

Teacher to Teacher

A DoDEA Teachers of the Year Publication



Fall 2005



Teaching from the Heart
by Irene Dugdale Lee
2005 DoDEA
Teacher of the Year

A letter from a former band student attending one of our nation's most revered universities reaffirmed my philosophy towards education, and especially the importance of music education. "Sara" wrote the letter while a sophomore at this most prestigious institution of higher learning. This institution proudly boasts it only takes 5% of those who apply. The occasion that prompted the letter was the death of one of her classmates, a student from "down the hall". She wrote that although she wasn't a close friend, the girl had been in her room a few times, usually whenever Sara was playing her flute. The classmate confided that she had never had time for music classes in her education and that she now regretted it. She was valedictorian of her high school class of 4,000+ students, and a star high school athlete in two sports with statewide awards. She confessed to Sara that she was having a very difficult time adjusting to the fact that she was no longer the brightest and best in academics or in athletics. She now realized that although she thought she had worked hard in high school, that nothing prepared her for the rigors of college, and the fierce competition amongst all those students who had been valedictorians or in the top 1% of their high school and also great athletes. She admitted that she was not able to accept average or B's, as she had never ever been anything but the best her entire life. She told Sara that she was envious of Sara's obvious love of her flute, and the calm it apparently accorded her.

So what did Sara's letter say to me? It was one of those letters that makes all the hard work and long hours of teaching worth every minute and one I will keep forever in a scrapbook of memorabilia only another teacher would cherish and understand. This very intelligent young woman thanked me for teaching her that life was more than quantum equations and factoids. She thanked me for the freedom of expression she learned through music. She thanked me for the avenue of release the music afforded her. She thanked me for teaching from the heart. She told me it was one of the lessons she will keep with her entire life, and that her children will have music in their lives as she sees it as the great balancer of life.

Yes, I believe we need to evaluate our students to assess their understanding, and yes I believe we need to ensure that no child is denied an education or is left behind. But I believe we also need to remember that each one of those students is a human being with a brain and a heart. It is a necessity to have balance between the two.

Yes, I am proud to say that I consider teaching from the heart the most important thing I can do as an educator to prepare the next generation to survive on this big blue marble we call Earth.



Irene Dugdale Lee receives her award as the 2005 DoDEA Teacher of the Year. Pictured from left to right are Dr. Joseph Tafoya, Director, DoDEA, Joyce Loyd, 2004 DoDEA Teacher of the Year, Honorable Charles S. Abell, Principal Deputy Secretary of Defense for Personnel & Readiness, and Mr. John Molino, Deputy Under Secretary of Defense (Military Community and Family Policy)

Inside this Issue

- The Forgotten Standard: Teaching from the Heart
by Denise Click Page 2
- The Basis for Success
by Rodney Coryer Page 2
- Life's Little Lessons!
by Angelique Cotton Page 3
- Quality Work Requires Teamwork
by Deborah Walter Page 4
- Motivating from the Heart through MUSIC!
by Maryanna T. Jones Page 5
- Quality Work Requires Teamwork
by Julie Anne Fulton. Page 5

Layout design by Melanie LeVault



The Forgotten Standard: Teaching from the Heart

by Denise Click
2005 Bavaria District
Teacher of the Year

Remember that special teacher who made a difference in your life? The one who took an interest in what you were doing personally and socially? The one who asked how he/she could help? The teacher who asked how you were doing; the one who really cared? Most likely, that teacher you remember taught from the heart. He/she exhibited humanness, passion, caring, and motivation.

“Teachers must first capture the student’s heart before they can reach his/her mind. Only when a student feels right can he/she think right.” (Haim Ginnott) When we teach from the heart we value our students and treat them with respect. We display enthusiasm for our subject matter and life in general. We care about the well being of our students, inside and outside the classroom. We go out of our way to enhance our students’ intellectual, social, emotional, and physical well being; we are kind. When we teach from the heart we inspire and motivate our students. We set high student expectations, allow students to discover answers to their own problems, use relevant examples to the real world, and use interesting teaching methods. We are passionate about our subject matter.

Historically, schools have viewed students largely as **heads and hands**. Schools have honored only the mind through academic curriculum and the body through competitive sports. However, factors that cause students to connect with teachers and others are often tied more to the heart than to the mind or body. Teaching from the heart means teaching from the depth of who we are with the hope that we will touch the hearts of those with whom we work. (Jerold Apps, *Teaching from the Heart*).

We became teachers for reasons of the heart. However, many of us lose heart as time goes by. When we do not teach from the heart, we paint a picture to our students that we are objective, emotionless robots who do not care. Students know they feel deeply about many things and when we do not show our feelings, students become confused and alienated. When they feel we are significantly different from them, teaching becomes more difficult. Teaching from the heart involves a full range of emotions and feelings. It involves attending to the basic needs of our students: survival, love, power, fun, and freedom.

“Education is a series of relationships: learners relating to their own intellectual, emotional, physical and spiritual selves; teachers relating to learners; learners relating to each other; learners relating to knowledge; and teachers and learners relating to contexts and communities.” (*Teaching from the Heart*, p.9)



The Basis for Success

by Rodney Coryer
2005 Japan District
Teacher of the Year

In teaching as in life, a positive outlook is important. Embracing challenges each day with a positive attitude, one that learns from failure and makes the best of a situation is the basis for success in every facet of life. Dr. Stephen Lundin outlines a philosophy for both the workplace and life. His simple philosophy includes these points: play, make their day, be there, and choose your attitude.

Play: We should carry a light heart with us wherever we go. Enjoy what you do. Have fun learning with your students and take the time to enjoy life.

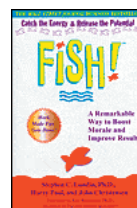
Make their day: You can make someone’s day simply by the way you engage with them. When a student comes up to you with a question, the teacher’s answer can clear up the puzzle and encourage further thinking or cause further frustration or loss of self-esteem. Whether it is an administrator, fellow teacher, parent or student, it takes but a minute to say something uplifting. Haven’t you complimented someone and their response was, “I really needed that today.”

Be there: Teaching is a profession where we are never finished. There is always another idea to make the lesson better, preparations for the next day or week, communication to keep up with, just so many things to do and never enough time. Amazing things happen when you learn how to be where you actually are at that moment. Focus on the person who is talking and really listen.

Choose your attitude: The attitude you have right now is the one you are choosing. Choose as if the quality of your life depends on it for actually it does, moment to moment. Your attitude effects those around you, the work you do and the decisions you make.

If teachers model this philosophy in their classrooms, not only will the students, parents and the community benefit, but also the teachers themselves. Teachers play a role in the future and the magnitude of this role has far reaching results.

Note: This philosophy is used in large corporations and some branches of the military.



Developed by Dr Stephen Lundin,
FISH Philosophy comes from the
**World Famous PIKE Fishmarket in
Seattle.**



Motivating from the Heart through MUSIC!

by Maryanna T. Jones
2005 Kentucky District
Teacher of the Year

Creative, thoughtful, and inventive learning gives meaning to our world. As our global society becomes faster and more competitive, these qualities are increasingly important and the arts are at the very heart of a complete, successful and high quality education.

Why are the arts at the heart of education? The arts enhance young people's personal, intellectual and social development. Participation in school music classes provides lifelong benefits. Through singing, playing instruments, and composing, students learn to express themselves creatively. Studying music provides a deeper understanding of historical and cultural heritages.

Long before the No Child Left Behind Law, the DODEA Schools had recognized the arts as core subjects. The arts programs, K – 12, provide a rich, engaging and standards- based curriculum that develops students' abilities to think, reason and understand the world and its culture. Obviously, the DODEA Schools recognized the importance of early engagement in the arts.

Is there a way to get involved in music education even if you are not a music teacher? Yes. YES, and Y E S!!

First of all, talk to the music teacher in your school. Tell them that you respect music education and want to get involved. March is the time of the year when music education becomes the focus in schools across America-Music in Our Schools Month (MIOSM) - and when students can share their musical talents and accomplishments with the community. But don't wait! Planning takes place nine months to a year in advance.

Secondly, become acquainted today with the National Association for Music Educators- MENC- Music Educators National Conference- the national organization that campaigns ways to raise awareness about the importance of the arts and school music programs.

An example of one exciting program sponsored by MENC is the World's Largest Concert. At this time young people around the world sing the same songs, at the same time and in the same tempo and sequence. Last year over six million of America's youth, and host nation partner schools worldwide, participated in this extravaganza. Through the support of PBS stations, educational networks, and the American Forces Television and Radio Network, the program is broadcast across the United States and abroad on the second Thursday in March at 1 p.m. EST.*

To assist teachers in preparing their students to participate, The World's Largest Concert Teacher's Guide with reproducible student music and piano accompaniments, standards-based lesson plans, and activities for the WLC, is available in its entirety on the MENC site and Rehearsal CDs can be purchased as well.

The theme through 2006 is, "Music –the Heart of Education". The songs almost teach themselves and you'll love the integrated lesson plans.

The Fort Knox Community Schools System celebrated this event with over 500 students from Walker Intermediate, Scott Middle, and Ft. Knox High schools performing along with the national presentation. Additionally, the entire 113th Army Band joined the Walker Bands in performance.

Music for the 2005 concert paid homage to America! The selection of songs included: This Land Is Your Land, 'Cross the Wide Missouri, Down By the Riverside, Home On the Range, Music of My Heart, Younger Generation, and The Star Spangled Banner.

The Knox concert attracted Kentucky State Representative for District 26, Mike Weaver, as the keynote speaker for the event. His message on music education stated that participation in school music is a stepping stone to leadership roles. "There was complete self-control," Weaver commented after the show. "Those 500 kids stood and sang with such precision you can't help but compare it to leadership training. Most definitely, they sang from their hearts."

Joining parents, teachers and students was Fort Knox Superintendent Todd Curkendall, district superintendent Dr. Frank Calvano, and Fort Knox Commander Major General Tucker.

You too can create musical, heart warming memories with your students, family, and community, and celebrate the importance of music in our schools!

Personally I have participated in the World's Largest Concert for the 21 years. I would be glad to mentor any teacher who would like to organize this event within their classroom, grade levels or their whole school.

For additional information about advocacy and the benefits of music education, contact MENC at 1-800-336-3768, or visit the MENC Web site at www.menc.org.



2004 National Teacher of the Year, Kathleen Mellor, addressed the DoDEA District Teachers of the Year during the 2005 DoDEA Teacher Forum held November 29-December 3, 2004.



Kathleen Mellor, 2004 National Teacher of the Year, with the DoDEA Teacher of the Year and District Teachers of the Year.



The Heart of Our Early Reading Program

by Deborah Walter
2005 South Carolina/Fort
Stewart District
Teacher of the Year

This is important. You can do it. I won't give up on you.

As a South Carolina DDESS teacher, I was given the opportunity to participate in The South Carolina Reading Initiative through the University of South Carolina. This intense three-year staff development program stretched me, remolded me, and shaped me into the teacher I am today. Throughout this intense program I could always hear: This is important. You can do it. I won't give up on you. A DoDDS colleague gave me those statements years ago. I never forgot them and they were echoed through the extensive reading of current research, an encouraging and supportive study group, and the invaluable guidance by our knowledgeable coach, Sandy Somerall. We spent long hours reading and discussing the implications of current research. We supported each other through our failures and celebrated our successes as we each restructured our teaching practices. We lived those three simple but profound statements as we traveled our journeys in becoming more knowledgeable and better practicing teachers.

More to the point, those simple statements continue to support and nourish my young learners. "This is important. You can do it. I won't give up on you." are the heartbeat of any day in our room. My young first graders discover the first week of school that our learning is important, that they will be able to do it and that I will not give up on them and will be beside them all the way.

This is no more evident than in our reading program. From large group shared reading, to modeling reading in read alouds, to small guided reading groups, the students experience daily the importance of reading. Yet, it is probably in the guided reading groups that they live the importance, the challenge and the support more closely.

Each day in small intimate guided reading groups, my young learners are coached in the strategies that "good readers use." They experience the value of these key strategies as they become more proficient readers. The groups are taught at their appropriate levels and targeted skills where frustration is minimal and success is assured. Each reader reads, practicing using the effective reading strategies while the teacher aids and supports in the role of a coach.

Therefore these young readers can feel confident when reading new material during independent reading time because they know they can do it. They understand the importance of the strategies and are becoming skilled at using the strategies. This gives them that all important confidence to tackle new material. They also know that when they reach an obstacle, the teacher is right there to help them or give them the resources they need to

help themselves.

Moreover, the children model the teacher. They encourage each other in the usefulness of what is being learned. They cheerfully give "thumbs up" and "you can do it" to their fellow classmates. Yet just as important, they are eager to lend a hand and help out when needed. We all learn in our classroom to extend this heartfelt message across the curriculum and into all areas of our school and home life. Perhaps it is better to say, the message is not just the heart of our reading program, but our lives. For we know what it means to hear: This is important. You can do it. I won't give up on you.



2006 Teacher Forum Announced

The DoDEA Teacher Forum will convene at DoDEA Headquarters, Arlington, Virginia, November 7-10, 2005. The 2006 DoDEA District Teachers of the Year will be invited to attend. This annual event provides a forum for DoDEA teachers to discuss current educational issues. The four-day event will also include trips to the Pentagon and to the Smithsonian Institution.



(Quality Work Requires Teamwork, continued from page 5)

agree to expect the best from their child.

From then on, when students attempted to turn in substandard work, we didn't have to argue with them. We simply handed the paper back to them and asked them to "bring it up to standard." They soon learned that the lazy way was actually forcing them to redo the work twice and they began to put forth more effort in the first place. Requiring complete sentences meant that students were putting substance into their responses and achievement improved. Students stayed more organized and were therefore more prepared for tests.

That episode in our workroom taught me the true value of sharing student work. When the teachers worked together as a team, the students got the benefit of our partnership and rose to our expectations. In a short time, the fussing subsided and most students began to take more pride in their work. The mantra that we repeated over and over was just as likely to be heard from a student as a teacher by year's end: "Nothing Less than your Best." That is, after all, all we can ask.



Life's Little Lessons!
by Angelique Cotton
2005 Georgia/Alabama
District
Teacher of the Year

It is with great pleasure that I am writing this short article in celebration of TEACHERS! It is all about you and me and the wonderful profession that we have chosen! Today, and everyday, is a day of CELEBRATION! With that said, I must add I am very honored and humbled to have been selected as the Georgia/Alabama 2005 District Teacher of the Year.

I would like to share a small message about the heart of true teaching and life's little lessons. Don't take any precious moment for granted.

Recently I came across this short story called "The Gold Wrapping Paper." The story goes that sometime ago, a man punished his 5 year old daughter for wasting a roll of expensive gold wrapping paper. Money was tight and he became ever so upset when the child pasted the gold paper so as to decorate a box to put under the Christmas tree.

Nevertheless, the little girl brought the gift box to her father the next morning and said, "This is for you, Daddy." The father was embarrassed by his earlier over reaction, but his anger flared again when he found the box was empty. He spoke to her in a harsh manner, "Don't you know young lady, when you give someone a present there's supposed to be something inside the package?" The little girl looked up at him with tears in her eyes and said, "Daddy, it's not empty, I blew kisses into it until the box was full." The father was crushed and devastated. He fell on his knees, put his arms around his little girl and begged her to forgive him.

An accident took the life of the child only a short time later and it is told that the father kept that gold box by his bed for all the years of his life. Whenever he was discouraged or faced difficult problems he would open the box and take out an imaginary kiss and he would remember the love of the child who had put it there. (Author Unknown)

As teachers, what relevance does this story have to our profession? Well, the next time a child approaches with a blank stare, no homework to turn in, the wrong answer for the 15th time because he hasn't been paying attention— don't think the box is empty! No effort is ever a waste, time is too precious and our students take calculated risks with sincere intentions. In these trying times of war, take care of our children. They deserve all we can give them.

True teaching is in the heart and soul of the individual who leads our children to their destinies. Have a heart; be kind to your students today!



Quality Work Requires Teamwork

by Julie Ann Fulton
2005 North Carolina
District
Teacher of the Year

A couple of years ago, I plopped down dejectedly into my usual spot at our teaming table. A loud sigh accompanied the unmistakable thud and flutter of a hundred 8th grade science papers landing on the table in front of me. My sympathetic colleague, the team's English teacher, mumbled knowingly, "Uh oh, what have they done now?"

I will spare you the details of my long run-on of a response that only a true friend would have endured with such sweet patience. The bulk of the tirade, however, revolved around the utter lack of quality and effort the students had put into their work. They had answered three part questions with one part answers. The writing lacked clarity as students scribbled a few words rather than a comprehensible sentence. When the task was to complete a diagram, the result resembled an ink blot test. Instead of providing clear examples, the words "and stuff" were scribbled hurriedly as if to add some needed substance.

For emphasis, I shoved a prime example in front of my friend, needing to make my case for the judge. She began reading the paper and within seconds gasped, "Oh no they didn't." Pleased that she had so quickly seen my point, I felt vindicated. She began to unleash a litany of complaints that had nothing whatever to do with my students' grasp on the laws of motion. "They know perfectly well that they are never to begin their sentences with a conjunction." "Fragment, no capital letter, this whole thing is one paragraph? I don't think so!" "Where did this paper come from, under the refrigerator? It is filthy; there is no pride!" She continued ranting to herself.

After a few moments, she looked me in the eye. "Julie, this is ridiculous. My students would never turn in this quality of work."

"Your students," I reminded her, "are my students."

That conversation began a focused attempt on our team to hold our students to high standards in all of their classes. The following Wednesday was our weekly Lion Team meeting. We politely, and with some humor, let the students know the gig was up. We were on to them. High writing standards would now apply in all classes. Students would be expected to show the math work on their science labs, just as they did in math class. They would use proper math vocabulary when discussing results. Students in U.S. History would be required to cite their sources, just as they did in language arts. Papers would be neat and clean and properly headed.

We talked with the other 8th grade team, who was similarly frustrated and together developed "Quality Work Standards for 8th Grade." We outlined what was "acceptable quality" and spent time communicating our expectations to students. We sent the expectations to parents and asked them to



2005 DoDEA Teachers of the Year: (from left to right) Sitting, Denise Click, Bavaria District, Regina Golder-Shepard, Okinawa District, Irene Dugdale Lee, DoDEA Teacher of the Year, Maryanna Jones, Kentucky District, Nancy Woolson, Mediterranean District; Standing, Mildred Prince, Antilles District, Julie Ann Fulton, North Carolina District, Rodney Coryer, Japan District, Greg Holladay, Isles District, Sandra Ramon-Jenet, Kaiserslautern District, Deborah Krull, Guam District, Audrey Butler, New York/Virginia District, Nancy Corey, Heidelberg District, Deborah Walter, South Carolina/Fort Stewart District, and Angelique Cotton, Georgia/Alabama District.



**DoDEA Teachers of the Year
1990-2004**

2004

Joyce Schenck Loyd
Kentucky District

1999

Catherine P. Tillman
Hessen District

1994

Sally J. Yoshida
Korea District

2003

Deborah Burney Hadley
Fort Campbell DDESS

1998

Brenda S. Posey
Kaiserslautern District

1993

Robert "Lucky" Moore
Heidelberg District

2002

Jolene Jenkins
Fort Campbell DDESS

1997

Frank C. Pendzich
Hessen District

1992

Jacquelyn Watts Hinton
Kaiserslautern District

2001

Millie Harris
Fort Benning DDESS

1996

Christine L. Cole
Brussels District

1991

Mary E. Micallef
Rhein-Eifel District

2000

Jamey Olney
Hessen District

1995

Mary H. Mendoza
Panama District

1990

Pamela K. Barney
Heidelberg District