

# Teacher to Teacher

A DoDEA Teachers of the Year Publication

Fall 2008

## School Reform for the 21st Century: The Urgency of Shaping Teacher Leaders

by Cathy Marziali  
2008 DoDEA Teacher of the Year  
Mediterranean District

I have had the privilege of attending a number of professional development events in the company of the Teachers of the Year from 55 other states and territories of the United States. We have discovered a collective realization that among many of the challenges facing our state educational systems, that of teacher quality and teacher effectiveness resonates as one of the most critical and urgent issues in the American education system today. It is a hot topic of discussion in every state and territory in our country.

As hard-working teachers, sometimes it is hard to listen to what appears to be criticism of our "effectiveness." However, if we are to be regarded at the same level of professionalism as doctors and lawyers, for example, we must be willing to acknowledge that our effectiveness is going to be part of the equation. We expect that doctors stay informed about most recent advancements in medicine. We hope that they connect with and share information with expert practitioners in their field. It makes sense that ongoing professional development that is tailored to our needs, that includes the sharing of professional knowledge between colleagues must become routine in the culture of our schools.

I recently attended the Education Commission of the States (ECS) National Forum on Educational Policy. At this event our nation's governors, legislators, educational leaders and policy makers discussed our country's dire need for school reform that will transform our antiquated 19<sup>th</sup> century school systems into those that will educate and empower our children to compete with their peers in the global economy of the 21<sup>st</sup> century.



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“It makes sense that ongoing professional development that is tailored to our needs, that includes sharing of professional knowledge between colleagues must become routine in the culture of our schools.”

We have found ourselves in a precarious situation in need of urgent attention. Either we move our educational system into the global arena, or we risk falling behind the developed world and developing countries. The ECS encourages its constituents to consider, adopt and/or adapt the International Benchmarking Blueprint. International benchmarking is the alignment of standards, instruction, professional development, and assessments to those of the highest-performing countries in the world.

Threaded throughout the speeches, papers presented and discussions was the tenet that “student learning depends first, last, and always on the quality of teachers.” We would be wise to look at characteristics of high-performing educational systems from countries like Finland, Japan, and Korea that invest greatly in the preparation, compensation, and on-going professional development of their teaching forces.

Respected experts in the field of education, like Roland Barth, recognize that encouraging teachers to take leadership roles outside of the classroom promotes a more democratic school culture and sustains the school toward improvement. Schools with strong teacher leadership show growth and sustain their achievement even when school administration changes. One of the key factors that will lead our nation’s endeavors in educational reform will be the shaping of teacher leaders. At this point, I hope that you are asking yourself what you can do to become a teacher leader. You certainly do not need to wait for the official enactment of a school reform initiative to get involved in helping to transform our mental model of professional development. You could:

1. Get involved in your SIP.
2. Create a learning community of teachers in your school based on a demonstrated need by students and an interest by teachers. Explore best practices in a writing domain, research strategies in teaching a math skill, form a book study group on a scholarly book, or conduct research are examples of learning communities.
3. Offer to conduct workshops for your colleagues in an area of expertise or to share something that you have learned at a workshop.

## Connecting, Sharing and Shaping through Physical Education

*by Michelle Hrabanek  
2008 South Carolina/Ft. Stewart District Teacher of the Year*



Have you ever watched children on a school playground? If you have, you’ve certainly seen children running and playing together. But did you notice the ones who were sitting on the sidelines? Why aren’t those children playing? Is it because they lack self-esteem? Or are they overweight? Maybe they’re just uncoordinated or out of shape. Have you wandered through a mall and watched overweight teenagers buying unhealthy foods? What was your reaction? As a physical education and health teacher, I not only see it, I feel it, just as a classroom teacher feels the pain of a student struggling to read a paragraph out loud.

Childhood obesity due to sedentary lifestyles and poor eating habits is a serious concern for all of us. Children’s red faces, wet clothes, and their lack of self-esteem should have us all rushing to find solutions, but the complexity of the problem sometimes has parents and teachers feeling hopeless or blaming each other, or worse, ignoring the problem altogether. If we continue to have that attitude and fail to reverse this epidemic, we will, for the first time in history, see our children living shorter lives than their parents.

This is not just an epidemic in the United States, but it is rapidly expanding throughout the world. One in five British children is overweight; in Spain, it's one in three, and in Italy the thirty-six percent figure is staggering. The figure for America's children is very close to Italy; roughly thirty percent are overweight or obese, and this is even more significant since research tells us that an obese child is more likely to be obese as an adult, leading to major health issues.

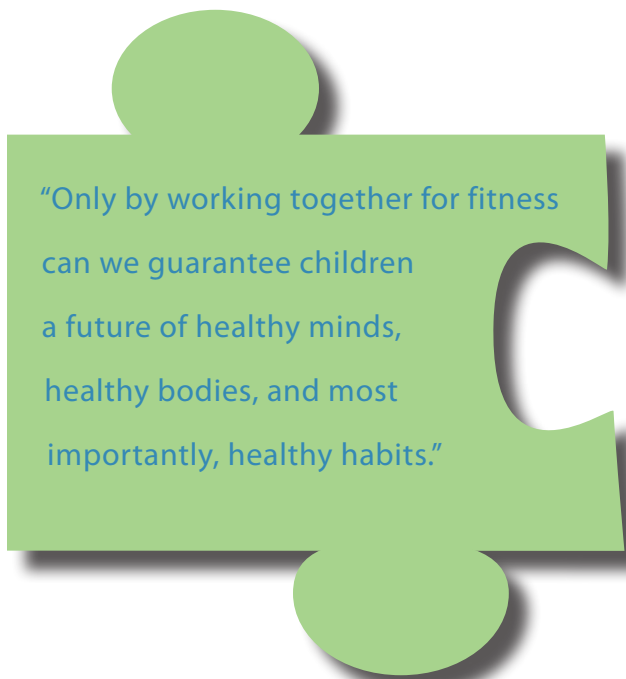
The nation is well-aware that diet and exercise are especially important to curb the escalating problems of obesity. The Surgeon General's report on physical activity and health stated that through a modest increase in daily activity, most Americans can improve their health and quality of life. It further stated that effort should be made to encourage schools to mandate daily physical education in each grade level, placing an emphasis on lifetime activities. The American Heart Association, former President Bill Clinton, and California Governor Arnold Schwarzenegger have joined forces to create the Alliance for a Healthier Generation. This project's goal is to stop the nationwide increase in childhood obesity by 2010. The U.S. Department of Health and Human Services has developed Healthy People 2010: Understanding and Improving Health. Their objectives promote prevention of disease by increasing positive health practices. Our national agencies are very concerned with children's health issues and they are moving in the right direction. Now we need to look at our roles as teachers to ensure a healthy lifestyle for the future generation.



It is an exciting time to be a physical education teacher. The day of seeing the purpose of PE class as just providing a planning period for the classroom teacher is thankfully gone. Increased concern with our children's health has catapulted physical education to the forefront of many school districts. States are increasing physical education demands and replacing soda and snack machines with water and healthy snacks. Physical education teachers are looking into innovative, non-traditional ways to teach children lifetime activities that will ensure a healthy lifestyle. Rarely do we see the PE class that just "throws out the ball" or the football coach who only teaches PE so he can coach on Friday night.

With all the attention on physical education teachers today, we have a huge opportunity and responsibility to look into the 21st century and prepare our children, not for today, but for the world into which they will graduate. First, physical education teachers need to be highly qualified and certified. Second, we need a comprehensive, research-based health-related PE program that meets national standards for students

of all ages. Teachers need to utilize technology to monitor fitness levels, such as computer software, pedometers that fit into shoes, heart monitors that evaluate energy output, and interactive physical games. Most of all, we need to be accountable for standards-based assessment tools to demonstrate student achievement and the effectiveness of our programs. Only by working together for fitness can we guarantee children a future of healthy minds, healthy bodies, and most importantly, healthy habits.





## Adapt to Teach, Prepare to Learn and Live the Example

by *Veronica Finney*

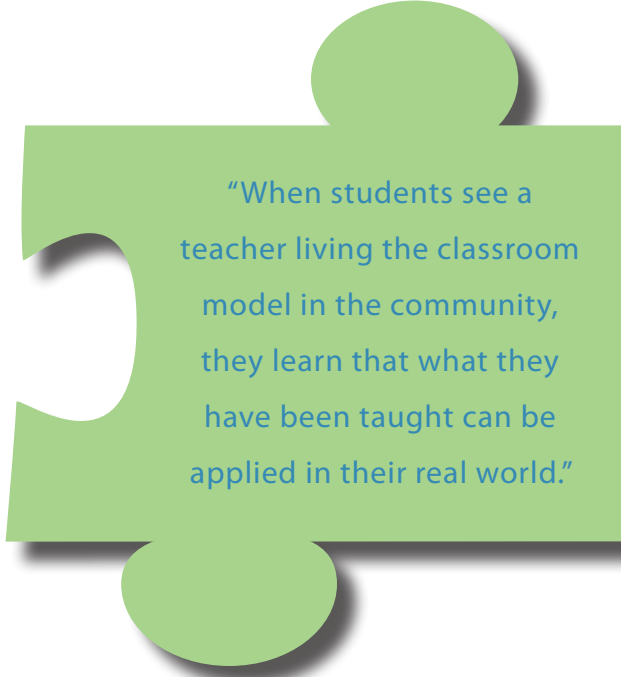
*2008 Okinawa District Teacher of the Year*

The purpose of teaching is to help others learn. There are many elements involved in teaching; however, from the teacher's perspective adaptation, preparation and life are major components. The total teacher must adapt to teach, prepare to learn and live the example. As a teacher we are constantly adapting; not only to the environment of the classroom, but also to the learning style and personality of each student. Adapting

to teach means, being flexible and ready to shift with students to ensure learning takes place. Students come to school with a variety of talents, gifts, needs and expectations. To adapt to teach means being able to adjust to the academic, physical, emotional and social needs of each student. As we adapt to teach, we set high expectations while guiding our students to use and further develop their talents and gifts toward successfully meeting their educational, physical, emotional and communal needs.

As you prepare for the classroom, remember to be prepared to learn. The preparation for learning involves coming to know each student, learning what motivates the student to learn and learning how the student learns. If learning is not taking place, then teaching has not taken place. Just as each day should be a learning experience for each student, let's make it a learning experience for us as well. As we learn about our students, we become more effective as teachers. Adapting and preparing is only realized by living.

Beyond modeling reading, writing and arithmetic skills, let's demonstrate in our daily living an example that supports what we are teaching. Living the example goes beyond the classroom performance. I had a colleague share with me how she spent three hours on a Saturday with a student at a basketball game. She used the game as a learning tool to help a student read numbers. She would ask the student to tell her the numbers on the basketball jerseys. This simple activity was a way the teacher took the lesson outside of the classroom. She made a real life connection. She is living the example. When students see a teacher living the classroom model in the community, they learn that what they have been taught can be applied in their real world. Helping students make the connection between education and the real world is the reason we Adapt to Teach, Prepare to Learn and Live the Example!



"When students see a teacher living the classroom model in the community, they learn that what they have been taught can be applied in their real world."

The purpose of the DoDEA Teacher of the Year Program is to recognize and honor contributions of the classroom teachers and to focus attention on excellence in teaching.

# Teaching and Learning Science in the 21st Century: Connecting with the Millennial Generation

by Iliada Sierra

2008 New York, Virginia, Puerto Rico, Cuba District Teacher of the Year



There has never been a more exciting time to teach and learn science than at the dawn of the 21st century. The digital revolution, increasing globalization, constant scientific discoveries in biotechnology, and the frequent technological advances have revolutionized science education. Our students have always known a world

with computers and other technological conveniences; they are accustomed to using cell phones, iPods, computers, and other modern technologies as an everyday part of life. Thus, how they communicate, locate and gather information, and interact with others is influenced by these new technologies.



Our efforts as science educators face the possibility of being irrelevant unless we bridge the gap between how our students live and how they learn; therefore, to keep pace with the astonishing rate of change in students' lives outside of school and the amazing amount of scientific and technological advancement, science learning should be active, personal, and based on authentic knowledge and experiences. Our role as teachers has evolved from an information provider to a facilitator and moderator empowering students to build on their own body of knowledge.

I believe my students are part of a global community and that this tendency toward globalization will increase in the nearby future; therefore, I expose them to many authentic interdisciplinary learning experiences using standard-focused Project, Problem, and Inquiry-based learning (PBL, IBL) as instructional methods. All of these three learning strategies are closely related to the information processing approach in a technology-rich classroom where the focus is not on the hardware and software, but on the learning experience. This enables them to see their learning process as a whole and relevant experience within the technological world they live.

Furthermore, these instructional strategies promote active learning and enable our students to walk out of the classroom with the ability to think critically about the world around them and to ask why and how instead of merely what, when, or who. As educators of the 21<sup>st</sup> century we need to connect with the millennial generation by closing the generational gap. In order to shape the professionals and future citizens of the new millennium we need to "speak the same language".

## Example of a PBL

An example of a web quest designed and implemented for my Marine Biology class illustrates the three strategies for active learning in a technology-rich classroom. To access this example enter my web page at [www.iliadaclassroom.com](http://www.iliadaclassroom.com) and then click on the web quest button, and choose Biodiversity at Risk: Punta Salinas Beach, P.R site. Some practical advice and recommendations for the implementation of these strategies are included in the teacher section of the web quest.

**"The illiterate of the 21st century will not be those who cannot read or write, but those who cannot learn, unlearn and relearn."**

-- Alvin Toffler



## 21st Century Students Need 21st Century Teachers

by Margaret Koger

2008 Georgia/Alabama District Teacher of the Year

What an exciting time it is to be a teacher! We live in an age where technology and information are expanding at exponential rates. As educators, our jobs should not be limited to just teaching specific content, because that will change. Instead, we should strive to teach students how to learn, how to become lifelong learners, and to be curious about the world around them.

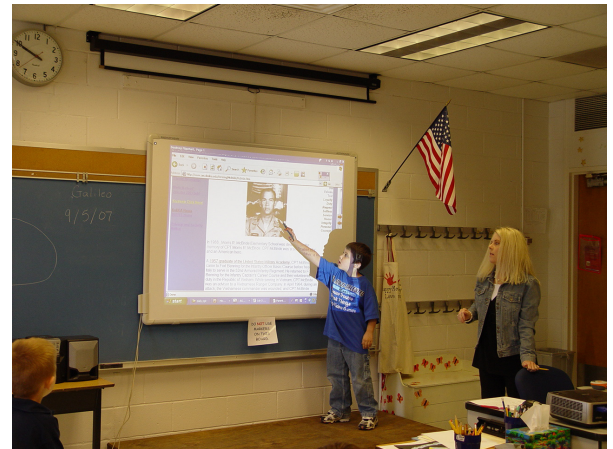
Teaching is an art that employs more than just content knowledge – it should be connected to real life. Research has stated that the amount of information is growing almost as quickly as new technologies develop. We process more information in 24 hours than the average person 500 years ago would process in a lifetime. Learning should be a life-long process of coping with change. Today, the content of an individual lesson is less important than being able to work with content resources. Teaching students how to learn is paramount if they are to be successful in the 21<sup>st</sup> century.

Twenty-first century teachers recognize that students today have a different relationship with information and learning than previous generations. Because of their access to the Internet and other computer-enabled technologies, our 21<sup>st</sup> century students no longer have to rely solely on the teacher as the source of information. Likewise, the 21<sup>st</sup> century teacher recognizes the importance of using technology to accomplish something more efficiently and accurately. Educators in the 21<sup>st</sup> century should be moving beyond having students memorize vast amounts of information, and should place more emphasis on making connections, thinking through issues, and solving problems.

Restructuring our schools to reflect the needs of the 21<sup>st</sup> century student should be the primary concern for every American citizen. In a speech to the 2005 National Governor's Association, Bill Gates said, "Our schools were designed 50 years ago, to meet the needs of another age. Until we design them to meet the needs of the 21<sup>st</sup> century, we will keep limiting – even ruining – the lives of millions of Americans every year." Most recently, in his address before Congress in March of 2007, Gates added, "While most students enter school wanting to succeed, too many end up bored, unchallenged and disengaged from the curriculum – 'digital natives' caught up in an industrial-age learning model."

Because of increasing global competition and technological change, students must possess 21<sup>st</sup> century skills in order to be successful in what is becoming a "flat world". For our students to thrive as 21<sup>st</sup> century citizens and workers, our education system must expand beyond core subject mastery. Today's students must be able to exhibit a wide range of functional and critical thinking skills related to information, media, and technology.

The world in which our children live is significantly different from that of even ten years ago. Students today routinely use laptops, instant messaging, and cell phones to stay connected to friends, family, experts, and others in their community and around the globe. Our children have the world at their fingertips. Unfortunately, in many schools, students are still being prepared to succeed in yesterday's world. As educators, we must do a better job of keeping pace with technology, research, and societal changes.



**"Learning should be a life-long process of coping with change."**

In order for this to happen, I believe certain key changes must occur. First, the public must acknowledge that 21<sup>st</sup> century skills are essential if today's students are to be successful. Secondly, schools must embrace new designs for learning that reflect what the latest research findings are showing. Finally, assessments need to be restructured so that they measure both traditionally recognized core subjects and 21<sup>st</sup> century skills.

Today's students are experts at multitasking, and they respond differently to classroom instruction than they have in previous generations. Ken Kay, president of the Partnership for 21<sup>st</sup> Century Skills stated, "A generation ago, a student would memorize the 50 state capitals in geography class. Now, 8<sup>th</sup> graders should be able to use GPS to solve a problem, such as analyzing the best location for a park in their town." The 20<sup>th</sup> century was about memorization, but the 21<sup>st</sup> century is about using analytical skills. Students today are much more active learners, and the kinds of technologies that they use outside of school should transfer to the classroom.

This type of change will not be easy, and assessment is critical. Assessment should be based on projects, rich in content, by the student. We need to move away from multiple choice tests and move toward developing assessments which are grounded in a real-world context and reflect higher-level thinking skills. Finally, assessments should provide frequent opportunities for feedback and revision, so that both teachers and students learn from the process.

We have done an adequate job of preparing students for the 20th century, for the world of yesterday. However, our students will not be prepared for their futures if we do not make changes today in the way we teach and learn. For a number of teachers, this will mean letting go of past practices that are rooted in the 20<sup>th</sup> century and are no longer relevant. This may cause discomfort for some, but it is the only way we can guarantee success for our 21<sup>st</sup> century students.

## Connecting and Sharing with Colleagues to Shape our Students

*by Aimée Guignon  
2008 Korea District Teacher of the Year*



I believe that all faculty members, administrators and superintendents need to connect with each other and share their expertise to provide the best education we can for our students. When we all work together as a fundamental part of our students' education we will shape our students into life-long learners as well as allowing teachers to be life-long learners. I believe it is everyone's duty to educate our students and we should all take an active role.

Each member within the school system has unique attributes to contribute. New faculty members share the new information they learned at college, so we all are able to use current strategies with our students. New strategies are a great avenue to improve our instruction to our students. Veteran faculty members contribute their expertise in the classroom and the methods they have found successful in different academic areas. Administrators and superintendents have a vast knowledge of education; they should be advisors in assisting their teachers' instruction to the students. Interaction among all faculty members provides encouragement and moral support to faculty members along with providing new ideas to teach our students.



If we connect and share as a community, our students will receive the needed education to help shape them to be successful at their own profession and to be productive community members. Our one commonality is found in the future of our students. Mutually working together will provide the needed support to not only our students but to our teachers, too. With this collegiality, students will be able to learn and teachers will be able to instruct.

## Taking the Collaborative Plunge

*by Courtney Skelly  
2008 Heidelberg District Teacher of the Year*



Traditionally, classrooms have been an individualized concept for every teacher. We bring our personality to the classroom and build a structure around our own pedagogical beliefs. We sometimes feel the pressure of paperwork and additional duties that seem never-ending. This can lead to feeling isolated and removed from our colleagues. Fortunately, many schools are looking at how teachers can work together to foster learning.

Last year, our third grade team took the collaborative plunge. In order to create a time and place for our collegial conversations, we met approximately every other week for an hour and a half after school to discuss mathematics as learners and teachers. Of course there were times when we wondered if what we were doing would really make us better teachers. Each teacher is highly regarded as a professional with amazing ideas and teaching methods that help children achieve. Every year these teachers help children reach goals that sometimes seem unattainable. We were interested in putting our heads together to get the benefit of our collective knowledge and ideas.

This time together proved to be quite constructive. The first few times we met we looked at a variety of mathematical concepts. What better way to look at learning than to be a student? We branched out by bringing student work to each meeting. This provided an opportunity to look at how our students were thinking, discuss strategies, and apply a variety of teaching strategies that may have not been used otherwise. We also started working together throughout the school day. We started sharing classes with one another and teaching a variety of lessons. Classes traveled down the hall to different rooms for a hands-on activity that addressed a variety of mathematical standards. Each teacher was responsible for two standards, creating lessons for each, and developing a vocabulary web for our hallway. This appeared to be highly successful and may have contributed to our improved standardized testing results. Switching classes was a fun way to improve learning math concepts through hands-on activities from a variety of teachers. The children got to know the other third grade teachers, which in turn seemed to create a more unified team. We eventually started team projects. Over the last year and a half, we have created team projects, graphs, vocabulary word webs, technology projects and even pep rallies to boost children's confidence.



Perhaps the most interesting result of our work together was that the dynamics of our team changed. You could walk down our hallway and hear teachers talking about teaching and learning. The classroom doors have opened. Over the last year and a half, the teachers on the team have reported that the collaboration time has built positive collegial relationships, opened communication between teachers, and ultimately increased student learning and enhanced student thinking. Highest student achievement is the aim of our math collaboration team. There's no denying that the students and teachers are accomplishing this goal.





## Students Need Active Parents

*by Shannon O'Dell*

*2008 Kaiserslauten District Teacher of the Year*

Students need active parents. A strong school-home partnership sets the stage for high student achievement. By bringing the community, school, parents, and students all together, a strong foundation will be built, which will enable the students to experience a love of learning and success for a lifetime.

Parental involvement is essential for student success. I involve parents by sharing student data with them, sending special invitations to observe their children learning, and facilitating trainings for how to support their children with literacy and their homework. Parents truly want what is best for their students, but often do not know how or what it looks like. Some of our parents had difficulties in school and are unsure or hesitant about becoming involved with school. Through modeling helpful strategies we can ensure their children's academic success. One way our school has accomplished this is by hosting monthly "Lunch and Learn" sessions with our students' parents. Parents give us suggestions for topics, and we tailor each session (which is open to all of our students' parents) to a specific topic. By sending the message that they are an integral part of their child's life they are more likely to become the active and involved parent they have been longing to be. There are so many ways for parents to become involved in their children's education and we need to provide all of those opportunities for them.

As a Reading Recovery and Compensatory Education teacher, I believe it is essential that my students' parents sit in on our lessons, so they can observe what their children are learning and learn strategies to support their child's learning at home. Watching their children learn is so rewarding for parents and understanding why we teach what we do is also critical. I constantly share my students' assessment data with their parents. My ability to involve parents in their child's education and to present it in a way that is meaningful and significant for them is something in which I take great pride.

Research says that the greatest predictor of student achievement is not economic or social status, but rather the extent to which parents become involved in their children's education. Parents are our children's first and most important teacher. Whether the children are in preschool, elementary, middle, or high school, parental involvement is essential to their success. After all, children only spend 9 percent of their time in school between birth and age 18. Without the support and partnership from parents, we are not providing the best we can for our students.

As former President Bill Clinton stated, "Parents who know their children's teachers and help with the homework and teach their kids right from wrong – these parents can make all the difference." There are countless opportunities for parents to become involved with their children's education, so the school needs to provide an environment that enables parents to do just that. Studies have shown that when parents are involved in their children's education, test scores are higher, students have better attendance, homework is completed more consistently, and students have a better attitude toward school – all indicators of high student achievement.

We all want what is best for our students, so let's work together to provide that for them. By involving parents from looking at and interpreting assessment data, to assisting with homework, we work together to provide the foundation that will foster the highest student achievement. Students need active parents.

*"By bringing the community, school, parents and students all together, a strong foundation will be built, which will enable the students to experience a love of learning and success for a lifetime."*



## C.S.I. Jr.: Student Leaders for School Improvement

by Stephanie Richardson

2008 Japan District Teacher of the Year

“Through CSJjr, which has now been implemented in schools in Japan, the US, and Europe, students became involved in the school improvement process-- informed, active and inventive participants in their education.”

A few years ago, I came to a realization. It seemed like a ridiculously simple realization, and it still does, even though I am now amazed at the changes it brought about for my teaching style, my view of school improvement, how I interact with parents, and how I interact with my students. That simple realization was that traditional education has, for the most part, been failing to truly involve our students in their education.

My realization came to me by chance. I had a brilliant student in my classes, but this particular young man was very talkative at the most inappropriate times. One day I stopped asking him to be quiet and started asking him what he was talking about; what I found out was that he was full of incredible ideas and that many of those ideas had to do with ways to improve the school. Eventually this young man, a sophomore at the time, and I formed a student-led learning community for school improvement, “CSJjr”, or “Continuous School Improvement, Junior”.

The CSJjr group, in its first two years, grew from eight student members to more than 40 student members and over 100 student participants. CSJjr became a learning community that worked alongside the teacher learning communities – supporting them, advising them, and acting as information liaisons between faculty and students. CSJjr projects have included everything from making posters and videos to writing newsletters and conducting assemblies to inform students of standardized test results and their implications (assemblies run entirely by the CSJjr students!) As if that weren’t enough, the CSJjr team volunteered to serve as peer mentors and tutors to at-risk students!

As my talkative student, Chris, once said in an interview, “You give (CSJjr students) some responsibility and we run with it.”

Through CSJjr, which has now been implemented in schools in Japan (both on-base and off), the US, and Europe, students became involved in the school improvement process – informed, active, and inventive participants in their education. They were in attendance at faculty meetings, they came back to school early in the fall (to set up their “office”), they attended faculty in-service days, and they even spoke at the district administrators’ meeting. They became a team that was knowledgeable and informative about the school improvement plan and process. The cries of “Why do we gotta do this?!?” with school improvement became almost non-existent, because students knew what the plan was and were a part of the planning process. And, for those who need numerical data, in 2007 the school saw improvement in 11 of the 15 TerraNova test areas given (five subjects in three grades), with a 12 point improvement in 9<sup>th</sup> grade science and a nine point improvement in 9<sup>th</sup> grade math!

When I speak about CSJjr, audience members usually want to know what happened to my student, Chris, after graduation. He’s now on a full scholarship at a well known university in Indiana and planning his eventual run for president. You’ll see me vouching for him when it happens.

## I Have a Vision

by Mary Williams  
2008 Guam District Teacher of the Year



I have a vision. This vision is that all students will succeed. In addition to success, students will be self motivated, team players who perform with a passion. How can this vision be achieved? This is a vision that must be shared among the education community. We must develop a community of competent educational leaders willing to

**“We must teach the importance of collaboration, while instilling habits of self-reflection and self-accountability as a component of work ethics.”**

inspire expectations that all students will succeed. The reality is that our nation is faced with higher drop out rates than we have experienced in the past. Our students’ are faced with a society developing into a culturally diverse global world. Our work force is experiencing competition with countries that are eager to provide resources and skills. Our nation is increasingly unable to readily compete. How do we teach our students to become viable players in the workforce of this ever changing economic global world? Educators today must provide our students with a clear vision of their expectations and goals. We must teach the importance of collaboration, while instilling habits of self-reflection and self- accountability as a component of work ethics.

Educators must share their vision of their expectations and goals by helping students identify their strengths and providing programs to help students of all learning types achieve a clear understanding of what is needed for individuals to succeed in a competitive, culturally economic, global world. Collaboration is a crucial ingredient of turning students into successful employees. In today’s workforce, students are not only competing for jobs in their communities, but also on a global scale. Educators need to collaborate to improve the quality of their instructional lessons, programs and guidance for students. By working together, educators give students an edge to compete in the global market and better serve their communities.

Lastly, students need to learn how to be accountable for their own performance. The students’ performance needs to be assessed by their teachers, peers and ultimately, themselves. Students need to be provided with the opportunities to experience as much of the “real world” as possible. Our educators need to find creative ways to bridge the gap between the classroom and workplace so students can practice what they have learned. Every child matters and every child can succeed.

Outstanding teachers share a vision. The vision is excellence for all children, a belief that all children can and will learn. Truly, you are the dream makers for our most precious resource, our children. You positively impact the lives of both our present and future generations.



**Back Row:**  
 Shannon O'Dell,  
 Dr. Tafoya, Cathy  
 Marziali, Michelle  
 Hrabanek, Stephanie  
 Raby, Aimée Guignon

**Front Row:**  
 Stephanie Richardson,  
 Maggie Detchon,  
 Iliada Sierra, Margaret  
 Koger, Courtney Skelly,  
 Veronica Finney, Mary  
 Williams, Ellie Micklos

The DoDEA Community applauds your success and challenges.  
 Our students could not be in more capable hands.

**DoDEA Teachers of the Year**

2007 - Patricia Laney,  
 North Carolina District

2001 - Millie Harris,  
 Fort Benning District

1995 - Mary H. Mendoza,  
 Panama District

2006 - Patricia Salerno,  
 Medeterranean District

2000 - Jamey Olney,  
 Hessen District

1994 - Sally J. Yoshida,  
 Korea District

2005 - Irene Dugdale Lee,  
 Korea District

1999 - Catherine P. Tillman,  
 Hessen District

1993 - Robert "Lucky" Moore,  
 Heidelberg District

2004 - Joyce Schenck Loyd,  
 Kentucky District

1998 - Brenda S. Posey,  
 Kaiserslautern District

1992 - Jacquelyn Watts Hinton,  
 Kaiserslautern District

2003 - Deborah Burney Hadley,  
 Fort Campbell District

1997 - Frank C. Pendzich,  
 Hessen District

1991 - Mary E. Micallef,  
 Rhein-Eifel District

2002 - Jolene Jenkins,  
 Fort Campbell District

1996 - Christine L. Cole,  
 Brussels District

1990 - Pamela K. Barney,  
 Heidelberg District