

# Teacher to Teacher

DoDEA Teachers of the Year Publication



Fall Issue 2002



## Great Things Happening

By Jolene Jenkins  
2002 DoDEA Teacher of the Year  
Fort Campbell, KY

Last February I had the privilege of attending the 2002 DoDEA Teacher of the Year Forum in Arlington, Virginia, with nineteen other DoDEA district teachers of the year. We listened to presentations and discussed

the effect of transitions on the military child, partnerships, and technology in education. I was energized by my colleagues' knowledge, enthusiasm, dedication to the teaching profession, and commitment to the education of our military young people. These educators shared their ideas and experiences and spoke of the great things happening in their schools and districts. This edition includes how one teacher brings an understanding of Shakespeare to student lives, combining multiple intelligences with learning stations, patriotism in our schools, and how partnerships are making a difference in the lives of students.

## Heroes

By Kathy Robinson  
2002 Alabama/Robins District  
Teacher of the Year

On a crisp, cool evening in May, the students and staff of Robins Elementary School gathered together at the Air Museum's outdoor amphitheater to pay tribute to those who serve the United States. Over 500

excited pre-K through sixth grade students dressed in red, white, and blue filled the bleachers to present the eighth annual "We Love America" program to their families and community guests. The theme of this year's program was "Heroes."

From the opening number, Lee Greenwood's "God Bless the U.S.A.," to the final song, "God Bless America," the students delighted the audience with a variety of songs, poems,

dances, and skits. The main theme of the production was a patriotic view through the eyes of a young boy who struggled to determine who was his hero. An instrumental ensemble from the Air Force Reserve Generation Band provided musical accompaniment. All branches of service were recognized and honored. Following the National Anthem, the students and audience were thrilled by a flyover of an E-8C Joint Surveillance Target Attack Radar System jet aircraft.

Perhaps the most touching performance of the evening was a song sung by the students and written by Teresa Jennings entitled "You Are Our Heroes."

During the singing of the song, approximately thirty public servants of our community, including pilots, firemen, nurses, a doctor, a chaplain, security policemen and women, a security police dog, an airplane mechanic, a spouse with her children, and a World War II POW, were invited to stand on the stage.

A billboard in the Dallas, Texas, area reads, "Teachers Are Real Heroes!" Our DoDEA teachers have truly been heroes, committed to our tremendous responsibility to our students and uniting as professionals in our common mission. DoDEA teachers have been there to give comfort and hope, provide security, and model strength to our students during this difficult year. To each and every one of you, "Thank you and God bless you!"



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### International Students: Diversity and Partnerships Make a Difference

By Bobbie Greenawald  
2002 Brussels District  
Teacher of the Year

"Pozuri se i vidi Tursku haranu!" (Croatian) "Das ist ein Dirndel. Das ist eine Lederhose." (German) "Mia mea placut dansul Mexican!" (Romanian) These are just some of the sounds you might

have heard at Brussels American School (BAS) on March 15, 2002 as our student body, parents, teachers, and community members celebrated an International Festival. Talk about authentic...our list of nationalities that compose our international student population reads like a very new eastern European road atlas, with a dash of the rest of the world thrown in for flavor! Brussels American School is very definitely an international school with thirty-two nations represented. Many people have never been to Azerbaijan, Belarus, Estonia, Lithuania, Kyrgyzstan, Romania, Slovakia, or the Ukraine. If a person has never visited these locations, one certainly had the opportunity to be there in spirit while strolling through the festival. Polish sausages, Slovakian music, American quilting, Philippine lumpia, Dutch pinwheels, Turkish dancing, Japanese sushi... the list of participants and activities was a long one! How very fortunate for BAS to have the diversity of so many languages, cultures, and nationalities within our school.

In the fall of 2001, Mrs. Jo Ellen Carmone, art teacher at Brussels American School, came up with the idea of an international festival to celebrate all of the nations that compose the student body of BAS. To make the festival a reality, partnerships with companies, parents, embassies, and military organizations were explored. Enlisting the help of Anne-Marie Bacq, host nation teacher, and me, an elementary English as a Second Language teacher, we three set off on an endeavor that was so successful, it surprised even us! Mrs. Carmone's art students researched projects to prepare illustrated lectures and briefings to elementary classes. Students gave demonstrations in Chinese calligraphy and break dancing. Others taught Norwegian legends, French folktales, Turkish dancing, Ukraine and Belarus fairy tales. Yet many of our students merely had to rack their brains and rob their closets to provide authentic artifacts, art works, native costumes, games, books, movies, toys, and crafts to educate, entertain, and awe the constant flow of parents, students, and teachers at the festival. Madame Bacq recruited a Belgian lacemaker, a European historian, and a famous Raku artist to participate. Students in the video production class made movies and slide shows. The third grade class made a big book showing photos and a national biography of each student in the class. Some students teamed up with their parents to teach a game on African-American history, Bulgarian culture and history, Puerto Rican culture, American line dancing, and North Carolina Bluegrass music. Across the curriculum in social studies, art, music, foreign languages, literature and mathematics, students' endeavors provided enrichment for the festival.

Although only a single day event, the International

Festival was successful in showing that partnerships with many individuals and organizations can provide tremendous learning experiences. The festival also celebrated the wonderful diversity and similarities of so many cultures within our school that can enrich all our lives! What a difference diversity makes in hands-on, live experiences in learning and in awareness and appreciation of these many cultures. Vive la difference!



### Multiple Intelligences Learning Stations

By Donato Cuadrado  
2002 Puerto Rico District  
Teacher of the Year

Have you ever had an exhilarating moment in teaching? Athletes enjoy this moment when they hit the game winning home run or when they hit the triumphal shot. Artists live this when they create the

ultimate masterpiece. Many teachers experience exhilaration when the enormity of human potential is achieved by a child. Seeing a child blossom into a life-long learner is truly invigorating. Nevertheless, achieving this in every child is not a simple task. It is an extremely complex process because of the dynamic nature of human learning. Teachers must continuously seek the path of improvement to enhance the quality of both their personal and professional performance and the methods they use to generate success for students.

Many teachers over the last two decades have embraced Howard Gardner's theory of multiple intelligences to provide students with new opportunities to become successful. Gardner believes that traditional school systems only stress two types of intelligences: linguistic and logical-mathematical. Thus, students with other potentials are not given the chance to learn through their other intelligences (spatial, musical, interpersonal, intrapersonal, bodily kinesthetic, naturalist, and esoteric). Today, teachers have found new ways of providing inclusion for all human intelligences in their classroom.

One of these is a combination of an "old" teaching strategy, learning stations, with multiple intelligences. These are Multiple Intelligences Learning Stations. There are many right ways of creating these stations. Not all intelligences have to be addressed each time you use this strategy. The ideal would be that all are included throughout the year. The stations are based on a particular intelligence. In a Native American literature unit a group of teachers decided to work with the linguistic, bodily kinesthetic, spatial, intrapersonal, musical and interpersonal intelligences. Students were divided into groups of three or four and went from station to station. When they arrived at a station, they found directions, materials, equipment, and a rubric indicating how they would be assessed. For example, in the kinesthetic station the students' task was to video tape the performance of a Native American oral tale. In the spatial station students had to write a message using petroglyphs, while in the linguistic station they had to write their own Native American story. Once the task was completed, it was turned into the teacher for assessment.

*(Continued on page 3)*

*(Multiple Intelligences, continued)*

Teachers are faced with many great challenges, but none greater than helping each child reach his/her potential. Teachers have the grave responsibility of opening the doors of a wonderful world of knowledge and opportunity for all students. New approaches, strategies, techniques, and processes must continue to be explored to ensure that teachers continue to live exhilarating moments.



### United We Stand

By Joanne Woodworth  
2002 New York/Virginia DDESS  
District Teacher of the Year

The terrorist acts that took place throughout our country on September 11, 2002, left many of us numb, confused and anxious. We worried about our military families at the Pentagon and shared in the sorrow of the families of lost ones at the

World Trade Center. On that day parents flooded our school to take their children to the safety of their homes. As I was teaching, updates on what was happening were sent to all the teachers. I continued to teach, but my mind was racing, planning to evacuate in case the United States Military Academy was to be attacked. The airplanes that attacked the World Trade Center flew down the Hudson River—most likely over West Point, N.Y., using the river as a guide right to the World Trade Center. The tragic events that occurred altered our sense of security and challenged us as a community to support each other.

West Point Elementary School and the community that it serves rose to the challenge. The faculty and staff came to school the following day enduring long lines of security checks. Some individuals were in line as long as 6 hours. About 20 parents came to our rescue on September 12<sup>th</sup>, filling in and helping to keep our school functioning, while our teachers and staff arrived at school. Joel Hansen, our principal, helped to maintain normalcy during this time of great distress. Our school psychologist, Valerie Cotter, and counselors, Linda Kerin and Meg Geller, shared ways in which our teachers could discuss information about 9/11 with the children. Many children were worried about their fathers and mothers and feared that they might go to war.

Linda Robinson and Lori Mackey, co-sponsors of our Morning News club, began playing patriotic music prior to the start of the news. Shortly after that, Diane Storey, our music specialist, focused on teaching songs that were patriotic. Today these songs are part of our morning routine. After the Pledge of Allegiance, a patriotic song follows.

On Friday, October 12, West Point Elementary School and the community came together for a “Red, White & Blue” community spirit exercise. Children came to school dressed in red, white, and blue. Suzannah Coehlo helped to make this event grand with her vision and fine attention to detail. In addition, she organized our 4<sup>th</sup> graders to assemble red, white and blue flags that were passed out to all our students

by members of the military. Our Garrison Commander, COL Ann Horner, began our celebration by leading our entire school in exercise to music. Following were MAJ Bill Hauschild, MAJ Artie Coughlin, CPT John Alt and CPT Scott Bovee from the United States Military Academy’s Department of Physical Education. When the children saw these military dads dressed in their battle dress uniforms, they erupted with applause. They jumped, twisted, and danced to patriotic music. Then the heart of our school, our teachers, ed. tech’s, and secretaries, all took turns leading the children in exercise. Each time a new group jumped up to the platform, the children applauded enthusiastically. Our school’s finale included our entire school singing the song “God Bless America.” It was an eloquent expression of our love for our country. We then, along with President George W. Bush, recited the Pledge of Allegiance at exactly 2:00 P.M.

with students throughout the country.

I’ve never felt prouder to be a teacher and to be a part of the West Point Community than on that day.



**Exercise Together**



### Coming in the Winter 2002 Issue:

**Don’t Lose Your Childlike Wonder** by Valerie Krum

**Focus on Literacy** by Claudia Castenir

**Where Children Come First** by Kathy Sheets

**Uniquely American** by Jan Bennett

**Integrating the Kindergarten Learning Environment**  
by Earnestine A. Ezekiel

**Learning Mobiles** by Bonnie Higbee

**Changing the Way We Teach** by Dannette Jackson

**Dinosaur Days** by Jan Price

Reflection Article from our 2002 DoDEA Teacher of the Year,  
Jolene Jenkins



### The Bard is Alive and Well in the Ninth Grade

By Nancy Hottinger  
2002 Mediterranean District  
Teacher of the Year

Loud groans and contorted faces greet my annual announcement of the Shakespeare unit. "Why do we have to study that old, boring stuff? What does it have to do with anything today? How will

we get through that language?"

Tough questions, but fair ones—at least in the minds of intimidated fourteen-year-olds being led into the torture chamber of English literature. I reassure them, explaining that they will be able to answer these questions when we have completed our month-plus study of *Romeo and Juliet*. The next hue and cry fills the air as I state the major requirements: memorized lines and performed segments of the drama.

You might be thinking, as they do, "Why memorization?" Am I not aware that this classroom practice is archaic, boring, and in great disfavor among enlightened, progressive teachers? Well, perhaps I am a dinosaur, but recent research seems to validate my theory of the value of *some* rote learning, which accompanies (but never replaces) higher level thinking skills. It is "mental chewing gum," exercising the same part of the brain so necessary for cognitive tasks such as multiplication tables in math and Periodic Tables in chemistry. Besides, as my students eventually discover, it's great fun and brings with it an enormous pride of accomplishment.

But I'm skipping ahead to the finale. First we must lay the foundation for success and understanding. Before we read one line of the plot, we must investigate the Elizabethan Era. Who were these people? What did they eat? What did they wear? How did they earn a living? What did they find amusing? What did they see, hear (and even smell) in theaters like *The Globe* and *The Swan*? What does this 400-year-old love story say to young people of today?

In understanding Shakespeare, the major challenge is, of course, the Elizabethan English. My students practice speaking and translating into modern style common words and phrases. As they become more comfortable with the language of the "whithers," "thithers," and "wherefores," they are delighted to decipher oxymorons, puns, and other word play. They also play with the poetic meter, changing the iambic pentameter into the rhythm of rap.

Comprehending the setting in *Romeo and Juliet*, though, is not a difficult task because my students and I are fortunate to live in northern Italy—so loved by Shakespeare. We have wandered through the narrow streets of Verona, lingered in the courtyards and gazed up at the balconies. We have heard the church bells ring as they have for centuries. Modern residents of Verona, however, do not wear tights and carry rapiers, but thanks to our drama department we have an extensive costume collection.

Some students create their own attire—from an elaborate, wing-sleeved brocade gown to a simple outfit of cape, hat,



and sword (usually a long tin foil-covered stick). Enriching activities also include listening to music of the period and building a replica of the Globe Theatre. Truly we are back in the time

in speech and dress, but acting with eternal human emotions.

Finally it's show time! Selected performances are varied. Some students robustly enact the fight scenes. Others are intrigued by the monologues of the hilarious Nurse or the moody, eloquent Mercutio, but almost everyone does part of the famous balcony scene. Some fun-loving, exuberant student always tackles the dual roles of the lovers, leaping up on a desk to be Juliet, jumping down for Romeo, then up again for Juliet, yo-yoing back and forth to the merriment of the class.

To assist the young actors, my former students perform their lines and offer advice to the novices. Also, many of these upperclassmen are multi-lingual. What a treat it is to hear the balcony scene or the prologue spoken in Italian, French, German, Spanish, and even Greek! Students realize that Shakespeare speaks not only through the ages but also across many cultures.

Every year I am so impressed and pleased when some talented students perform from memory several hundred lines! Who wouldn't be? But my proudest moments occur when the reluctant learners, the learning-impaired students, and the painfully shy teens proudly recite, with understanding, a small piece of *Romeo and Juliet*. Their self-esteem bubbles over as they revel in their accomplishment. They, too, are Shakespearean scholars!

Long after we have left the great poet, I am delighted to hear him echoed in students' conversations. Referring to an upcoming algebra exam, one boy emoted, "Oh, I am Fortune's fool!" Then parodying Mercutio's death scene, "Ask for me tomorrow and you shall find me a 'grave' man." Forsooth, the Bard must be somewhere chuckling.

### Important Dates to Remember

**September 27:** 2003 Teacher of the Year Applications, including video and photo, are due at DoDEA Headquarters (POC: Carol Drechsel, (703) 696-4414 ext. 1434)

**November 12-15:** Teacher Forum for 2003 Teachers of the Year in Arlington, Virginia

**November 18-22:** American Education Week



### A Spotlight on Community Learning

By: Frank J. Nosal  
2002 Kaiserslautern District  
Teacher of the Year

Ramstein Middle School students learned that creating PowerPoint presentations could be fun, especially if their grade depends on the delight on the faces of their pre-school audience from Ramstein

Elementary School. Over 70 students from Mr. Mark Krevalis's computer applications classes were tasked with developing computer lessons using PowerPoint for pre-school students at Ramstein Elementary. The middle school students first learned about the projects needed for the pre-school students when Ms. Cheryl Appel-Schumacher, Ramstein Elementary School pre-school teacher, met with them to explain specific educational needs for her young students. Once the middle school students were clear about specific project content, they spent the next five weeks developing their interactive lessons.

The PowerPoint lessons were carefully designed to target areas of interest and pre-academic skills that are being taught in the pre-school program. "My favorite part of making the projects was the ability to experiment with the different aspects of the (PowerPoint) program," said Cassie Redmond, Ramstein Middle School student. These specifically designed lessons allow the pre-schoolers to practice skills and reinforce concepts that they are learning through the curriculum and as outlined on their Individual Educational Program (I.E.P.). These computer programs also offer opportunities for pre-school students to interact with others in a positive manner. Students are encouraged to say information aloud, giving them many opportunities to practice pronouncing words correctly or to practice speaking in phrases and/or sentences. Students are encouraged to work in pairs, so that they are socially aware of taking turns and sharing. Using these programs also provides time for students to help other students, which is a powerful motivator for each to be an active participant in his or her own learning.

Throughout the process of developing, testing, and refining the lessons, Ms. Appel-Schumacher's pre-school students visited the middle school computer lab for a hands on test of the works in progress. "The students love the



computer programs because they are colorful and action-packed with immediate feedback to the students' choices," said Ms. Appel-Schumacher. The process of combining the educational needs of the older students

with those of the younger students has proved to be very exciting and equally beneficial to all involved. "The middle

school students were very clever and creative in their program designs including flash familiar characters and sports scenes that then told the students that they are great thinkers! This cooperative endeavor between schools and classes was a very rewarding experience," said Appel-Schumacher.

The programs the middle schoolers created were carefully cataloged and cross-referenced as yet another part of their assignment. "In the end, my students had the benefit of watching and helping the younger students experience the presentation that they had made and feeling the satisfaction of a job well done," commented Mr. Mark Krevalis. The completed reference table and CD-ROM collection of PowerPoint presentations will be available for teachers to use through the school district's Assistive Technology Library.



### No "D's" or "F's"

By Linda Serrano  
2002 Guam District  
Teacher of the Year

At Guam South Elementary/Middle School this past school year, the administration and faculty implemented the "No D's or F's" policy for all students attending Guam South. To support this, Homework Clubs were put in place in the elemen-

tary and middle school grades. Teachers were paid extra-duty pay to supervise the after-school activity.

Throughout the school year, any student who received a grade below a "C" in any subject was automatically placed in the after-school homework club. During the after-school activity, students were tutored, given one-on-one instruction by teachers and volunteers from the U.S. Naval Hospital, Guam, and allowed access to computers, which some students did not have access to at home. Bus transportation was available for students who did not live within walking distance from the school. Students were required to remain in the after-school activity for two weeks. After they achieved their "C" averages and maintained them, they were allowed to continue their schoolwork at home. Overall, the program was successful. With encouragement from the teachers, parents, and the students' peers, most students were able to bring up their grades and maintain a "C" average. Some of the middle school students requested to remain in the after-school activity even after they were able to raise their averages.

Because of the success of this program, Guam South Elementary/Middle School will continue the after-school Homework Clubs next year. The success the students experienced and the confidence they exhibited is a testimony to the esteem of such a program.



### Power Hour

By Jolene Jenkins  
2002 DoDEA Teacher of the Year  
Fort Campbell School District

The time is 2:30 P.M., and the final school bell rings. A crescendo of student voices fills the hallways. Locker doors open and close, and students begin to exit the building. Not all Mahaffey Middle School

students, however, are hurrying to waiting buses for a ride home. Some students are gathering books and materials and heading to Power Hour.

Power Hour is an after school educational mentoring program for academically struggling students held from 2:30 until 3:30 P.M. on Tuesdays and Thursdays. The purpose of the program is to help students in grades six, seven, and eight gain proficiency in the areas of math, science, social studies, reading, and language arts. Adult volunteers, who include parents, members of the school's adopted military unit, and teachers, are available to work one-on-one with a student or to work with small groups of students. Volunteer mentors may also include high school students and members of Mahaffey's National Junior Honor Society. Individual students are assigned to a mentor, who works with that student during his or her stay in the program. The emphasis of the program is on increasing the student's knowledge of a particular subject, as well as completing homework, studying for tests, and acquiring effective organizational skills and strategies for successful studying. Mentors do more, however, than just assist with school subjects. They also help students to set achievable goals and provide guidance and encouragement for all areas of a student's life.



Power Hour participants are referred by their teachers, by their parents, or may refer themselves for tutoring. Although students may be referred at any time during the school year, each student is asked to commit to consistent attendance for a full grading period and to keep a homework assignment book. If a student does not already have an assignment book, one is provided. Student academic progress is monitored on a weekly basis, and placement in Power Hour is re-evaluated at the end of each quarter. At that time students who have made satisfactory gains and are no longer at risk for failure in any subject are given the option of exiting the program or continuing their participation. Grades of exiting students continue to be monitored to assure continued success.

A visitor to Power Hour can view students and mentors

engaged in a multitude of activities. After students have received the snack provided by the school's cafeteria personnel, one mentor, for example, gathers a small group of students working on a common task into a circle. After the group reads a textbook assignment aloud, the mentor gives tips for finding the important information and assists struggling students to complete the homework assignment. Across the room, a mentor quizzes a student on information to be learned for an upcoming test. Another mentor listens as a student describes the difficulties of the day, not necessarily related to a class assignment, and offers encouragement and suggestions. Other mentors are seen assisting students with homework projects and class writing assignments, working with students in the library to complete research, offering technology assistance to students working on computers, or helping students organize their subject materials into separate folders. At the end of each Power Hour session, mentors record the students' activities and progress, along with their observations and concerns, in an individual student folder.



While a mentoring program cannot remove all of the obstacles facing youth, it can have a large, positive impact on young lives. By offering friendship, guidance, academic assistance, and a positive perspective on life over a sustained period of time, a mentoring program clearly shows that someone cares. Power Hour is both a means to promote a strong school/ home/ community partnership and a means to assure that "no child is left behind."

### DoDEA Reads Campaign!

**Who?** Everyone (students, teachers, families)

**What?** Everything (a wide variety and across the curriculum)

**Where?** Everywhere (in and out of school)

**When?** Everyday (What about daily read-alouds?)

#### Did you know?

- Most children spend no more than a few minutes a day reading in or out of school.
- Achieving students have a vocabulary of over 35,000 words upon high school graduation.

The President's "No Child Left Behind" act reflects the importance of the Nation's reading focus. This year DoDEA will emphasize the importance of reading as a **passport to lifelong learning**. Join us in a special effort to make every one of our students a **reader!**