
Consult with business partners
Community activity — collaborate with Kappa Delta Pi, Phi Delta Kappa, or retired teachers’ associations
Peer Tutorial Program

March

Regular meetings
Plan for Teacher Appreciation Week — Collaborate with other group(s) if needed
Peer Tutorial Program

April/May

Regular meetings
Report to faculty on conference or yearly chapter update
Marketing campaign for Teacher Appreciation Week
Awards day
Social activity
Elect new officers
Yearly Action Plan Form

This form should be completed at the beginning of each school year and kept on file at the chapter level.

School Year: ____________________________________________

Chapter (School) Name: ____________________________________________

Chapter Address: ____________________________________________

Chapter Advisor: ____________________________________________

Phone: ( ) ____________________________________________

September: ____________________________________________

October: ____________________________________________

November: ____________________________________________

December: ____________________________________________

Form 6-1
Developing a yearly action plan

January:
February:
March:
April:
May:
THE SELECTION OF ACTIVITIES BY FEA CHAPTER OFFICERS AND ADVISOR(S) IS A KEY function of leadership. As chapter leaders select activities, they should carefully consider the appropriateness of the activity for members. The following questions may serve as guideposts as they make decisions. If the response is “no” to many of the questions, other activities should be investigated.

1. Is the activity unique?
2. Is the activity in accordance with school or district policies?
3. Will the members of the chapter have an opportunity to participate?
4. Will the activity stimulate recruitment of other members and provide visibility for the chapter?
5. If this is a fundraising activity, are the selected items to be sold readily available; and if unsold, can they be returned?
6. For fundraising, will the profit be sufficient to warrant the amount of worker hours and initial investment?
7. If this is a fundraising activity, is the item being sold of need to a variety of consumers?
8. Does each chapter member have an established goal?
9. Will the members enjoy participating in the activity?
10. Is the activity appropriate to the age and grade level of chapter members?
11. Will chapter members learn about schools, teaching, and learning?

Suggested initiatives for FEA

1. Become knowledgeable about careers in education by:
   • Attending informational chapter meetings.
   • Touring universities and visiting colleges, schools, and departments of education.
   • Visiting the State Department of Education.
   • Attending state and national conferences.
   • Creating a speaker's bureau consisting of personnel from school district offices.
   • Inviting professors of local colleges to speak at meetings.
   • Inviting Phi Delta Kappa members from local chapters to speak at meetings.
2. Provide service and improve the image of teaching by:
   • Providing schoolwide assistance for projects.
   • Assisting teachers with classroom responsibilities.
   • Establishing teacher cadet programs.
   • Serving as peer tutors.
   • Serving as peer counselors in programs such as dropout prevention.
   • Spearheading teacher recognition activities.
   • Participating in teacher shadowing activities.

3. Attract bright, talented students by:
   • Providing scholarships.
   • Offering an introduction to education course.
   • Providing opportunities for developing leadership skills.

4. Promote teaching by:
   • Inviting the state Teacher of the Year to speak at various occasions.
   • Inviting the school district Teacher of the Year to speak at various occasions.
   • Providing districtwide workshops and meetings.

5. Provide a linkage between teaching and the community by:
   • Providing contact with students in daycare, recreational, and educational settings.
   • Soliciting the support of school business partners.
   • Providing services for elderly citizens, hospitals, nursing homes, and other school service agencies.

6. Provide teacher/student recognition by:
   • Spearheading activities during Teacher Appreciation Week.
   • Participating in end of the year recognition with a special banquet or awards program.
   • Sponsoring an Adopt a Teacher project.
   • Sponsoring or co-sponsoring columns that feature local teachers in the local newspaper.

7. Build professional awareness by:
   • Providing a forum during regional workshops and state conferences to discuss the positive aspects of the teaching profession in the field of education.
   • Providing opportunities for networking among students and teachers within the school district and throughout the state.
   • Giving recognition and rewards to chapter members and advisors.

8. Share the responsibility of averting teacher shortages by sponsoring activities that nurture students’ interest in teaching, such as summer programs designed specifically to address this need.
9. Enhance college/university relationships by:
   • Inviting representatives to sit on local (school) planning committees.
   • Inviting institutions to set up booths at state conferences.
   • Shadowing a student in the college of education.
   • Inviting student representatives to speak at local school meetings.
   • Developing a close relationship with a college or university.

10. Strive to be positive role models by:
    • Serving as peer tutors.
    • Conducting orientation for underclass students.
    • Promoting and assisting with activities sponsored by parent-student group.
    • Sponsoring school improvement activities.

**School-related activities**

1. Organize a Poster Day. Have chapter members make posters that depict positive attitudes about teaching. Posters may be posted during times in which recognition activities are taking place. Chapter might host a poster contest.

2. During American Education Week, ask chapter members to be responsible for bulletin board displays in each classroom of the building.

3. Participate and assist in activities that are teacher- and parent-oriented, such as PTO/PTA, open house for parents, etc.

4. Participate in and host activities as a chapter with other school clubs and organizations.

5. Conduct a school assembly during American Education Week or other eventful occasion. Ask chapter members to suggest topics and speakers for school assemblies.

6. Conduct orientation activities for new students as a chapter service activity.

7. Start an Adopt-a-Student program to assist transfer students in adjusting to their new school.

8. Organize a mentor program in which chapter members assist students with special needs.

9. Organize a tutoring program in which chapter members work with elementary or middle school students.

10. Organize a Teacher Shadow Day, in which chapter members spend one day with a teacher.

11. Select a work day at the end of each quarter and ask members to assist teachers on a volunteer basis. Tasks may be cleaning, grading papers, recording grades, averaging, completing paperwork, etc.

12. Organize an Adopt-a-Teacher program in which chapter members are given an opportunity for a specific time to work with a teacher to learn about different aspects of teaching, such as lesson planning and instructional techniques.

13. Conduct a Teacher Appreciation Day (or week or month) in which chapter members and other students provide assistance to teachers; hold recognition activities such as awards, teas, luncheons, etc. The chapter might call this recognition day An Apple for the Teacher. FEA members might hand-deliver a note of thanks along with an apple. See Appendix D for more teacher recognition ideas.
14. Secure permission from school officials to use a room or corridor wall as the Teachers’ Wall of Fame. Teachers can be nominated by students, faculty, or staff for exceptional merit or achievements. Hold a short ceremony and hang the teacher’s picture along with a description of the teacher’s accomplishments.

15. Organize a Teacher (Counselor, Principal, etc.) of the Day program, in which one individual is honored by the chapter.

16. Host a faculty breakfast. The faculty is served breakfast in the cafeteria by the chapter members. In addition, each teacher receives an apple ornament as a gift. If funds are limited, have a continental breakfast and ask a local dairy to donate milk and juice. Ask a local donut shop to donate or give a reduced price for pastries.

17. Recognize students, parents, faculty, or staff members who contribute to the school by presenting them with an Extra-Mile Award. The award is in the shape of an athletic shoe and it says, “Presented to (insert name) who walked the extra mile to assist (insert name) at (insert name of school).” The award recipients may receive recognition in the school and local newspaper.

18. Organize a TurnAbout Day, in which students, faculty, and support personnel swap roles.

19. Arrange for chapter members to work with building personnel to prepare for the opening or the closing of the school year.

20. Make name tags for all teachers during planning week and the first week of school. This is very helpful to new teachers and students alike. This is a good beginning of the year project.

21. Ask chapter members to work with counselors to research college and career information on the teaching profession.

22. Organize a plan to provide for multicultural awareness experiences. During a one-week period, host multicultural seminars and plan field trips that will expose students to a variety of cultural and ethnic groups. Spend a day in an urban or rural school setting. Arrange to have speakers representative of different cultures and races.

23. Develop a newsletter for students, teachers, and parents. Send copies to superintendents, state and local officials, and other interested advisors.

24. Send birthday cards to teachers from FEA members.

25. Train FEA members in media literacy so that they may be able to utilize the equipment to assist teachers.

26. Hold a progressive dinner at the end of the school year. The FEA members are divided into several groups to prepare the food at members’ homes. Each course (appetizers, salad, soup, main course, dessert) is served in a different home.
Community-related activities

- Establish a tutoring program for local elementary or middle schools.
- Arrange for chapter members to assist faculty with after school and extra-curricular activities, such as coaching children’s sports.
- Plan and conduct orientation activities for junior high/middle school students who will be entering the high school the next year.
- Arrange for chapter members to assist at preschool or daycare centers.
- Establish a scholarship fund through the assistance of community organizations and local businesses.
- Arrange for the chapter to host a Senior Citizens’ or Grandparents’ Day in which residents from the community are invited to school. A luncheon or program might be provided.
- Ask individual members to provide services to the elderly, such as reading and letter writing.
- Arrange to have a chapter booth at appropriate community functions.
- Distribute literature to community residents to keep them informed about the teaching profession.
- Ask the chapter advisor to organize community projects, such as a ball team.
- Arrange for the chapter president or other member to speak at community organizations’ meetings (Optimists, Rotary, Lions, etc.).
- Arrange for the chapter to work with professional education associations/organizations, such as local chapters of Phi Delta Kappa International.
- Work with the education department of a community-based group, such as the Jaycees.
- Volunteer to work with church groups or special populations (example: Special Olympics).
- Sponsor a Toastmasters Speechcraft Workshop.
- Talk to your local Chamber of Commerce about activities in which FEA could become involved.
- Ask local businesses (McDonald’s, Wendy’s, grocery stores, etc.) to provide recognition and support (donate food) for chapter activities.
- Invite others to chapter affairs (parents, community representatives, school board members, state Department of Education representatives, educational organization representatives, etc.).
College/university-related activities

- Invite representatives from colleges and universities to be guest speakers.
- Arrange for colleges/universities to provide education courses for FEA members.
- Arrange for a college/university orientation for chapter members. Chapter members should have opportunity for exposure to a variety of colleges and universities.
- Establish a liaison at the community college or university college of education.
- Arrange for student teachers to participate and become involved with FEA chapter activities.
- Use college university services to establish a speakers bureau.
- Work with a college/university liaison to identify incentives for chapter advisors.
- Conduct a one-day College Day conference at a postsecondary institution. Students can sit in on a teacher preparation course and talk to college of education students.
- Ask chapter members to attend appropriate conferences, workshops, and seminars at local colleges and universities.
- Arrange for individual chapter members to spend a day with a practicum student or intern.
- Help chapter members begin looking at themselves as teachers. Have college/university personnel provide instruction and practice. Videotape chapter members performing as teachers. Have a critique exercise.
- Discuss the preparation programs for education personnel. Chapters might provide to colleges/universities what they see as an essential curriculum for preparation of teachers, etc.
- Arrange for chapter members to participate in selected school or district inservice programs. The chapter might present an inservice session for teachers.
- Arrange for chapter members to participate with college/university-level future educator organizations.
- Discuss possible joint-enrollment programs with local colleges/universities.
**Field trips**

- Attend the National Future Educators Association Conference.
- Visit the State Department of Education. Arrange for a tour and presentations about the department’s function. Present the Chief State School Officer with an honorary chapter membership.
- Attend and observe a meeting of the local board of education.
- Visit the state’s affiliate of the National Education Association, the American Federation of Teachers, or other professional organizations. Arrange for a tour presentation about the organization’s role and responsibilities to the profession.
- Arrange for visits to special schools, such as vocational technical schools, community colleges, special education cooperatives, etc.
- Arrange for visits to teacher education institutions in your state. Observe classes.
- Attend regional, state, and local conferences, workshops or seminars sponsored by various professional organizations. Request to be placed on the State Department of Education mailing list to receive the calendar of statewide meetings.

**Additional activities**

- Hold district mini-conferences for members and advisors in your district.
- Conduct district contests (essay, impromptu speech, brain bowls) between FEA chapters.
- Encourage the local college of education to provide a fee-waiver to district advisors for education courses.
- Invite professors from the community college or university to speak to chapter members.
- Maintain an archive of past chapter members and activities. Chapter members should write regularly to former members to keep in touch and hear about the successes that they are experiencing. Post letters on an FEA bulletin board or website for members and others to see. (Other students will read the letters and may become interested in FEA.)
- Offer an elective course, Introduction to Education, in the high schools for juniors and seniors.
- Hold impromptu speech competitions to prepare for the state or national conference.
- Maintain a chapter website and send the URL to fea@pdkintl.org to be posted on the international FEA website.
EVERY CHAPTER SHOULD HAVE A MEMBERSHIP COMMITTEE. THIS COMMITTEE IS charged with responsibility for recruiting and retaining FEA members. A portion of the membership committee’s job involves building loyalty and pride among FEA members in themselves, in the chapter, and in the school. One way to do this is to promote the FEA chapter’s activities within the school and community. This increases the visibility of the chapter and may spark interest within other students who are not currently members.

Recruiting new members

Since you will lose graduating members every year, recruiting new members is vital to maintaining your FEA chapter. When the membership committee meets, one of the first things they should consider is a recruitment plan. Decide on dates, possible incentives (ask local businesses to donate items), and a recruitment goal. Consider the following outline as you make your plans.

I. Information to be shared with prospective members
   A. Welcome letter from membership committee chair or chapter president
   B. Goals and objectives of chapter
   C. History of chapter
   D. Date chapter founded
   E. Size of chapter
   F. Meeting dates and times
   G. Calendar of events or newsletter
   H. Application

II. Membership campaign
   A. Ask local merchants to donate gifts, services, and/or prizes
   B. Establish a specific time frame for membership campaign
   C. Set goals for the number of students you want to recruit
   D. Set theme and rules for membership campaign
   E. Announce campaign for members in publications and through displays
   F. Recognize the achievement of current members

III. Sites and times for membership campaign
   A. New student orientation
   B. Lunch break(s)
   C. School sporting events
   D. Career day
Here are some additional recruitment strategies to try:

1. Hold a get-to-know FEA event with snacks or pizza. Ask each of your members to bring one or two other students who are interested in becoming teachers. Make it fun and have some of your current members briefly share their favorite part of being an FEA member. Talk about the upcoming activities you have planned and emphasize how being a member will benefit students (scholarship opportunities, hands-on opportunities to gain experience, etc.)

2. If you have a school newspaper, see if it would be possible to have a reporter do a story featuring the FEA club and its activities, or featuring an active FEA member who can speak about his/her positive experiences with the club. Perhaps you could also purchase an ad in the newspaper and list upcoming FEA activities. Be sure to include information about how to become a member.

3. Sometimes the best way to grow a group is through word of mouth. Perhaps you could ask each student to try to recruit a certain number of new students. If each current member recruits one student, that would double the size of your club! Offering some sort of prize or incentive for the student who recruits the most members might help motivate the current FEA members, and offering some smaller incentive to new members might encourage students to apply for membership.

4. Ask current teachers to recommend students for membership.

**Retention of current members**

Chapters should always strive to enhance their membership with new candidates. However, chapters also need to retain and keep their members from the previous year active. Chapters will be able to retain members by using some or all of the following:

1. Make the initiation of new members impressive and memorable.

2. Encourage officers and experienced members to personally contact new members.

3. Strive to make new and experienced members feel welcome.

4. Frequently explain the advantages of membership.

5. Give all members opportunities for responsibility and ownership in chapter’s future.

6. Build loyalty and pride with chapter T-shirts, jerseys, hats, etc.

7. Solicit gifts and favors for members from local teachers’ groups or businesses.
Promotion and recruitment activities

• Secure from your counselors accurate, up-to-date information on teacher salaries, education requirements, and scholarship information. Ask for their support in encouraging students to join the chapter.

• Ask the local newspaper to do a feature article on your school’s chapter (with photos, if possible).

• Ask the school newspaper to do a feature article on the chapter and its activities with follow-ups of students’ writing about “Why I want to be a teacher.”

• Make sure information about the chapter is included in the student handbook or similar orientation publications published by the school.

• Develop a chapter recruitment booth to use at the beginning of the school year and on career days.

• Ask chapter members to make posters or bulletin boards promoting the chapter and its activities (with photos).

• Invite a member to give a report on the chapter (its goals, activities, etc.) to teachers at a faculty, school, or PTA/PTO meeting.

• Ask a local postsecondary institution to run a feature about FEA in the college of education newsletter or in the college newspaper.

• Request that the local radio stations do a “spot” interview with the advisor(s) or chapter president or other officers.

• Invite the local TV station to interview the advisor(s), chapter president, or other officers.

• Contact radio and television stations and newspapers to cover special events, such as a chapter initiation ceremony and other special recognition ceremonies.

• Talk to the local classroom teachers’ organization about helping to sponsor a publicity campaign.

• Conduct a special initiation ceremony for new club members.

• Ask chapter member initiates to wear special clothing on the day of their initiation into the chapter.

• Produce a Powerpoint presentation or video of chapter members teaching and/or involved in chapter activities. Use it to recruit chapter members.

• Run a promotional Powerpoint presentation or videotape during lunch in the cafeteria.

• Maintain a chapter bulletin board or website with information about the chapter activities, teaching career information, scholarship information, and general information about colleges, careers, SAT and ACT test deadlines or similar items of interest to students.

• If available, promote the chapter and its upcoming activities on a computerized message sender or closed-circuit TV within the school.
• Put up a display about the chapter in the media center.
• Ask the school and local newspapers to do a feature article or follow-up of former chapter members, such as scholarship winners.
• Ask chapter members to write essays on favorite teachers or why they want to teach, and submit these for publication in the school paper or other school district publications.
• Assign chapter advisor(s) or members to write an information letter to teachers about the chapter, its goals, entrance requirements, and activities.
• Post information regarding scholarships and loans for future teachers.
• Encourage professional teacher organizations, associations, and societies to offer college scholarships to chapter members. Explore scholarships available through businesses. Apply for the scholarships for future teachers.
• Encourage the retired teachers association to offer scholarships to chapter members or to host discussion groups on their experiences as teachers.
• Use the school public address system to make announcements of open meetings.
• If an elective course such as Introduction to Education is offered at the school, secure a list of those students interested in the course and contact these students individually about becoming FEA members.
• Send memoranda to teachers to obtain recommendations for FEA members.
• Assign chapter members to give presentations to other school and community organizations.
• Prepare Powerpoint® presentations or videos of chapter activities.
• Select a student for the FEA chapter to sponsor in the football homecoming activities. Make certain when decorating the car that an education theme is worked into the overall theme of the event.
• Meet with the American Red Cross to set up a series of CPR training workshops for FEA members and faculty. Chapters may receive community recognition in the newspaper and/or television.
• Ask faculty, staff, and students to donate books to a worthy library or other institution. Advertising via announcements, notices, and posters gives FEA recognition.
• Invite faculty, staff, and students to donate clothing for a charity sponsored by the FEA chapter.
• Hold a recycling drive to gather aluminum cans for resale or donation purposes. It gets publicity throughout the school with morning announcements and posters and costs little time or money.
**SUCCESSFUL ACTIVITIES DO NOT JUST HAPPEN.**

In most instances, the plans that are developed require funds in order to implement them. In developing the budget, several considerations should be addressed:

1. What is the projected amount needed?

2. What are the sources of income?
   - chapter dues
   - fundraising projects
   - school allocations
   - contributions from other sources, such as business partners, professional organizations, etc.
   - gifts

3. Will the planned activities require a larger budget than is easily accessible? (In other words, is there an initial outlay of funds required to begin the project?)

4. How can the available finances best be spent?

5. Are there any available funding sources that have not yet been considered (such as grants)?

6. In order to tap these funding sources, will we have to consult with other people?

Form 9-1, a yearly budget approval form, is available at www.futureeducators.org and can be used to develop your budget. Form 9-2, also available on the website, will help you plan a budget for specific activities.
Chapter Yearly Budget Approval Form
Overall Chapter Budget for 20___ to 20___

ASSETS:
(Current Balance as of ____________ )

$ ___________________________

WAYS AND MEANS TO RAISE MONEY
(Fundraising)

1. 
2. 
3. 

MONEY NEEDED TO OPERATE THIS YEAR:

$ ___________________________

AMOUNT CLUB HOPES TO RAISE:

$ ___________________________

REASON(S) FOR RAISING MONEY:

1. 
2. 
3. 

SUBMITTED BY:
__________________________________________________________________________
Treasurer’s Signature

__________________________________________________________________________
President’s Signature

__________________________________________________________________________
Advisor’s Signature

ACTION TAKEN:
☑ Approved  Date ________________  ☐ Not Approved  Date ________________
Approved with revisions (make notes here):

Form 9.1
# Budgeting for Activities

**School Year:** ___________

<table>
<thead>
<tr>
<th>Chapter (School) Name</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advisor's Name</td>
<td></td>
</tr>
<tr>
<td>Month</td>
<td>Name of Activity</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Abbr. Name of Activity</td>
<td>Expected Cost</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**TOTAL**

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*Form 9-2*
Chapter fundraising activities

- Develop and sell tickets for the following:
  - Talent shows featuring faculty, students, senior citizens, etc.
  - Fashion shows featuring faculty, students, senior citizens
  - Ballgames
  - Dances for special occasions
  - Art and craft shows featuring items made by faculty, students, community people, etc.

- Sell the following items:
  - Tshirts, buttons, and other promotional items
  - Recipe booklets consisting of teachers’ favorite recipes
  - Pizza, candy, soda, popcorn, and baked goods
  - School supplies such as paper, pens, pencils, etc.
  - Gifts and trinkets for special occasions, such as flowers on Valentine’s Day
  - Apples to teachers and students. (Use green apples on St. Patrick’s Day)

- Sponsor activity tournaments such as bowling, chess, golf, tennis, etc.

- Sponsor a contest such as dancing, baby pictures, video games, Trivial Pursuit, quiz show, etc.

- Sponsor a flea market or community-wide yard sale. Sell booths to other school community organizations, craft makers, local merchants, and students’ families.

- Form a team to participate in the Phi Delta Kappa International Annual Walk for Education. Information is at www.pdkintl.org.

- Solicit pledges for such activities as bowling, walkathon, bikeathon, etc.

- Collect papers, aluminum cans, and other recyclable items.
• Request local businesses to contribute donations (such as for a scholarship fund, FEA blazers, or travel money for students).
• Offer services to teachers or schools, such as conducting inventories, etc.
• Develop and sell “preschool” and “postschool” supplies, such as study skills booklets.
• Make and sell buttons to teachers (Proud to be a Teacher, etc.)
• Conduct a book exchange and book sale.
• Make and sell activity charts for preschoolers to parents.
• Sponsor a Leaf Raker Crews for Hire project for afternoons and weekends.

Share your success

If you had a successful fundraising project, please tell us about it so we can share it with other FEA chapters. Email your chapter (school) name, date of project, name of project, description of project, and what the funds were raised for to fea@pdkintl.org. We’ll post the best ideas on our website or include them in our newsletter.
Resources for Chapters
HOW MANY TIMES HAVE YOU HEARD PEOPLE COMPLAIN ABOUT MEETINGS IN WHICH little if anything was accomplished? Not only are these kinds of meetings unproductive, they take valuable people away from their classes and other activities. The obvious question, then, is why do we continue to have meetings?

When conducted properly, a meeting provides an effective means of communicating information to a number of people and at the same time checks for their understanding. Effective meetings also promote a healthy exchange of ideas that, in turn, help develop high-quality decisions. In today’s rapidly changing and complex environment, meetings have become a key vehicle for communicating information.

**Planning ahead**

As a meeting leader, you are in a position to ensure that the meetings you conduct make the best possible use of each participant’s time and energy. In doing so, you will find these meetings beneficial to your club, organization, or school, as well as to the individual group members.

The effective leader carefully plans each meeting in advance. This means getting the right people to attend and developing an agenda with objectives and topics to be covered, along with time allocations for each topic. The leader also provides participants with information they may need to contribute actively and meaningfully to the discussion.

**Managing the process**

During the meeting, the effective leader manages the process to prevent the group from becoming sidetracked and to ensure that group members work together toward a clearly-defined purpose. This may be accomplished by making procedural suggestions and occasionally checking for understanding. By giving each member opportunities to participate, the leader helps build the group’s commitment to any actions agreed on during the meeting. Much of the group’s effectiveness can be measured in three ways:

- The quality of the meeting’s results;
- The group’s satisfaction with their decisions and the group’s sense of teamwork; and
- The willingness of group members to accept tasks to achieve goals and objectives, and to take responsibility for implementing the group’s decisions.
Balancing control

The effective leader maintains a delicate balance between influencing the group’s decisions and facilitating the meeting process; a balance between telling and seeking. It is rare for a leader to control only the meeting process while allowing the group full control over the decisions being made. On the other hand, an effective leader seldom exerts full control over the decision-making process. The amount of control exerted by the meeting leader depends largely on the type of meeting being held and the participants involved.

How to conduct a meeting

1. Explain the purpose and importance of the meeting.
   The purpose should be a concise statement of what is to be achieved by the meeting. This statement should answer the questions “Why should I spend my time in this meeting?” and “Why is the discussion important to me and the organization?” A clearly-stated purpose provides a focus for the group. By explaining the importance of the meeting to group members, you will encourage cooperation and participation.

2. Review the agenda.
   An agenda is more than just a list of topics to be discussed; it outlines for participants the procedures you want to follow in discussing the topics. Since you probably distributed the agenda in advance of the meeting, briefly review the procedures to be followed as well as the sequence of topics.

3. Collect and clarify relevant information.
   Bring out all relevant information about each topic and check for thorough understanding before developing solutions or deciding on courses of action. If there are any constraints to resolving an issue, it is important that they are brought out early. If you have information that is unknown to the group, introduce it and seek information for the group about concerns or information they feel should be considered regarding the topic. This helps group members to better understand the issues and encourages their involvement by showing them that you feel their contributions really are worthwhile.

4. Summarize information discussed.
   Concise summarizing ensures that everyone has the same understanding of the information that has been discussed. If the issues are complex, you can take this opportunity to review content or further clarify information. If the discussion has been fairly simple, your summary will serve as a transition to the next step.
5. **Seek suggestions, solutions, or alternatives.**
Before you provide answers or suggestions for group members, it is important to first seek the ideas and suggestions of group members. They may be closer to a problem and may be able to offer solutions or alternatives that you may have overlooked. In addition, you are likely to gain more cooperation in reaching your stated objective, since people are more likely to commit to solutions they have helped to develop. Seeking group suggestions also is an effective way to enhance the self-esteem of each individual; this, in turn, increases the commitment of group members.

The challenge in gaining group commitment to a solution is to manage the group process so that you seek suggestions, instead of dictating solutions. Two techniques that can be helpful as you do this are brainstorming and building on suggestions. Effective brainstorming involves seeking as many ideas from the group members as possible before evaluating the pros and cons of each idea with the group. When building on suggestions, the meeting leader begins by commenting on the part of the suggestion that moves the original idea toward a desirable outcome. These approaches help to maintain the self-esteem of the group members, maintain their active participation, and build commitment to taking action.

6. **Reach agreement on specific action(s).**
It is important that the group agrees on specific actions and responsibilities. You will need to summarize frequently and check for understanding to ensure group agreement. You will be able to achieve greater commitment if you allow participants to choose specific actions or assignments, if appropriate. Remember to specify who is responsible for what task and by when.

7. **Summarize and set follow-up date(s).**
Regardless of how successful the discussion seems, it is meaningless if participants leave the meeting unsure of specific actions and responsibilities. A concise summary of agreements reached, specific actions, and responsibilities will ensure thorough understanding. By setting follow-up dates, you indicate to the group the importance of the meeting. Follow-up dates allow you to check progress and ensure that important actions are not being overlooked.

Note: In using these steps, keep in mind that for each major issue on the agenda, you need to follow steps 3, 4, 5, and 6.

**Key principles**

Effective meeting leaders plan thoroughly and develop clear goals to be accomplished in the meeting. They are sensitive to the special needs of each group member as they build commitment to a successful outcome. Effective meeting leaders follow these key principles.

1. **Maintain or enhance self-esteem.**
For a meeting to be productive, it is important that each participant feels respected by other group members, and that his or her opinions and suggestions will be valued. As meeting leader, you can help create this feeling of respect by sincerely and specifically praising individual group members’ useful suggestions and recognizing their contributions. Avoid taking sides in discussions or placing blame on individuals. Not only will this enhance each group member’s self-esteem, it will encourage them to participate more actively in your meetings.
2. **Listen and respond with empathy.**
   Everyone wants to be heard, understood, and accepted. When meeting participants know you understand their feelings, as well as what they are saying, they will be more open and willing to work toward a stated purpose. You can show participants you understand their feelings by listening carefully to them and responding with empathy to their suggestions and concerns. Since some participants may express their feelings without actually speaking, you will need to be aware of participants’ nonverbal signals such as frowning, clenching fists, and daydreaming, among others.

3. **Check for understanding.**
   In any meeting, there will be new information, ideas, or policies discussed. For your meetings to be effective, it is important that each participant walks away with a clear understanding of exactly what was discussed, accomplished, or assigned. This can be a difficult task, because participants usually are more concerned with their own ideas than listening to someone else’s message. That is why it is so important for you to check participants’ understanding of each key point. By doing so, you can ensure that everyone in the meeting receives the same message and that the person conveying the message is saying what he or she really means to say. Phrases like, “Then it’s agreed that...”,”Did I hear you say...”, “We seem to agree (disagree) that...” or “Am I right in saying...” help you check for participants’ understanding. They also help the participants confirm or deny the accuracy of your understanding.

4. **Make a procedural suggestion.**
   Use this key principal whenever you observe that the meeting has begun to stray off track or is temporarily deadlocked. Procedural suggestions help you return the group to the appropriate agenda item in such a way that you don’t appear to be “taking over” the meeting or blaming any particular individual(s). It is important to keep your procedural suggestions objective so you don’t appear to be taking sides. Procedural suggestions are most effective when presented as questions, such as, “May I suggest that...?”, “Do you think it would be a good idea to...?” or “Can we talk about...?” When making a procedural suggestion, remember to give participants an opportunity to accept or reject it; this helps them feel they have a measure of control in the meeting and maintains their self-esteem.

**Types of Meetings**

Three types of meetings are described below, with a list of critical steps appropriate for conducting each one.

**Clarifying/informing meeting**

**Purpose:**
To communicate information about changes that may affect a specific issue or group. Information may be provided by the leader or obtained from group members. No action or decision is required in this type of meeting. Examples: safety meetings, introducing change.

**Critical Steps:**
1. Explain purpose and importance of the meeting.
2. Review agenda.
3. Collect and clarify relevant information.
4. Summarize and set follow-up date(s).
Brainstorming meeting

Purpose:
To generate a quantity of ideas or solutions without criticism or evaluation. These solutions or ideas will be used by others to reach a final decision, or they will be used by group members at a later date. No specific action or decision is required. Examples: productivity improvement, team building, exploring opportunity for change.

Critical Steps:
1. Explain purpose and importance of the meeting.
2. Review agenda.
3. Collect and clarify relevant information.
4. Avoid judgments.
5. Summarize information discussed.
6. Seek suggestions, solutions, or alternatives.
7. Summarize and set follow-up date(s).

Problem-solving meeting

Purpose:
To reach agreement on solutions and to decide on specific actions that will solve a problem.

Critical Steps:
1. Explain purpose and importance of the meeting.
2. Review agenda.
3. Collect and clarify relevant information.
4. Summarize information discussed.
5. Seek suggestions, solutions, or alternatives.
6. Reach agreement on specific action(s).
7. Summarize and set follow-up date(s).

Solving problems

Low level of contribution
• Ask questions to bring in participants who have said little.
• Praise contributions when made by those who are reluctant to participate.
• Make procedural suggestions to control contribution. (For example, have group members comment in turn or state “No one can offer a second idea until we hear from each person present.”)
• Assign reports to be prepared in advance.
• Call on participants by name.
• Assign a person to the role of recorder.

Excessive contributions
• Make procedural suggestions to control contributions and put the meeting back on course (interrupt if necessary).
• Acknowledge contributions and ask for contributions of others.
• Bring in participants who have said little.
• At a break, talk with persons who are making excessive contributions and ask them to help you to get others involved.
Arguing
• Listen and respond with empathy to each person’s point of view (interrupt if necessary).
• Maintain or enhance self-esteem of each.
• Highlight meeting purpose.
• Make procedural suggestions to put meeting back on course.
• Summarize or check for understanding of progress made.
• Invite contributions of other group members by asking direct questions.

Rambling
• Acknowledge the contribution and restate the main focus of meeting.
• Make procedural suggestions to put meeting back on course.
• Invite contributions of other group members by asking direct questions.

Laughter and diversion
• Allow to continue briefly to see if behavior will stop.
• Make procedural suggestions to put meeting back on course.
• Summarize, if appropriate.

Late arrivals
• Start on time.
• Praise people who arrive on time.
• Summarize progress, if appropriate.

Attacks on you
• Keep your cool.
• Seek information to establish whether there is a problem.
• Maintain the other person’s self-esteem.
• Make a procedural suggestion to settle the matter at some specific, later time.
• Summarize discussion, as you understand it, just before the attack commenced.
AN FEA CHAPTER COMMITTEE CAN BE THOUGHT OF AS A MINIATURE CHAPTER. EVEN though its purpose is more specific than that of the chapter, in that it is to investigate, report, or act upon matters of a certain kind, it is in most other respects a reflection of the chapter’s structure. It holds scheduled meetings, follows an agenda, has a committee chairperson who functions like a president, and its members participate as they would in a chapter meeting. Other similarities include a committee recorder, who serves the same purpose as the chapter’s secretary, and committee meetings that are run according to parliamentary procedure, as are the chapter meetings.

Why committees are needed

In order to carry out a balanced program of work, your chapter has four choices. It can:

Let the advisor do all the work. This option may sound ridiculous, but when FEA members do not understand how to use committees, they may get frustrated and call the advisor for assistance. It is sometimes a temptation for an advisor to step in and make decisions for the group, rather than to guide the members in making their own decisions. The results are that the members are deprived of important learning experiences.

Let the officers do all the work. Your chapter members should understand that officers are not the chapter workhorses. No team relies on the team captains to win the game while team members sit on the sidelines. There simply are not enough hours in a day for five or six officers to plan, carry out, and evaluate all of the chapter’s activities in addition to holding chapter meetings, attending school, learning a job skill, doing homework, and perhaps holding down a job.

Do the work as a group. At first glance, this option may appear to be the most democratic. If your goal is total student involvement, everyone should have a chance to offer some ideas at the chapter business meetings. In reality, however, the meetings would be overburdened with details of planning, and most of the activities would never get off the drawing board.

Divide the workload into manageable portions and let committees handle it. Committees are, by process of elimination, the best workable solution to the problem of getting things done, rather than just thinking about them.
How committees work

Once students know to what committee(s) they have been assigned, the committees are ready to meet. The first meeting may take place in the classroom; it is important for all chapter members to take part since the committee is at the heart of the chapter’s activities. The advisor should be available to offer guidance and suggestions, as needed, to each committee.

After the first meeting, an agenda should be prepared for the next meeting, so that each chairperson is aware of what his or her committee is expected to accomplish.

After the chairperson calls the meeting to order, his or her first item of business is to appoint a committee recorder (and a co-chairperson, if that is believed to be useful.) The recorder’s duties are to keep notes (minutes) of each meeting and prepare them for the chairperson’s report at the chapter business meeting. Once the recorder is appointed, he or she should begin to take notes immediately. The notes should include place, date, and time of the meeting, names of the members present, name of the presiding officer (chairperson), and the high points of the meeting.

During the first meeting, committee members should be encouraged to brainstorm, that is, to come up with ideas and suggestions for activities without regard to details. When all the ideas are down on paper, the committee should review its entire list and select several activities that they will recommend to chapter members. When the committee members are satisfied with their list of proposed activities, the chairperson may adjourn the meeting and the recorder should write up the report.

The president or vice president serves as kind of a “spark plug” for the committees, keeping track of when they meet, ensuring that they are ready to report to the chapter, and coordinating between committees and the chapter. The president or vice president will see to it that the chairperson is given a place on the agenda for the next chapter business meeting to submit the committee report to chapter members.

Immediately after the report to the chapter membership, the chairperson should move the report be adopted. If the motion carries, the activities become the official contribution of the committee to the chapter’s program of work. If the chapter adopts some but not all of the suggestions, the committee must add, delete, and revise its proposal until it is adopted by the chapter.

After the activities have been adopted, committee members should meet to begin to firm up the details of their activities.
Determining what kinds of committees are needed

The committee needs of an organization depend on the nature of the organization and what it is trying to accomplish. For example, the U.S. Senate has no use for an FEA Week Committee, and a FEA Chapter does not require a foreign relations committee. Both, however, can use a finance (ways and means) committee.

Your chapter’s constitution and bylaws may provide for at least some the following committees: awards and ceremonies, membership, public relations, websites, fundraising, program and services, and activities. These committees may be called standing committees because they operate the whole year. Activities conducted in these areas make up a balanced program of work.

Another kind of committee that may become necessary during the year is the special or ad hoc committee. As a general rule, members of an ad hoc committee meet to consider a single matter or event. Depending on its task, an ad hoc committee may operate anywhere from a few days to several weeks.

Selecting standing committee chairpersons

Officers have specified duties and need not serve as committee chairpersons. But in many chapters, officers serve as committee chairpersons as well. This is done to coordinate activities (for example, treasurer as chairperson of the financial committee; reporter as public relations committee chairperson, etc.). If your group is small, this may be the best practice.

The chapter president or vice president has the responsibility of coordinating overall committee operations and should direct the selection process. Survey your members. Determine those who desire to chair a committee and the areas in which they have the greatest interest.

Certain members have special abilities that qualify them to chair specific committees. Individual interest and particular abilities will provide important background information. The chapter executive committee should appoint the standing committee chairpersons.

In larger chapters, the officers probably have enough to do without serving as committee chairpersons. Leading a committee is an opportunity for members, rather than just officers, to demonstrate leadership and acquire additional leadership skills. Chairpersons should be recognized for their service.

Assigning members to standing committees

The committees have been determined, and the chairperson named. The time has come to assign every chapter member to one or more committees. To assist the first year members in their selection of committees, the advisor may describe the purpose of each committee and the areas of responsibility. Consider the following:

1. Member interest.
2. Special abilities.
3. Suitable meeting times.
4. Desired representation by school, age, grade level, gender, member status, or other factors.
Some chapters assign committees by classes, enabling them to reduce the difficulty in arranging meeting times for their committees. It is recommended that every member complete a simple Priority Sign Up Form (Form B-1 is available at www.futureeducators.org), listing in order their first three choices of committees. Once the committees have been completed, the president-elect or the secretary should enter the names for the chairpersons and members on a permanent wall chart.

Coordinating committee activities

It is entirely possible that two or more committees will suggest the same or a similar activity for the program of work. The solution is not necessarily to scratch the idea from one committee’s list, but rather to involve both committees in the planning and execution of the activity. A complementary relationship can be achieved by asking each committee chairperson to serve on the respective chapter committee.

Committee reporting

Prior to each meeting of the chapter executive committee meeting, the chairperson of each committee should ensure that a short committee report has been prepared. This report is used to record the committee’s actions and should be submitted during chapter executive committee meetings.

Evaluating committee activities

It is essential for committees to evaluate their progress in planning and carrying out their activities during the year. The more careful the evaluation, the better the next activity will be. Be sure the tasks of each committee are evenly distributed.

Annual committee review

The committee chairperson and chapter executive committee should meet near the close of each school year to review the chapter’s progress. An annual committee review should be completed and placed in the records for the next school year.
Committee Priority
Sign Up Form

Member's Name _____________________________________________________________________

School Year 20____ to 20____   Grade Level _________

Identify the committee(s) that you would like to serve on this year by writing the committee names in
the space provided in order of preference.

LIST OF COMMITTEES
First choice
Second choice
Third choice
Fourth choice

Form B-1
CHAPTERS ARE ENCOURAGED TO HOST COMPETITIVE EVENTS AMONG FEA MEMBERS on a local and state level. FEA competition rules and entry forms are designed for national competition and can be modified for local, state, and regional competitions.

National competitions are held each year at the FEA National Conference. All FEA chapters are encouraged to attend and participate in the competitive events, along with other activities designed for students and advisors of the Future Educators Association. Students entering the national competitions MUST be registered and present at the conference in order to participate. Furthermore, the entry form must be turned in by the deadline (see www.futureeducators.org for the current year’s entry forms and deadlines). For more information on the annual national conference, please write or email:

Future Educators Association
Phi Delta Kappa International
P.O. Box 789
Bloomington, IN 47402-0789
Email: fea@pdkintl.org
www.futureeducators.org

The theme for the national impromptu speaking competition will be determined by FEA conference officials. The theme for the member essay national competition will be the same as the theme for the annual conference.

Entry forms, competition guidelines, and scoring rubrics can be found at www.futureeducators.org. Each file is named by competition and includes all of the previously listed elements.
THERE ARE MANY WAYS THAT YOU CAN RECOGNIZE THE TEACHERS IN YOUR SCHOOL; a few suggestions are included here, such as planning a Teacher Appreciation Day, starting a Feature Teacher program to feature one teacher each week (the entry form, Form D-1, is available at www.futureeducators.org), offering to help teachers in their classrooms (Form D-2), or presenting them with a certificate of recognition (Form D-3).

Teacher Appreciation Day

Plan a recognition activity for all the teachers in your school. You may want to include teachers in adjoining elementary or middle schools.

You may want to schedule a continental breakfast or a tea/reception in the afternoon. Refreshments throughout the day in the teachers’ breakroom is another possibility. An apple, a flower, or candy on each teacher’s desk is still another way to show appreciation.

Whatever is done, make sure that the teachers realize that your chapter is sponsoring the activity. Listed below are three ways of conveying appreciation in writing.

• “Teachers come in all sizes and temperaments: short, tall, skinny, plump, laughing, serious, happy, and sad.”

• A teacher dispenses magic and sells futures. Dreams are their stock and trade. From the classroom will come the doctors of tomorrow, the astronauts who will fly into space, the great artists of the twenty-first century, industrial tycoons, and other leaders America will need to survive in a puzzled world. The teacher is the future of the world with a ruler in the hand and a pencil behind the ear. Secretly, a teacher will admit, “I have the greatest job of all!” And they do!

• Have a member write a poem or paragraph that conveys general appreciation to faculty.

End whatever is done in written form with “WE SALUTE ALL OF YOU!” (Have every chapter member sign the written item. This emphasizes who your members are and builds a regard for the chapter in the minds of the faculty and staff.)

A final pointer: Consider extending this appreciation gesture to other staff members. You may want to recognize these individuals on a different day: counselors, principals, secretaries, food service personnel, custodial staff persons, teaching assistants (aides), etc.
Dear Teachers,

The Future Educators Association Chapter would like to feature a teacher each week on the intercom during homeroom. Names of teachers returning forms will be drawn randomly from a box. During the week you are featured you will receive a small gift. Please return forms as soon as possible so you can be included.

Advisor: ____________________________________________________________________________
Name: _____________________________________________________________________________
Subject(s) Taught: _____________________________________________________________________
Educational Background: ________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Years Taught and Where: _______________________________________________________________
Comment About Teaching: _____________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Spouse/Children: _____________________________________________________________________
Hobbies: ___________________________________________________________________________
Favorite Book: _______________________________________________________________________
Favorite Music/Singer: _________________________________________________________________
Favorite Food: _______________________________________________________________________
Favorite Anything Else: ________________________________________________________________
Please share any of your interests that may not be listed above: _______________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
Help Is Here!

Can you use an extra pair of hands to help you with tutoring a student, marking papers, designing a bulletin board, or working on other teaching related activities?

The Future Educators Association chapter has members who are bright, responsible, and eager to gain hands-on experience in the teaching profession. If you are interested in having one or more chapter members assist you, please provide the following information and place it in my mailbox.

Thank You, __________________________

FEA Advisor

Teacher: __________________________

Subject: __________________________

Time/period you want assistance: __________________________

Type of assistance you want: __________________________

Date, time, and place for first contact with the FEA member to schedule assistance: __________________________
Future Educators
Association

Certificate of Recognition

is presented to

for providing leadership and those educational experiences
that contribute to the development of the education profession.

Presented this ______ day of ______________________

____________________________________________             ____________________________________________FEA Sponsor

_________________________________________            ____________________________________________Principal

Form D-3
A college degree and professional teaching licenses are required by each state to teach in the public schools. Licensure is divided into many fields. The most common are early childhood or elementary (K-5), middle level (6-8), secondary (9-12), and special education. Your state department of education will have more information regarding licensing.

Resources for teacher preparation programs

Your public or school library, guidance counselor, a local college, or any good bookstore will almost certainly have one or more of the many guidebooks on selecting a college or graduate program. The College Blue Book: Degrees Offered by College and Subject (MacMillan and Co.); American Universities and Colleges (American Council on Education); Index of Majors and Graduate Degrees (The College Board); Peterson’s Guide to Four Year Colleges and Peterson’s Graduate Programs in Business, Education, Health and Law each offer good resource information. The College Board’s book, for example, offers a state-by-state list of institutions offering degree programs in such areas as Teacher Preparation, Education for the Deaf and Hearing Impaired, Education of the Culturally Disadvantaged, Educational Media Technology, and Education Administration. Barron’s 1,600-page Profiles of American Colleges may be one of the most complete editions; it includes profiles of 1,500 colleges along with an index of majors.

The Annual List of Accredited Programs published by the National Council for Accreditation of Teacher Education offers one-page profiles of all institutions that have been accredited by NCATE (about 500 out of 1,280 teacher education programs nationally). Contact NCATE at 2029 K Street, NW, Suite 500, Washington, DC 20006 (202-466-7496). Download the list from www.ncate.org.

The Recruiting New Teachers Recruitment Partner Network offers more than 400 schools of education nationwide the opportunity to identify and contact prospective students for their programs. Call 1-800-45-TEACH to obtain a copy of their handbook and business reply card. When the card is returned, your name will be added to the database of teacher candidates that RNT refers to this network of school partners. All of these services are free of charge. The address for RNT is 385 Concord Avenue, Suite 100, Belmont, MA 02178-9804. RNT also offers information about teaching programs, licensing and certification requirements, and more online at www.rnt.org.

The following books also offer general information on teacher preparation:

Teachers for Our Nation’s Schools. John I. Goodlad. Jossey-Bass, Inc., 350 Sansome Street, San Francisco, CA 94104. 1990. Professor Goodlad’s examination of teacher education in the U.S. is already a classic; his recommendations have formed the basis for prominent efforts to reform teacher education programs.
A Nation Prepared: Teachers for the 21st Century. Carnegie Forum on Education and the Economy, c/o The Carnegie Foundation, 437 Madison Avenue, New York, NY 10022. The report of the Task Force on Teaching as a Profession, this document has been influential in helping to shape the reform on teacher education in the U.S.

Resources for careers in education

Up-to-date information is available from the Occupational Outlook Handbook, which is published by the U.S. Department of Labor, Bureau of Labor Statistics. The website, www.bls.gov/oco, offers detailed information such as a job outlook, description of the work, working conditions, qualifications, earnings, and related occupations. Printed copies can be obtained from your guidance counselor’s office.

RNT, the National Teacher Recruitment Clearinghouse, is online at www.rnt.org and also offers detailed information about teacher shortages, current education issues, and a job bank.
THE COST OF ATTENDING COLLEGE OR GRADUATE SCHOOL OFTEN CAN SEEM TO BE an insurmountable hurdle. However, a number of programs are designed to help make college and graduate study affordable. Different forms of financial aid are designed to defray direct education expenses (for example, tuition and books), or personal expenses (for example, housing and meals).

Most financial aid is targeted at college students, but some also is available for students entering graduate school — especially for minority and special needs students — and for students entering specialized types of programs.

There are several types of financial aid:

- **Loans**: Most student loans must be repaid, usually at relatively low interest rates and usually within a number of years after you graduate. For some types of loans, the government (or other lender) pays the interest while you’re in school.

- **Forgivable loans**: Loans may be forgivable if you meet certain criteria — for example, if you agree to teach in a certain state or city (or curriculum area) for a specified number of years after you graduate.

- **Grants and scholarships**: Neither of these types of awards needs to be repaid. Grants and scholarships often are based on financial need; some awards may also be based on other criteria as well (for example, academic achievement).

- **Student employment or work-study**: Under these programs, you earn financial aid by working on- or off-campus.

- **Fellowships**: These programs are designed to serve graduate students, based on academic achievement or field of study.

- **Internships**: Some schools and school districts provide on-the-job experience with a (usually minimal) cash stipend.

Applying for financial aid can be time-consuming. It is important to work with your guidance counselor or financial aid office to search out every channel of funding for which you might qualify — and to meet the deadlines set by both government and colleges.

*The information about financial aid was taken from materials developed by Recruiting New Teachers, Inc., Belmont, Massachusetts.*
Currently, colleges and universities use one or more of several different financial aid forms. All of the forms can be used to apply for federal aid, but since different schools require different aid forms, you need to contact the financial aid office at the school you want to attend to be certain you are meeting its requirements.

Forms generally should be filed as soon as possible after January 1 for entry into college the following September. Remember that funding often is distributed on a first-come, first-served basis. Remember, too, that millions of scholarship and financial aid dollars actually go unclaimed each year simply because no qualified individual applied for them. If you need assistance to make your education possible, you owe it to yourself to consult the list of resources here and to follow up on every potential financial aid opportunity.

**Who qualifies for financial aid?**

Financial aid is based primarily on demonstrated need for the aid. The definition of need is the difference between your college costs and what you and your family can afford to pay, as determined by federally approved calculations. Other qualifiers include the following:

- For some types of aid, your enrollment status is important (in other words, you may have to register for a minimum number of credits).
- Your own eligibility for financial aid also can depend on the eligibility of the institution you’re attending — for example, whether the school is accredited or what type of program you are enrolling in.
- You may be required to have a high school diploma, to be a citizen of the United States, or to have attained a certain level of academic performance in high school or college.

**Financial aid sources**

The following are the most common financial aid programs. This list does not include thousands of other aid programs administered by college financial aid offices or offered through national or community organizations. To track down additional potential sources of financial aid, you should refer to the resource list below, explore resources available at your school or public library, and talk to the financial aid counselors at the institution you plan to attend.

**Programs administered by the federal government**

Since 1980, an increasing percentage of federal student aid has been provided through loans, instead of grants. Federally funded aid programs have been continually altered as a result of political debate on the nature of federal aid, legislative changes, and budgetary reallocations. For the most up-to-date information on federal aid, go to studentaid.gov, which explains student financial aid programs administered by the U.S. Department of Education’s Federal Student Aid office.

**Pell Grant:** The largest federal student aid program designed for undergraduates without a bachelor's degree who are attending at least half-time. The amount awarded is based on demonstrated need, as well as college costs at your chosen college. Pell Grants (like all federal aid programs) must be re-applied for each year.
Supplemental Educational Opportunity Grant Program (SEOG): No payback is necessary. SEOG awards are designed for undergraduates with exceptional financial need.

Perkins Loan Program: For both undergraduate and graduate students. The Perkins loans offer a low interest rate and possible deferral of loan repayment.

College Work-Study Program: Federal support for college work-study programs under which students work in exchange for financial aid.

Stafford Loan Program (previously Guaranteed Student Loans): Based on need, this program allows students enrolled at least half-time to borrow from banks and other private sources, with low interest rates and deferrable payment options. Borrowers must establish Pell eligibility to qualify.

PLUS Loans: For students attending school at least half-time. PLUS loans are borrowed by parents for their dependent child's college education. This can be used to supplement other sources of funding or replace the expected family contribution in the needs analysis. It is obtainable through a bank or other private lender.

Special Programs: There also are special federally funded financial aid programs available for Native Americans, military personnel and veterans, Social Security Administration education benefits, and individuals with disabilities.

Programs administered by state governments
For information about programs administered by state governments, the National Association of State Student Grant and Aid Programs (www.nassgap.org) is a good resource. A link on that site allows students to search state agency websites, which have information about funding.

Other sources of financial aid
College admissions offices and college catalogs are good sources of information for what financial assistance is available from the school, what procedures and deadlines for submitting applications are in effect, and how your financial need would be assessed by the school. Generally, more financial aid will be available for undergraduates than for graduate students.

There are also many private programs that award grants, scholarships, and low-interest loans to qualifying students. In addition to the sources of information mentioned above, churches, and local civic, fraternal, and veterans' organizations can be contacted. Employers, labor unions, and professional associations can be sources of financial aid.

Phi Delta Kappa International, through its 660 chapters, has a scholarship program for prospective educators. The program focuses on graduating high school seniors, and scholarship awards are made for the freshman year of college. Applications may be downloaded from the website, www.pdkintl.org, or by writing to Phi Delta Kappa, Prospective Educators Scholarship Program, P.O. Box 789, Bloomington, IN 47402-0789.
Additionally, many of the 660 chapters fund scholarships through the local chapter’s treasury. You are encouraged to examine the list of PDK’s chapters found online at www.pdkintl.org. Contact the chapter nearest you for an application to the international scholarship program and, at that same time, determine if that chapter has a local scholarship program.

The Student Guide summarizes all of the federal student aid programs and is available free from the U.S. Department of Education through its toll-free number, 1-800-4-FED-AID. (If you are hearing impaired, the TDD number is 800-730-8913.)

Applying for Federal Aid is a four-page guide to basic financial aid information, including sample calculations of aid eligibility. Contact the American College Testing Service (ACT), P.O. Box 4008, Mt. Vernon, IL 62864-8608.

Need a Lift?, published annually by the American Legion Education Program, offers an overview of the financial aid process and lists of scholarships not found in many other directories. Contact the American Legion, National Emblem Sales, P.O. Box 1050, Indianapolis, IN 46206. ($2.00 for 120 pages.)

Commercial search services provide information about thousands of scholarships, including many local or regional programs that may not appear in the large national directories. They are listed in the yellow pages in most large cities under such names as “Scholarship Information Service” or “Scholarship Search.” The four largest search services are Academic Guidance Services (230 Winding Way, Marlton, NJ 08053); College Student Financial Aid Services (16220 South Frederick Road, Suite 208, Gaithersburg, MD 20877, phone 301/258-0717); National Scholarship Research Service (86 Belvedere Street, Suite E, San Rafael, CA 94912, phone 415/456-1577); and Scholarship Search (407 State Street, Santa Barbara, CA 93101, phone 805/963-1944). (Note: Be aware that such commercial services often charge hefty fees for information that is readily available in a good public reference library.)

Financial aid directories
The following publications are available in many public libraries and bookstores. They are quite lengthy and include extensive national listings divided into such areas as type of aid or area of study the aid is intended for, with additional information on typical aid amounts, deadlines, and other application information. Some list addresses of state sources of financial aid information.


**Chronicle Financial Aid Guide.** Chronicle Guidance Publications, Inc., 66 Aurora Street, Moravia, NY 13118-3576. 800-622-7284. $31.23 + 10%SH.

**College Grants from Uncle Sam.** Octameron Associates, P.O. Box 2748, Alexandria, VA 22301. 703/836-5480. $6.00.

The following directories are designed to serve particular audiences:

**Directory of Financial Aid for Women.** Gail Ann Schlachter. Reference Service Press, San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070. $45.00

**Financial Aid for the Disabled and Their Families.** G.A. Schlachter and David Weber. Reference Service Press, San Carlos Industrial Park, 1100 Industrial Road, Suite 9, San Carlos, CA 94070. $40.00
State education contacts

The department of education or department of public instruction in your state or territory represents a potential resource for your chapter. Listed below, in alphabetical order, are the names, address, telephone numbers, and Internet homepages for these departments.

**ALABAMA**
State Department of Education
50 N. Ripley St., P.O. Box 302102
Montgomery, AL 36104
(334) 242-9700
http://www.alsde.edu/html/home.asp

**ALASKA**
State Department of Education and Early Development
801 West 10th Street, Suite 200
Juneau, AK 99801
(907) 465-2800
http://www.eed.state.ak.us

**ARIZONA**
State Department of Education
1535 West Jefferson
Phoenix, AZ 85007
(602) 542-4361
http://www.ade.state.az.us

**ARKANSAS**
Department of Education
Four State Capitol Mall, Room 304A
Little Rock, AR 72201
(501) 682-4475
http://arkedu.state.ar.us

**CALIFORNIA**
State Department of Education
721 Capitol Mall
Sacramento, CA 95814
(916) 657-2451
http://www.cde.ca.gov

**COLORADO**
State Department of Education
201 East Colfax Avenue
Denver, CO 80203
(303) 866-6600
http://www.cde.state.co.us/index_home.htm

**CONNECTICUT**
State Department of Education
165 Capitol Ave., Room 305
Hartford, CT 06145
(860) 713-6548
http://www.state.ct.us/sde

**DELAWARE**
State Department of Education
401 Federal Street
P.O. Box 1402
Dover, DE 19903
(302) 739-4601
http://www.doe.state.de.us
VIRGINIA
State Department of Education
101 N. 14th Street
Richmond, VA 23219-3684
(800) 292-3820
http://www.pen.k12.va.us

DISTRICT OF COLUMBIA
825 North Capitol St., N.E.
Washington, D.C. 20002
(202) 724-4222
http://www.k12.dc.us/dcps/home.html

FLORIDA
State Department of Education
Turlington Building, 325 West Gaines Street
Tallahassee, FL 32399-0400
(850) 488-1879
http://www.fldoe.org

GEORGIA
State Department of Education
205 Jesse Hills Jr., Drive
Atlanta, GA 30034
(800) 331-3627
http://www.doe.k12.ga.us/index.asp

GUAM
Department of Education
PO Box DE
Hagatña, Guam 96932
(671) 475-0461
http://www.doe.edu.gu

HAWAII
Department of Education
P.O. Box 2360
Honolulu, HI 96804
(808) 586-3230
http://doe.k12.hi.us

IDAHO
State Department of Education
650 West State Street
PO Box 83720
Boise, ID 83720-0027
(208) 332-6800
http://www.sde.state.id.us/dept

ILLINOIS
State Board of Education
100 North First Street
Springfield, IL 62777
(217) 782-4321
http://www.isbe.state.il.us

INDIANA
State Dept. of Education #229
State House, Room 229
Indianapolis, IN 462042798
(317) 232-6610
http://ideanet.doe.state.in.us

IOWA
State Department of Education
Grimes Bldg., East 14th & Grand Streets.
Des Moines, IA 503190146
(515) 281-5294
http://www.state.ia.us/educate

KANSAS
State Department of Education
120 SE 10th Avenue
Topeka, KS 66612-1182
(785) 296-3201
http://www.ksbe.state.ks.us/Welcome.html

KENTUCKY
State Department of Education
500 Mero Street
Frankfort, KY 40601
(502) 564-4770
http://www.kde.state.ky.us

Appendix G: FEA resources 71
LOUISIANA
State Department of Education
626 North 4th Street, 12th Floor
Baton Rouge, LA 70804-9064
(877) 453-2721
http://www.doe.state.la.us

MAINE
Maine Department of Education
State House Station #23
Augusta, ME 04333-0023
(207) 624-6616
http://www.state.me.us/education

MARYLAND
State Department of Education
200 West Baltimore Street
Baltimore, MD 21201
(410) 767-0100
http://www.marylandpublicschools.org

MASSACHUSETTS
State Department of Education
350 Main Street
Malden, MA 02148-5023
(800) 439-0183
http://www.doe.mass.edu

MICHIGAN
State Department of Education
608 West Allegan St.
Lansing, MI 48909
(517) 373-3324
http://www.michigan.gov/mde

MINNESOTA
State Department of Children, Families, and Learning
1500 Highway 36 West
Roseville, MN 55113
(651) 582-8200
http://www.education.state.mn.us

MISSISSIPPI
State Department of Education
Central High School
P.O. Box 771
359 North West Street
Jackson, MS 39205
(601) 359-3513
http://www.mde.k12.ms.us

MISSOURI
Missouri Department of Elementary and Secondary Education
PO Box 480
Jefferson City, MO 65102
(573) 751-4212
http://www.dese.state.mo.us

MONTANA
State Office of Public Instruction
106 State Capitol
Helena MT 59620
(406) 444-2082 or (888) 231-9393
http://www.opi.state.mt.us

NEBRASKA
State Department of Education
PO Box 98987, 301 Centennial Mall South
Lincoln, NE 68509
(402) 471-2295
http://www.nde.state.ne.us

NEVADA
State Department of Education
400 West King St., Capitol Complex
Carson City, NV 89710
(775) 687-9200
http://www.doe.nv.gov

NEW HAMPSHIRE
Department of Education
101 Pleasant St., State Office Park S.
Concord, NH 03301
(603) 271-3494
http://www.ed.state.nh.us
<table>
<thead>
<tr>
<th>State</th>
<th>Department of Education Address</th>
<th>Phone Number</th>
<th>Website</th>
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<tr>
<td>NEW JERSEY</td>
<td>State Dept. of Education 225 West State Street, CN500 Trenton, NJ 086250500 (609) 292-4469 <a href="http://www.state.nj.us/education">http://www.state.nj.us/education</a></td>
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<td>NEW MEXICO</td>
<td>State Dept. of Education Bldg. 300 Don Gaspar Santa Fe NM 875012786 (505) 827-6516 <a href="http://www.sde.state.nm.us">http://www.sde.state.nm.us</a></td>
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<tr>
<td>NEW YORK</td>
<td>State Education Department 89 Washington Avenue Albany, New York 12234 (518) 474-5844 <a href="http://www.nysed.gov">http://www.nysed.gov</a></td>
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<td>NORTH CAROLINA</td>
<td>State Dept. of Public Instruction 301 N.Wilmington Street Raleigh, NC 27601 (919) 807-3300 <a href="http://www.ncpublicschools.org">http://www.ncpublicschools.org</a></td>
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<td>NORTH DAKOTA</td>
<td>State Dept. of Public Instruction 600 Boulevard Ave. East, 11th Floor Bismarck, ND 585050440 (701) 328-2260 <a href="http://www.dpi.state.nd.us">http://www.dpi.state.nd.us</a></td>
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<td>OHIO</td>
<td>State Department of Education 25 South Front Street Columbus, Ohio 43215-4183 (877) 644-6338 <a href="http://www.ode.state.oh.us">http://www.ode.state.oh.us</a></td>
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<td>OKLAHOMA</td>
<td>State Department of Education Hodge Education. Bldg., 2500 N. Lincoln Blvd. Oklahoma City, OK 731054599 (405) 521-3301 <a href="http://www.sde.state.ok.us/home/defaultie.html">http://www.sde.state.ok.us/home/defaultie.html</a></td>
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<td>OREGON</td>
<td>State Department of Education 225 Capitol Street, NE Salem, OR 97310-0203 (503) 378-3569 <a href="http://www.ode.state.or.us">http://www.ode.state.or.us</a></td>
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<tr>
<td>PENNSYLVANIA</td>
<td>State Department of Education 333 Market Street, 10th Floor Harrisburg, PA 17126-0333 (717) 787-5820 <a href="http://www.pde.state.pa.us">http://www.pde.state.pa.us</a></td>
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<td>PUERTO RICO</td>
<td>Department of Education Post Office Box 190759 San Juan, PR 00919-0759 (787) 763-2171 <a href="http://www.de.gobierno.pr">http://www.de.gobierno.pr</a></td>
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<td>RHODE ISLAND</td>
<td>Department of Elementary and Secondary Education 255 Westminster Street Providence, RI 02903-3400 (800) 745-5555 <a href="http://www.ridoe.net">http://www.ridoe.net</a></td>
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<td>SOUTH CAROLINA</td>
<td>State Department of Education 1006 Rutledge Bldg., 1429 Senate St. Columbia, SC 29201 (803) 734-8492 <a href="http://www.myscschools.com">http://www.myscschools.com</a></td>
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<tr>
<td>State</td>
<td>Department/Agency</td>
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<tr>
<td>South Dakota</td>
<td>Dept. of Education &amp; Cultural Affairs</td>
<td>700 Governors Drive, Pierre, SD 57501</td>
<td>(605) 773-6302</td>
</tr>
<tr>
<td>Tennessee</td>
<td>State Department of Education</td>
<td>Andrew Johnson Tower, Sixth Floor, 710 James Robertson Parkway, Nashville, TN 37243-0375</td>
<td>(615) 741-2731</td>
</tr>
<tr>
<td>Texas</td>
<td>Texas Education Agency</td>
<td>W.B. Travis Bldg., 1701 N. Congress Ave., Austin, TX 787011494</td>
<td>(800) 832-1221</td>
</tr>
<tr>
<td>Utah</td>
<td>State Office of Education</td>
<td>250 East 500 South, Salt Lake City, UT 84111</td>
<td>(801) 538-7500</td>
</tr>
<tr>
<td>Vermont</td>
<td>State Department of Education</td>
<td>120 State Street, Montpelier, VT 056022703</td>
<td>(802) 828-2755</td>
</tr>
<tr>
<td>Virginia</td>
<td>State Department of Education</td>
<td>P.O. Box 2120, 101 North 14th Street, Richmond, VA 23218-2120</td>
<td>(800) 292-3820</td>
</tr>
<tr>
<td>Washington</td>
<td>State Dept. of Public Instruction</td>
<td>Old Capitol Bldg., Washington &amp; Legion, P.O. Box 47200, Olympia, WA 98504-7200</td>
<td>(360) 664-3631</td>
</tr>
<tr>
<td>West Virginia</td>
<td>State Dept. of Education</td>
<td>1900 Kanawha Blvd. E., Bldg. 6, #B-358, Charleston, WV 25305-0330</td>
<td>(304) 558-0304</td>
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<tr>
<td>Wisconsin</td>
<td>State Dept. of Public Instruction</td>
<td>125 South Webster St., P.O. Box 7841, Madison, WI 53707-7841</td>
<td>(800) 441-4563</td>
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<tr>
<td>Wyoming</td>
<td>State Dept. of Education</td>
<td>2300 Capitol Ave., Hathaway Bldg., 2nd Fl, Cheyenne, WY 82002-0050</td>
<td>(307) 777-7675</td>
</tr>
<tr>
<td>Virgin Islands</td>
<td>Department of Education</td>
<td>44-46 Kongens Gade, St Thomas, VI 00802</td>
<td>(340) 774-2810</td>
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</table>
National education organizations

These national education organizations, along with Phi Delta Kappa (www.pdkintl.org), represent another resource group for your chapter. The names and contact information for these organizations appear below:

**American Association of Colleges for Teacher Education**
One Dupont Circle, NW
Suite 610
Washington, DC 20036
(202) 293-2450
http://www.aacte.org

**American Association for Employment in Education (AAEE)**
820 Davis Street, Suite 222
Evanston, IL 60201-4445
(847) 864-1999
http://www.aaee.org

**American Federation of Teachers**
555 New Jersey Avenue, NW
Washington, DC 20036
(202) 879-4400
http://www.aft.org

**Association of Teacher Educators**
1900 Association Drive
Reston, VA 22091
(703) 620-3110
http://www.ate1.org

**Council of Chief State School Officers**
1 Massachusetts Avenue, NW
Suite 700
Washington, DC 20001
(202) 408-5505
http://www.ccsso.org

**National Alliance of Black School Educators**
2816 Georgia Avenue, NW
Washington, DC 20001
(202) 608-6310
http://www.nabse.org
National Association of Elementary School Principals
1615 Duke Street
Alexandria, VA 22314
(800) 38-NAESP (800-386-2377) or 703-684-3345
http://www.naesp.org

National Education Association
1201 16th Street, NW
Washington, DC 20036
(202) 833-4000
http://www.nea.org

National Middle School Association
4151 Executive Parkway, Suite 300
Westerville, OH 43081
(800) 528-NMSA (6672)
http://www.nmsa.org

National School Boards Association
1680 Duke Street
Alexandria, VA 22314
(703) 838-6722
http://www.nsba.org

Phi Delta Kappa International
Phi Delta Kappa has a network of more than 640 chapters located within the United States. Those chapters and their locations are listed on the PDK website at www.pdkintl.org. The local PDK chapters are another resource you can call on for help with programs, speakers, etc.

Teachers unions
In each FEA chapter’s area, there is likely to be an education association or teachers union. As the chapter’s advisor/sponsor, you are in the best position to determine which organization is most representative of teachers in your area. The association or union is most likely to fall within one of the following three categories:

- an affiliate of the American Federation of Teachers
- an affiliate of an independent state organization
- an affiliate of the National Education Association

The local affiliate in your school district represents a potential and valuable resource to your FEA chapter.
THE FOLLOWING FORMS ARE AVAILABLE AT www.futureeducators.org FOR USE IN your local FEA chapter:

- FEA chapter membership survey (Form H-1) p. 78
- FEA membership roster (Form H-2) p. 79
- An invitation for new FEA members (Form H-3) p. 80
- A student application form (Form H-4) p. 81
- A teacher recommendation form (Form H-5) p. 82
- A parent support letter (Form H-6) p. 83
- A request for release time for students who want to serve as teacher assistants (Form H-7) p. 84
- A student internship form (Form H-8) p. 85
- An advisor's application form (Form H-9) p. 86
Chapter Membership Survey

This form should be completed at the beginning of each school year and kept on file at the chapter level.

Chapter (School) Name: _______________________________________________________________
Date: ___________________________
Address: ____________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Chapter Demographics*
Chapter membership by: (indicate number in each category)

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* For statistical purposes only

Indicate the number of members who intend to major in the following areas:

English _____ Special Education _____ Foreign Lang. _____ Math _____
Science _____ Elementary _____ Health & P.E. _____
Other ________________________________

Total Number of Chapter Members

Form H-1
Membership Roster

Chapter (School) Name: ______________________________________________________________

Date: ___________________________

List all members.

<table>
<thead>
<tr>
<th>Name</th>
<th>M/F*</th>
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* For statistical purposes only

Form H-2
Dear ____________________________________________________________________________ ,

You recently indicated that you are interested in pursuing a career in education.

Attached you will find an application form to join the Future Educators Association (FEA). This chapter was started to assist students who are interested in the profession of education. FEA is a service organization that will provide you with opportunities to participate in activities that will give you some indication of what is actually involved in becoming an educator.

If you are interested in applying, just complete the application and return it to

___________________________________________________________ at your earliest convenience.

THANK YOU!
Appendix H: Sample chapter forms

Form H-4

What impact have the school system and the teachers, counselors, and other personnel had on your life?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

What major area in the profession of education are you interested in pursuing?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Why would you like to be a member of the Future Educators Association?

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

REQUIREMENTS FOR MEMBERSHIP:
1. Do you have the requisite academic grade point average and satisfactory conduct? (If you do not know your grade point average, see your counselor. If your grade point average is slightly below the requisite number, see the chapter advisor.) Yes  
No

2. Do you have the recommendation of three teachers? Yes  
No

3. Do you have an interest in teaching as a profession? Yes  
No

STUDENT SIGNATURE: ______________________________________________________________
Date: _______________

Class Schedule:

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>CLASS NAME</th>
<th>TEACHER</th>
<th>ROOM #</th>
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HOMEROOM TEACHER | HOMEROOM #

Please write a brief summary of why you are considering the field of education as a career.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Form H-4

Student Application Form

Name: ___________________________________________ Grade: ______ GPA: ______

Mailing Address: __________________________________________

Home Telephone: ________ Sex: M F Age: ______ Date of Birth: __________

Name(s) of Parent(s):

___________________________________________________________________________________

Class Schedule:

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>CLASS NAME</th>
<th>TEACHER</th>
<th>ROOM #</th>
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</tbody>
</table>

HOMEROOM TEACHER | HOMEROOM #

Please write a brief summary of why you are considering the field of education as a career.

___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

Form H-4
Teacher Recommendation Form

Dear Teacher:

The student named below has requested membership in our FUTURE EDUCATORS ASSOCIATION chapter. As a member, he or she will be working with other students, parents, teachers, and the community and will be representing our school in a variety of on and off campus activities. Your response to this questionnaire is important.

Student Name: _______________________________________________________________________

Teacher Reference: ___________________________________________________________________

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<th>Excellent</th>
<th>Good</th>
<th>Average</th>
<th>Poor</th>
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<tbody>
<tr>
<td>1. Academic achievement</td>
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<td>2. Responsibility</td>
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<td>3. Leadership capabilities</td>
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<td>4. Attendance</td>
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<td>5. Respect for teachers</td>
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<td>6. Acceptance of criticism</td>
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<td>7. Ability to follow instructions</td>
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<td>8. Attention span</td>
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<td>9. Dependability</td>
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<td>10. Use of correct English</td>
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<td>11. Ability to communicate ideas easily</td>
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<td>12. Creativity</td>
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</table>

What other quality(ies) does this student demonstrate that may be valuable/useful in a teaching career?

Many thanks for your time and input. Please sign and return this form to ____________________________________________________________ at your earliest convenience.

Advisor’s name

Teacher Reference Signature

Form H-5
Parent Support Letter

Dear _______________________________________________________________________:

Your daughter or son, ____________________________________________________ , is applying for membership in our school’s Future Educators Association Chapter. The purpose of the organization is to help students to become aware of and knowledgeable about the teaching profession. We are very proud of our chapter and the many benefits it has to offer students. Please indicate your support of his or her application for membership by signing and returning the statement below.

Sincerely,

Chapter President __________________________________________________________________
Chapter Advisor _____________________________________________________________________

Date: ___________________________

Clip and Return Lower Part

Parent Response

Date: ___________________________

I, ___________________________________________________________________________, support ____________________________________________’s application for membership in the Future Educators Association.

________________________________________

Parent Signature

Please return form to: ________________________________________________________________

Form H-6
Request for Release Time

As a member of the Future Educators Association chapter,

___________________________________________________________________________________

Name of Student

would like to serve as a teacher assistant.

I respectfully request that she or he be granted release time to accomplish this goal once your class requirements have been met.

The student will sign up with a teacher in a log book that will be maintained on a weekly basis. The student also will be required to keep a log of the time and activity that she/he accomplished in the other classroom. You will be supplied a copy on request.

Thank you,

___________________________________________________________________________________

FEA Advisor

Approved by: ______________________________________________________________________

Subject: __________________________________________________________________________

Date: _______________ Hour: __________________

Form H-7
TO: Faculty and Administrative Staff (list names)
FROM: FEA Advisor
SUBJECT: FEA Intern Day, ______________________________ (date)
        FEA Shadowing Day, ______________________________ (date)

Since we desire to give our “Future Educators” diversified experiences in the field of education, including varied responsibilities and duties, we have granted permission for each member in good standing to choose non-conflicting visitation experiences. The members will choose their own experiences, those they will feel comfortable preparing and fulfilling. Naturally, you do not have to accept a student just because the student asks; the members understand this.

PLEASE accept only a student who you feel has the ability to perform in your field. Remember, the experience should INSPIRE the student to enter the field of education.

If the student is acceptable to you, please sign his or her form, clearly indicating the class subject, period(s) and room number. This will help us to keep track of all the members. Should you not know an FEA member and desire a student intern, drop us a note and we will direct a qualified member to work with you and your class(es).

MANY THANKS, FELLOW EDUCATORS!

________________________________________________________________________________________

I, _________________________________________________, wish to intern with you during periods
_________________________________________ and am willing to commit to providing support duties. I will meet with you to
discuss schedules and duties.

_____________________________________________ Date___________________

Signature

a. ____________________________________________ has my permission to intern with me on ____________

b. Since I eat lunch during period ____________, he or she will eat during that period.

c. I do/do not wish to have the student during my planning period, which is period ____________

   Please note: students may work during this time grading papers, filing, organizing, etc.

_____________________________________________ Date___________________

Instructor/Administrator Form H-8
Advisor’s Application Form

The Future Educators Association is a very special organization, not only because it is service oriented, but because it will allow you as a professional to work with and mold future participants in the most important profession there is: EDUCATION! For this reason, the selection process is somewhat different from other service organization positions. Please complete the following statements and submit this form to: 

______________________________________________ as soon as possible. Thank you for applying for such a valuable extracurricular position.

Please Clip and Return Lower Portion

FEA Advisor Application

Name: _____________________________________________________________________________

As a professional educator, I feel that FEA is an important organization because:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

I would like to support the FEA chapter because:
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________
___________________________________________________________________________________

____________________________________________________________ Date___________________

Signature

Date

Form H-9