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Ms. BARBARA KESHISHIAN (President, New Jersey Education Association): A+ for Teachers is made possible by the New Jersey Education Association, 200,000 teachers and educational support professionals working to make schools great for every child. Hi, I'm Barbara Keshishian. The NJEA is proud to support quality television programs like this one that educate and inform families in our state.

STEVE ADUBATO, host:

Teachers who strive for excellence and achieve it. A+ for Teachers, next on CAUCUS: NEW JERSEY.

Announcer: Funding for this edition of CAUCUS: NEW JERSEY has been provided by the New Jersey Education Association, working to achieve excellence in public schools for every child; Wachovia, a Wells Fargo company; Verizon Communications; QualCare Inc., a local managed care company covering 750,000 New Jersey residents; and by New Jersey Natural Gas, proud to support education in our communities.

ADUBATO: You're going to love this show, I promise. Welcome to a very special edition of CAUCUS: NEW JERSEY. I'm Steve Adubato. Teachers who inspire children every day make a huge difference. Today I'm joined by some very special educators who are shaping the lives of New Jersey public school students every day. Please welcome Barbara Keshishian, who is president of the New Jersey Education Association. Barbara taught math for 29 years before she became an executive with the NJEA. Robert Goodman, director of the New Jersey Center for Teaching and Learning, and a physics teacher at Bergen County Technical Schools. Jacqui Greadington, a music teacher--this is wrong, it can't be--she said for 38 years with the East Orange School District, and chair of the National Education Association black caucus. And finally, Jane Hall, a special education teacher with the Pinelands Regional School District.

I want to thank all of you for joining us. A+ for Teachers, Barbara. Do teachers get enough credit for being excellent and making the difference in the lives of kids every day?

Ms. KESHISHIAN: Probably not ever as much as they really deserve.

ADUBATO: How'd you get into this whole thing?

Ms. KESHISHIAN: You mean really going way back when?

ADUBATO: Yeah. When did you--when and why did you know that math, teaching math was your thing?

Ms. KESHISHIAN: You probably won't believe this, but it was when I was in the first grade. I loved my teacher in the first grade, and I loved just being in the classroom and helping other students and, you know, somebody needed a little assistance in whatever they were doing. And I decided then, and this is the truth, I decided then that I was...

ADUBATO: Six years old?

Ms. KESHISHIAN: ...going to be--yeah, six or seven, I guess. Yeah.

ADUBATO: You said what, 'This is what I'm going to do'?

Ms. KESHISHIAN: I said I want to be a teacher. And from that point on, I never changed my mind, never looked back, never wanted to be any other thing, like, you know, little girls want to be ballerinas and, you know, other types of professions. I decided I wanted to be a teacher, and I stayed on that track the whole time.

ADUBATO: So for Barbara, she's six or seven years old, she's in a class, this teacher motivates you, moves you, right, inspires you.

Ms. KESHISHIAN: Yeah.

ADUBATO: I'm seeing a lot of heads shaking. For you it wasn't you, because you were in the corporate world for 20 years and then you came in.

Mr. ROBERT GOODMAN, Ed.D. (Director, New Jersey Center for Teaching and Learning): Mm-hmm.

ADUBATO: Right?

Mr. GOODMAN: Right.

ADUBATO: Was it another teacher, or--what was it? Jacqui, what was it?

Ms. JACQUI GREADINGTON (Music Teacher, East Orange School District): I had a very, very similar experience. I'll start here. At the age of five, I began to take piano lessons, so I knew I was musical. But I can remember the instant in second grade, Miss Virginia Jones, 18th Avenue School in Newark, she was writing on the board. And at that moment, I knew that I wanted to do what she did. And I never--like Barbara, I never wanted to do anything else.

ADUBATO: I want to--I'm going to put you on the spot here. Who was the teacher?

Ms. KESHISHIAN: Miss Woods.

ADUBATO: You never forget the teacher.

Ms. KESHISHIAN: Right.

ADUBATO: You never forget the moment.

When was it and who was it for you?

Ms. JANE HALL (Special Education Teacher, Pinelands Regional School District): Oh, when I was a little girl growing up in Philadelphia, back then we all talked about the white picket fence and getting married. And it was either you were going to be a nurse or a teacher. And I couldn't stand the sight of blood, so behind that little picket fence was going to be a teacher. But I have a large family, I have six brothers and sisters, and I was the second oldest. So I would sit them down with my little fold-up chalkboard and teach them. But when I really decided I wanted to go into special ed, I was in high school. And you're talking during the early '70s, and special education wasn't like it is these days.

ADUBATO: Hm.

Ms. HALL: And I remember that the self-contained classes, the only time we would see them is when they came into our lunchroom.

ADUBATO: The kids.

Ms. HALL: The kids, yeah, to sell whatever they were making, you know, whatever they'd baked or whatever little novelties they made. And I was coming from--I was popular. I was an athlete. And, you know, and I used to go over there and I would buy things, and I used to say, you know what? I'm going to go into special ed. And when I go into special ed, my students are going to be part of the student body. Everyone's going to know their name and everyone is going to be involved in our programs.

ADUBATO: You knew then?

Ms. HALL: I knew then.

ADUBATO: Before I go to you, Bob, interesting, full disclosure, my father was a teacher at Broadway Junior High School, head of the social studies department. I was one of his students. His two sisters, my two aunts, teachers in the Newark public schools. My aunt Lenore, my father's great-aunt who passed away, a teacher for 45 years. My two sisters, teachers in the Newark public schools. Teaching is a part of our life. So I--and I wound up teaching on the higher ed level, which they shunned because it wasn't, you know, K to 12 or whatever. Part of family.

Mr. GOODMAN: Hm.

ADUBATO: Not the case with anyone else here.

But you were in the corporate world.

Mr. GOODMAN: That's right.

ADUBATO: What moved you, Bob, to say, "Wait a minute. I've had a successful career in business. I want to teach. I want to teach physics"? What was it?

Mr. GOODMAN: Well, my experience also in high school before that sort of shaped some of this. And it's very different, probably, than the stories you just heard, because in high school I was actually one of the students that no one would have thought would have graduated high school, let alone gone to college.

ADUBATO: Really? Not most likely to succeed?

Mr. GOODMAN: Not at all. And I took--and I--my guidance counselor in 10th grade told me I really wasn't good at math and science, so they took me out of all math and science courses. So I never took physics or chemistry in high school, or even anything beyond algebra 2. So what I ended up doing was I ended up applying--I only--I almost didn't go to college. I applied to one school just on the off chance.

ADUBATO: Hm.

Mr. GOODMAN: And I went--ended up going to NYU's uptown campus.

ADUBATO: So you go into business.

Mr. GOODMAN: Well, I took a--I took one course in physics because they

required a--that you do--that everyone take a science course. So I took a physics course, loved it. The next year I took five physics courses and five math courses, transferred to MIT, became a physics major. So a lot of that shaped my...

ADUBATO: Wow.

Ms. KESHISHIAN: Wow.

Mr. GOODMAN: ...sense of when I'm teaching students now.

ADUBATO: Before you go any further, did you ever go back to that guidance counselor? I'm sorry.

Mr. GOODMAN: I did bring it up at my reunion recently when--that was the...

ADUBATO: Yeah, when they came and asked you for money, I'm sure.

Mr. GOODMAN: Yeah.

ADUBATO: But go ahead.

Mr. GOODMAN: One of the questions they had was, 'Guess who turned out to be teacher of the year in New Jersey?' And I was like the least likely one on their...

ADUBATO: Hey, you--tell folks about that. You were teacher of the year.

Mr. GOODMAN: Yes, that's right.

ADUBATO: What year?

Mr. GOODMAN: 2006.

ADUBATO: What was that like for you?

Mr. GOODMAN: That was a wonderful experience. You got to talk to people around the country and around the state. And, you know, teachers are my favorite people. They work so hard and they do such great work, that the chance to represent them and also just talk with them was just wonderful.

ADUBATO: Well, Bob, I cut you off, though. I wanted to understand this. Why leave corporate America, short version, and go into teaching?

Mr. GOODMAN: OK. Well, I did 20 years in corporate America. I was president of JBL and Harman Kardon, Onkyo, three big audio companies. And each time I brought--I turned them around. But by the third time, I felt like it--I'd been in a 20 years and I felt like I'd done enough of that, and there were things I wanted to do on my own. So I just actually took a year or two and read physics books. And I'd been away from physics a long time, and I realized that what I didn't like about physics in the later years in college I still loved about the early years. So I got reacquainted with physics, decided I wanted to do it again.

ADUBATO: Hm.

Mr. GOODMAN: But I didn't want to do it at the graduate level, I wanted to do it with--at the high school level. So I worked with a private school for a couple years, got my masters in teaching and moved to New Jersey, because New

York wouldn't certify me, oddly enough, for...

ADUBATO: Love it?

Mr. GOODMAN: So I ended being a New Jersey teacher.

ADUBATO: Love it. Still love it?

Ms. HALL: I love my job.

ADUBATO: Thirty-eight years; love it?

Ms. GREADINGTON: Yeah. Yes.

ADUBATO: Unanimous?

Ms. KESHISHIAN: Oh, absolutely.

Ms. GREADINGTON: Yes.

ADUBATO: OK, you got challenges, you've got pressures, you have expectations. As a parent of three children in public schools, you got parents who get involved, which is good but not always. Question: How the heck, for those 29 years, Barbara, were you able to keep your passion, your enthusiasm and commitment to excellence as a teacher?

Ms. KESHISHIAN: Well, the kids do that every day. Your students, they're the motivators. You know, you know you're there for a reason, and you see the enthusiasm in them. And if you needed to be re-energized, which, frankly, I'm--during those 29 years I don't think I ever needed to be--but walking into a classroom every day and knowing that you are shaping the future, knowing that you're able to teach young minds things that they're going to need to know, that is an extremely rewarding. And, you know, you're re-energized by knowing that you're touching the future.

ADUBATO: Hm.

Ms. KESHISHIAN: That what you do with those students is going to prepare them to be successful in life.

ADUBATO: Well, Barbara, you also felt a responsibility to mentor and coach others in the profession, correct?

Ms. KESHISHIAN: Yes. I was never officially a mentor...

ADUBATO: I don't--I don't mean officially, but it was--every day you had other teachers who are struggling and dealing with all kinds of issues. Did you proactively seek them out and say, "Let's talk"?

Ms. KESHISHIAN: Sure. All the--all the new teachers that would come in, you know, we'd--if we were in the faculty room and they were having a discussion and maybe having difficulty with something, either with discipline in the classroom, or if they were math teachers I could certainly, you know, share with them some ideas that I would be using in my own classroom. But sure, teachers, by their nature, always reach out to help others in the profession.

ADUBATO: Let's talk about this. I've talked about passion before, but what are the other characteristics, the traits of extraordinary teachers who should earn this "A-plus" grade?

What do you got, Jacqui?

Ms. GREADINGTON: Well, of course, dedication, commitment, a love of children. You have to--you can't...

ADUBATO: Do you have to love kids?

Ms. GREADINGTON: Well, you have to love the idea of kids.

ADUBATO: Wait a minute, what's the difference?

Ms. GREADINGTON: Well, you know, they--it's just like anything else. You have those extremely...

ADUBATO: You love some kids more than others, or the idea of some kids more than others?

Ms. GREADINGTON: Yes.

ADUBATO: Barbara, what are you laughing at? Go ahead.

Ms. KESHISHIAN: Because I know what she's talking about.

ADUBATO: Some are coming to mind right now, I know.

Ms. GREADINGTON: Oh, yeah.

ADUBATO: You don't forget certain teachers; you don't forget certain kids, right?

Ms. GREADINGTON: Absolutely.

Ms. KESHISHIAN: Mm-hmm.

ADUBATO: Go ahead, go ahead.

Ms. GREADINGTON: Absolutely. And, you know, it--it's a heart thing, because I've often said we don't work at Campbell's Soup Company, no offense, we don't stamp out cans.

ADUBATO: They're no--they're not a sponsor. We'd like them to be, but go ahead. No offense to anyone in the corporate world. Go ahead.

Ms. GREADINGTON: We--no, every can doesn't have the same ingredients and the same label.

ADUBATO: OK.

Ms. GREADINGTON: We work in the people business, and each child is different each and every day. And you have to--it's quite a lesson as a human being to learn how to monitor and adjust.

ADUBATO: What about when you were having a down day, you're not in a good frame of mind, stuff was going on in your life, you come in in a bad mood? Go, what do you do?

Ms. GREADINGTON: Well, what I do--I had the--I was very fortunate that I taught--I teach music, vocal music, and so a lot of times the kids will lift

my spirits, you know, because music is that universal language.

ADUBATO: Hm.

Ms. GREADINGTON: And there were times when I maybe wasn't feeling that great, but they would say, 'Well, we're going to sing to you today,' or 'we're going to do this today,' and it was just a great thing. And in turn, the same way with them. If there was trouble going on, as it can in schools...

ADUBATO: Sure.

Ms. GREADINGTON: ...and there's a little hassle going on, we'd get together and make some music.

ADUBATO: I'm curious about that. We're going to come back to the question of whether teaching in urban areas--you're in East Orange, right?

Ms. GREADINGTON: Yes.

ADUBATO: Whether there's certain challenges of being an excellent teacher in an urban area vs. others. I'm going to come back to that.

But I have to ask you something, Jane. You've got these props. People--Bob, can we get a...

Ms. HALL: I was like Carrot Top when I came in this morning.

ADUBATO: Because you had--Carrot Top, because he had props?

Ms. HALL: I--Carrot Top, he has all the props in his bag.

ADUBATO: OK. Show me what this is. Bob, I'm going to hold this up--Bob Morris, our director. Terry, our floor manager. Tell me--show us what this is.

Ms. HALL: I was so excited when I did this. When I was working with this group of developmentally challenged students, I was talking--every year we would talk on the anniversary of 9/11.

ADUBATO: Right.

Ms. HALL: And one day one of the students looked at me, he goes, 'I don't want to go to New York, Mrs. Hall. That's a scary place. I can go there and die.' Well, all of a sudden my heart stopped. I love New York City. I love going in and watching the plays.

ADUBATO: Right.

Ms. HALL: Love going in at Christmas. So I just got this idea, I'm thinking, you know what? I need to teach them about what happened on 9/11, about the firefighters, about the police officers, how it was their responsibility, their duty, and how their love for humankind, for mankind, made them do what they did. So what we did is we put together these books. My colleague did the illustrations all out of tissue paper, and I wrote the book. And it's meant for children. So after--I actually received a Hipp grant from the NJEA, Frederick Hipp Association, and we went around--my students were so proud of themselves. They--a few in the class were learning sign language, so they said, 'Let's take the books, Mrs. Hall, and we'll go to the firefighters and to the police officers'...

ADUBATO: Yeah.

Ms. HALL: ...`who were involved on 9/11.' So we did that. I'm telling you, you--to see grown men and women, tears coming down their face when the kids read these books and taught them. They said, `You know what? When you go to the scene of an accident or if there's a tragedy,' and these are children, they're so precious, and they said, `you should know some sign language, you know, for helping the people.'

ADUBATO: Yeah.

Ms. HALL: So what they did is they taught them signs for help and for sick. And it brought these men and women to tears. And I remember one gentleman--we were up in New York City in one of the police stations who answered, you know, the call of 9/11, and he was crying, and he's like, `You know, Mrs. Hall, children,' he said, `you really need to get these books out to every firefighter and every police officer across this nation.' So the self-esteem, can you imagine...

ADUBATO: Hm.

Ms. HALL: ...for my students, who are on a book tour, taking the books around and teaching people about 9/11 and thanking those who were in the service that day, of firefighting and being police officers.

ADUBATO: Talk about excellent teaching. I'm just going to grab one little section.

Guys, I don't know if you can get a shot of this. Steve Barcera, our camera guy, see if you can grab this. This is--the artwork here, by the way, who did it?

Ms. HALL: This was my colleague, Anne Benoit. She did it with tissue paper.

ADUBATO: OK.

Ms. HALL: I wrote the book and she did the illustrations.

ADUBATO: How about that, guys? Is that better, guys? How about this, I'm going to read this. "Many police officers rushed to help the victims trapped inside the World Trade Center on September 11, 2001. They worked long days and long nights trying to find survivors. So why can't I hear their whistles anymore?" Hm.

You knew you did the right thing by going into teaching for a lot of reasons, but I'm sure this is one of them.

And by the way, I want to make sure, if people want to log on to our Web site, you see it up on your--we're a nonprofit, so we can do this. If people want to get this--these books, well, how do they do it? Can we log on to...

[www.CaucusNJ.org](http://www.CaucusNJ.org)  
Educational Excellence Resource Center

Ms. HALL: I--they're the only copies that I have left.

ADUBATO: OK. We're going to try to find how people can get more information on this. And real quick, 30 seconds on this, what is this?

Ms. HALL: Oh, this was another thing. I like to read all the time about what's going on in the world. I was reading in one of the NJEA magazines about Darfur, so...

ADUBATO: It's all about Darfur.

Ms. HALL: All about Darfur. So I started surfing the computer and I came across Dr. Jerry Ehrlich from Doctors Without Borders, and he came to our school and he spoke to our students. While he was speaking, you could hear a pin drop. The students were on the edge of their seats. He showed them the photographs that he took while he was in Darfur one summer he spent there. He also had taken over crayons and paper, and he had--he asked the children in the refugee camp to please draw their lives, what they did every day.

ADUBATO: They did it.

Ms. HALL: He smuggled these paper--he smuggled these back in The New York Times, papers that he had in his doctor bag. So he brought these back and he showed my students. After he spoke, one child got up with the question and answer, and they said, 'Dr. Ehrlich, do you really think you made a difference by going to Darfur? Because people are still dying.' And he said, 'I live by the saying I saved one life, I save the world.' So after he spoke, I had students come to me and they said, 'Mrs. Hall'--they were so touched by the presentation that they wanted to make it, and they actually designed the shirt and the graphic.

ADUBATO: They designed that T-shirt. Real quick, tell us, this T-shirt, where do the dollars go?

Ms. HALL: Oh, it goes--Brian Steidle was actually the man who wrote "The Devil Came on Horseback." He was the Marine who went to Darfur. And when he came back, he opened our government's eyes to what was going on. So he now has a site, it's called [hopeartists.org](http://hopeartists.org), and the HOPE stands for helping other people everywhere.

ADUBATO: A not-for-profit.

Ms. HALL: Right.

ADUBATO: I know there's a more complex version.

But, Bob, when you hear Jane talk and--as her--in terms of her work as a teacher, what are you thinking?

Mr. GOODMAN: Well, that's what's so important, it actually illustrates how different teacher's jobs are from one another. What I do every day is really nothing like that; but actually, it has the same sort of emotional and important impact on students' lives. And the fact that you really have to look at students as the--they're people. They're multifaceted. So what I'm doing with them in terms of mathematics and science is very important for those high school students.

ADUBATO: One example.

Mr. GOODMAN: Well, my example of my own life, where I was not chosen to be someone who would be in math and science. So we have a program where every single student takes the same level, very high level math and science, to the extent that we've now got more than half the students in the school taking AP

physics in 10th grade, even though their...

ADUBATO: Half.

Mr. GOODMAN: More than half. Even though--even though their SATs would guide them--they're below the state average, so you'd normally--in most schools they wouldn't--maybe none of them would be taking it. And so we've created a program that's very inclusive. We keep talking about being educators, not selectors. We try to get everyone above.

ADUBATO: How do you get them all pumped up, though, Bob? I got to ask you. I'm blown away by the numbers.

Mr. GOODMAN: Well...

ADUBATO: But how do you keep them pumped--hey, how do you get them pumped up and stayed pumped up about this?

Mr. GOODMAN: Well, you just--it goes back to loving students again. I do think--whenever I talk to people who are prospective teachers, I say that that's the one criteria that you really can't fake, is you really have to love students. And if you do and you've--and you work so hard every day to create a program that's coherent and makes sense. So all the students take the same physics course in ninth grade and they help each other...

ADUBATO: Right.

Mr. GOODMAN: ...and the teachers stay and help. Before you know it, every--the expectation of all the students is set so high. And so now while the country's looking for ways to becoming internationally competitive, we've got a school which, by itself, is internationally competitive. And it's been done by the teachers and the hard work. And so it's very different, but it's really very much the same. It's reaching out to people--the students as people and helping them develop their--themselves.

ADUBATO: If you want to find out more about the different stories that are being share here--shared here and others, because the NJEA are our partner in this initiative, our site is linked to their site. And there are a whole range of stories on the NJEA Web site about teachers of the year for many, many years. And we've actually had five teachers of the year on over the last many years on our different series.

But, Barbara, I want to ask you something. I mentioned parents before. Being an excellent teacher, as it relates to dealing with the parents of kids, what are some of the keys?

Ms. KESHISHIAN: Well, parents are such an integral part of what we do every day. Our students need to know that their parents are involved. And...

ADUBATO: What happens when they're--sorry for interrupting, Barbara. What happens when a parent or both are actually not that involved? What does an excellent teacher need to do? They're really not--the parents aren't that involved.

Ms. KESHISHIAN: Well, you need to continue to reach out to them. You need to contact them by phone, invite them in for different things that are going on in the school, because, you know, we're only one part of the students' lives. And when a student knows that their mom or their dad or their--whoever their guardian might be is going to be involved on a day-to-day basis with

what they do in school, it places a higher level of importance on education so that they know that when they go to school, they're there to learn...

ADUBATO: Hm.

Ms. KESHISHIAN: ...and, you know, to grow and to experience all of those things that happen in the K-12 system. But the parent involvement is extremely important because if something needs assistance, if we need assistance from the classroom, we have to have you to turn to.

ADUBATO: That's right.

Ms. KESHISHIAN: We need you to--so that we can say, you know, 'Hello, Mr. Adubato. I'm having a little problem today with the, you know, your child, and could we--could we possibly have a conversation about it?' Or, 'Here's what I think you might be able to do to'...

ADUBATO: At home.

Ms. KESHISHIAN: ...'at home, to help your child.'

ADUBATO: But be--great teachers are proactive. They don't wait for the parent to come to the teacher.

Ms. KESHISHIAN: Right. And it--and it's kind of too late when it's report card time and, you know...

ADUBATO: That's a great point. Stay on that.

Ms. KESHISHIAN: And, you know, then the report card goes home and the parent finds out that the child really wasn't doing what they were supposed to be doing all along. It's got to be a much more involved process every day...

ADUBATO: Hm.

Ms. KESHISHIAN: ...so that there's, you know, the progress or the lack of progress. Because you can--you can, nine times out of 10, work that out. You can--you can...

ADUBATO: Before it's too late.

Ms. KESHISHIAN: Before it's too late.

ADUBATO: Well, interesting.

Ms. KESHISHIAN: Absolutely.

ADUBATO: I'm listening to Barbara; Jacqui, can a great teacher teach anyone, anywhere?

Ms. GREADINGTON: Hm. Well, I think a great teacher can try to teach anyone, anywhere. But just to piggyback a little bit, in answering your question, to what Barbara said, there really is a trilogy I see. The school, of course, our job is to educate the children.

ADUBATO: Right.

Ms. GREADINGTON: The--and the parents, we should be partners in the education of that child. And there's a third element, which is the community,

which in a district like mine makes it--to make it a safe haven for students to come...

ADUBATO: East Orange.

Ms. GREADINGTON: ...Yes. To come to school, to and from school, and to provide the type of environment and community that says all of us here, you belong to all of us.

ADUBATO: Mm-hmm.

Ms. GREADINGTON: We're all concerned about you. We're concerned about you getting on the bus, we're concerned about you walking the streets, we're concerned about your--you at events in the evening. And as the adults in the community, we're going to all partner together to make sure you have the best possible education.

ADUBATO: Do you feel that? Do you see it on a consistent basis?

Ms. GREADINGTON: I see...

ADUBATO: And what do you do when you don't?

Ms. GREADINGTON: Pardon me?

ADUBATO: And what do you do when you don't?

Ms. GREADINGTON: Well, when you don't--when you don't see it...

ADUBATO: Hm.

Ms. GREADINGTON: ...what you really have to do is try to form those partnerships.

ADUBATO: That's the role of a teacher?

Ms. GREADINGTON: Well, I think it is...

ADUBATO: With all the other things on your plate.

Ms. GREADINGTON: When I say form partnerships, though, East Orange has always been involved with, for example, bringing in police officers...

ADUBATO: Hm.

Ms. GREADINGTON: ...firefighters to talk about the environment and health and safety of our--of our schools, our security. So there is a partnership on that level, so that--and our parents are also there. Our parents, we have a very strong parent advocacy group. And no, is everybody going to participate? No. But you keep trying, you keep meeting, you keep trying to have those partnerships.

ADUBATO: Got a couple minutes left. One minute. Thanks, guys. What have we missed about great teachers?

Ms. HALL: Can I just tell you, Steve, the words I...

ADUBATO: Real quick. Can you do it quick?

Ms. HALL: ...I live by? Tell me and I'll forget, show me, I might understand, involve me and I will learn. That's why it's so important to involve your students in the learning process. That's why...

ADUBATO: Got to get them involved.

Ms. HALL: Got to get them involved.

ADUBATO: Actively involved. Right, Bob?

Mr. GOODMAN: Absolutely. And one thing I would say is that teachers really have a lot of the answers to what's facing education today, and somehow they're very rarely asked. As teacher of the year, I very often got into rooms with 30 people doing policy, and I'd be the only teacher in the room.

Ms. KESHISHIAN: Right.

Mr. GOODMAN: And if they ask teachers, it's possible, just like--just like the most modern manufacturing facilities rely on their workers to improve their products, if we relied on teachers to improve education, you could capture the passion that you're seeing from great teachers...

ADUBATO: Yeah.

Mr. GOODMAN: ...and restructure education, you could do something very special.

ADUBATO: You do know best.

I have to tell you this. You make us proud. And you are terrific teachers who speak for your profession very well. Thank you.

Announcer: If you would like more information on this program, or if you'd like to express an opinion, e-mail us at [info@caucusnj.org](mailto:info@caucusnj.org) and visit us online at [caucusnj.org](http://caucusnj.org).

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