

TEACHER'S PET



Professional Educators of Tennessee, 2002-2003, Volume 8; Number 4, February, 2002
Four Corporate Centre, Suite 130, 810 Crescent Centre Drive, Franklin, TN 37067
1-800-471-4867 www.teacherspet.com

EXECUTIVE DIRECTOR'S REPORT

Today is a day of deadlines. The Newsletter is to be proofed and sent to the printer today. I have been told that today is the deadline for filing bills in the legislature – and I am unsure of the status of some of our legislation. I had also set for myself that we would know the date and place of the annual meeting today and we would have new information for the web site ready. Well, those things that I can control will be met. How often are our lives controlled by deadlines? If you are like me you are often running up against deadlines set by others, circumstances or our own internal need to accomplish. I often find that what I do for the day is determined by an impending deadline.

I have often wanted to communicate with the membership or leadership what was happening at PET. But what I wanted to do was replaced by what I felt had to be done. I know that sometimes this is also true in the classroom. I remember a time when I had much more latitude in what I taught my math students. I could gear to the capabilities of the class. Those who had mastered the basics when they came to me could look forward to moving along into areas that are not usually explored in today's highly structured curricula. It worked well for my students and me. We did well in regional math competition, achievement test scores were about a year ahead of their peers, and parents and students were pleased with what we accomplished. Yes, I was a "hard" teacher. Yes, both my students and I probably worked harder than did our peers. Yes, we all thought that the outcome was worth it.

At PET I think that we also work harder than our peers. Things are starting to come together in ways which I would not have believed possible a year past. We have been able to add a real quality member to our staff. Dennis Farrell's accomplishments would fill the newsletter. He has been a teacher in public schools and in industry. Dennis has also been a consultant to both domestic and foreign governments and to educational associations, including our nation's largest. You will get to know Dennis at the June meetings. The board has also given permission to develop a support network across the state so that we can more easily get to our members who need us. I have found an excellent and highly qualified person to lead in this effort. The details are not worked out and this person is not yet on board. Please give us a word of prayer in this area. This could be of great value to the membership.

Yesterday members of PET and several others formed another foundation, which will mainly focus on research, information dissemination, and training. This foundation, unlike the PET Foundation, will be concerned with issues in all state and federal issues. Again the focus is on advancing the profession and better education for our nation's children. PET may be better known in the nation than in Tennessee. Federal legislators mention us and out of state papers do articles on us. We are a well-kept secret in Tennessee, but that too is going to change. There are many things I have wanted to do, not the least of which is getting into the various school systems and meeting our members. With the changes that we are making, I truly hope to see

A MESSAGE FROM MIKE MILLER, PET PRESIDENT

"Teachers affect eternity, they can never tell where their influence stops." Henry Brooks Adams

Teachers affect the eternity of our students by giving to them the best of ourselves. Teaching is not just methodologies or models, but is about giving our students the values that will help them live their lives. It is these values that influence many of our children. Whether you know it or not, your charges are often looking to you for life skills. How we handle adversity in the classroom will influence your students in a positive or negative way. How you honor them, correct them, and reward their positive moments will also be a strong motivational force that will shape and mold their lives. Yes, you are an educator first, but more importantly a transmitter of values. It is within your sphere of influence to shape a generation of positive people. Keep up the good work. We need strong teachers and individuals like you in this profession.

Make your plans now to attend the 2002 PET Leadership Conference June 28 and Annual Meeting June 29 in Clarksville, Tennessee. More specific details and registration information are to follow.

Therapeutic Class Builds Self-Esteem in Children

Teachers and day-care workers can refer 3-5 year old children to the Therapeutic Classroom at Cook Elementary School in Winston-Salem, North Carolina, run by CenterPoint Human Services, for a variety of behavioral problems. Some children throw chairs at their teachers, fight with their classmates or have frequent temper tantrums. Others can't sit still and do not listen to directions. The children are so little that their behaviors hardly seem threatening, but the program tries to deal with the problems before the children grow older and the problems become more serious. The program started as the Pre-school Enrichment Program about 20 years ago, but since then it has focused more on behavioral therapy. Now, it works to identify children's problems in an effort to improve their behavior. The program also offers education and counseling to the children and their parents. The program doubled its capacity two years ago, with money from a federal grant administered by the Winston-Salem/Forsyth County Schools, and it now serves 32 children. The program offers two morning sessions and two afternoon sessions for eight students each. Two teachers and an assistant work in each class because so many of the children need highly individual attention.

Dawn Ziegenbalg

"Special class works wonders setting kids on the right track" The Charlotte Observer, December 31, 2001, 2B

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Inquiries and articles should be mailed to:

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THE WAY TO HAPPINESS

Keep your heart free from hate, your mind free from worry. Live simply. Expect little. Give much. Fill your life with love. Scatter sunshine. Forget self. Think of others. Do as you would be done by.

Norman Vincent Peale

CHAPLAIN'S CORNER

On "Busyness"...

Throughout the course of a week I see and interact with people from many different walks of life. Usually in the course of conversation something comes up about that person (or myself!) being "busy" or not having enough time to accomplish the important things in life. If we're not juggling schedules, we're juggling children! We strive to be punctual and productive, but our efforts seemingly fall far short. It seems that we all aspire or hope to achieve some sort of balance in our busy lives. I wish to offer some practical ideas this month as to how you can enjoy some "balance" in the hectic pace of this life.

1) Don't be afraid to say "no" when asked to do something.

I've discovered that it's a hard word to say sometimes, but a necessity, nonetheless. When confronted with the opportunity to do something noteworthy at church, school, or in the community many people say "yes" without first counting the cost as it relates to family time and other important areas in their lives.

2) **Live by priority, not pressure.** Steven Covey wrote a book several years ago titled *First Things First*. One of the key themes in the book was learning to choose the "best" things over the "good" things. Knowing what's important in your life will assist you in making tough choices and decisions that relate to time and resources.

3) **Create a personal mission statement.** This can serve as your "compass"! When things get foggy or murky, look at your mission statement. It will cause you to pause, slow down and reflect upon what's important to you. Make it short, concise and easy to memorize. Think about how you want to spend and invest your life. Put it on paper. Place in your Bible or journal and look at it often.

I hope those things help you as they have me. Enjoy your month and live each day to the fullest.

Blessings,
Dr. Bobby Tucker

NEW PET LOCAL FORMED

We are happy to announce the formation of Professional Educators of Franklin Special School District. While PEFSSD is our newest local chapter, they already have the distinction of being the chapter with the longest name. Alissa Schutz, president; Ellen Anderson, secretary; and Cathy Dibrell, treasurer are leading the new association. Alissa Schutz has coordinated PET's representation at the FSSD Benefits Fair the past two years at the start of the school year. Alissa has also been attending school board meetings the past several years and administration was well aware of PET before the local was actually formed. Best wishes to the members of PEFSSD and thanks to Alissa for showing us the way to clear a path for a new local.

If you do not yet have a local and would like to take the leadership in establishing one for your system, please give our staff a call at 1-800-471-4867.

SOLICITATION OF NOMINEES FOR PET STATE BOARD OF DIRECTORS

The time of year has come to submit names of members to serve on the board of directors for the next three years. There are already two members from the Clarksville-Montgomery County local unit on the board. Therefore in compliance with D-4, no nominations can be taken for members from that local.

Qualifications:

D-2 The board of directors shall be composed of nine class one (professional) members, who have been members for at least two full preceding years and shall be elected by class one members.

D-3-a The term of directors shall be three years. The election shall be by plurality.

D-4-a Three directors shall be elected in 1997 and subsequent years from the ballots mailed to class one members of record as of January 1, of that year. Newly elected directors shall begin their tenure at the completion of that year's annual meeting.

D-4-b No more than two members of the board of directors shall be from any one local unit or potential local unit. Directors elected before January 1, 1997 are excluded from this provision.

Each member nominated will be screened to see if the candidate is qualified under the bylaws for election. Those who meet the qualifications will be contacted for permission to place their name on the ballot. Those members whose terms end this year are Michael Miller (Sevier County), Alissa Schutz (Franklin Special), and Lisa Tucker (Maryville City). There is no prohibition against nominating current members to succeed themselves.

Mail to :

PET- Nominations

810 Crescent Centre Dr, Suite 130

Franklin, TN 37067

Nominations should be postmarked no later than February 28 2002

I place into nomination for the board of directors of Professional Educators of Tennessee.

_____ of _____
name school system

No Child Left Behind

As a former student, the father of two high school graduates, and the husband of a teacher, I've learned many lessons about what makes a school good and an education excellent. The more I see, the more I am convinced of one thing: given the right guidance and motivation, every child can learn and reach his or her potential. Great schools do great works in the life of a child, and I have seen it happen. But we must do more.

*I am committed to ensuring that the federal role in education serves the children first and foremost and not just the system. My Administration has put forward a plan to Congress titled *No Child Left Behind* that is based on four principles: (1) accountability for results; (2) local control and flexibility; (3) expanded parental choice; and (4) effective and successful programs. We are pursuing these principles because too many of our schools fail to help every child to learn.*

As we prepare our children to return to school, we should reflect on how we can improve their education. It's time for our schools to set high standards for what our children should know and be able to do, to give our schools the tools they need to help every child reach those high standards, and to insist that they reach them. We know that every child can learn. Now is the time to ensure that every child does.

As parents, you are your children's first and foremost teachers and their strongest advocates. You have a critical role to play—both in the way you raise your children and in the way you work for meaningful and accurate accountability in their schools. This book will show you the way to help change their schools for the better.

President George W. Bush

ACTIVITY LEVEL	ADDED FLEXIBILITY
STATE	<ul style="list-style-type: none"> • State Flexibility Demonstration Program - Up to seven states may consolidate funds from a variety of ESEA programs • May reserve 2% of Title I, Part A allocation for school improvement (rising to 4% in 2004)
DISTRICT	<ul style="list-style-type: none"> • Local Flexibility Demonstration Program-up to 150 districts may consolidate funds from a variety of ESEA programs • Transfer up to 50 percent of the federal funding they receive between any one of the four major programs or to Title I • May reserve 2% of Title I, Part A allocation for school improvement (rising to 4% in 2004)
SCHOOL	
STUDENT & PARENT	<ul style="list-style-type: none"> • State-wide data must be reported in a format understandable to parents • School Choice: have opportunity to leave a failing (2 years) school to attend a better public school • Title I funds may be used to obtain supplemental services for low-achieving disadvantaged students in failing schools • A student who is the victim of crime attending an unsafe public school will be permitted to transfer to a safe public school.
NOTES	
<ul style="list-style-type: none"> • ESEA - Elementary and Secondary Education Act - Reduced from 55 to 45 programs • Four major state grant programs – Teacher Quality, Educational Technology, Innovative Programs, and Safe and Drug-Free Schools • Programs should be based on scientific research and proven to work 	

ACCOUNTABILITY FOR RESULTS					
ACTIVITY LEVEL	ANNUAL	MAKES AYP	FAILS TO MAKE AYP 2ND YEAR	FAILS TO MAKE AYP 3RD YEAR	FAILS TO MAKE AYP 4TH YEAR
STATE	Develop and maintain challenging standard tests in reading and math	Enjoy flexibility with federal funds		Develop and maintain approved list of supplemental service providers	
DISTRICT	Make A dequate Y early P rogress toward state-wide proficiency goals	Enjoy flexibility with federal funds	Required to offer public school choice and provide transportation to the new school	Continue to offer school choice and provide funds to low achieving disadvantaged students for supplemental services	Will hold school accountable for results
SCHOOL	Test grades 3-8	Eligible for State Academic Achievement Awards	Must develop improvement plan incorporating strategies from scientifically based research		Tough corrective actions-such as replacing school staff or significant decrease of management authority
STUDENT & PARENT			Make request for school choice and transportation	Select supplemental service provider from state approved list	

NOTES

- Assessment results and State progress objectives must be broken out by student groups based on poverty, race and ethnicity, disability, and limited English proficiency to ensure that no group is left behind.
- AYP - adequate yearly progress - a rate of improvement that ensures all groups of students reach proficiency within 12 years.
- Supplemental services may include tutoring, after school services, or summer school programs from the public or private sector.
- More than four consecutive years of failure to make AYP could lead to restructuring (a fundamental change in governance) such as a State takeover or placement under private management.



You will find additional information including state-by-state data at:

www.ed.gov/offices/OESE/esea/index.html

NO CHILD LEFT BEHIND FUNDING	Dollars in Millions	
	US	TN
• Federal Education (ESEA) to help local schools ensure that no child is left behind	\$22,000	\$745
• Title I programs to boost the quality of education for disadvantaged children	\$10,400	\$174
• Reading programs to ensure that every public school child learns to read by the third grade	\$ 1,000	\$ 14
• Charter schools to expand parental choice and free children trapped in persistently failing schools	\$ 200	\$ 0
• Rural and low income school support programs	\$ 300	\$ 2
• Funding to recruit and retain highly qualified teachers and principals	\$ 3,000	
• Funding to train and retain highly-qualified skilled educators in Tennessee		\$ 47
• Ensure Safe and Drug-free schools in Tennessee		\$ 7
• After-school programs for at-risk children in Tennessee	\$ 1,250	\$ 4
• School districts assess how well children are learning and schools are teaching in Tennessee		\$ 7
NOTES		
<ul style="list-style-type: none"> • All numbers are rounded to the closest million • Blocked out areas have no direct comparison, due to state and local flexibility 		

WE NEED YOUR FEEDBACK

Tell us how you feel about two bills introduced by Senator Herron (SB 3144) and Representative Maddox (HB 2934). If you have strong feelings pro or con, please call our office 1-800-471-4867 and ask that we **support** or **oppose** the "Special Education" bill. Any opinions are greatly appreciated. The bill defines "child with disabilities" and moves gifted into regular programs.

Relevant portions of the bill are:

"*Child with disabilities* means a child with mental retardation, hearing impairments (including deafness), speech or language impairments, visual imparments (including blindness), emotional disturbance, orthopedic impairments, autism, traumatic brain injury, other health impairments, specific learning disability, developmental delay, and functional delay."

"...any state funds expended in the fiscal year in which the plan takes effect for the education of intellectually-gifted children through special education shall be transferred to a special account in the department of education budget to provide services for these children. Such services shall be available during school year 2003-2004."

"The commissioner of education, in conjunction with the state board of education, shall design a plan form accommodating the needs of intellectually-gifted students in the regular classroom by April 15, 2003".

THINK YOU GOT IT BAD?

For the last several weeks, Iran's teachers have staged protests in Tehran and other cities in an attempt to win increased wages. Riot police beat back one crowd of several hundred teachers who were attempting to gather in front of the office of President Mohammad Khatami as he was about to meet with United Nations Secretary-General Kofi Annan. Some teachers were arrested when they refused to disperse. In response, the Iranian government banned all public gatherings of teachers without authorization.

WHO SAYS IT COULDN'T HAPPEN HERE?

By the end of the day Thursday, December 6, Superior Court Judge Ira Kreizman ordered 236 striking teachers in Middletown Township, New Jersey jailed for violating a back-to-work order. According to the NEA, it is the biggest mass jailing of striking teachers since 1978 when 265 were locked up for 18 days in Bridgeport, Connecticut. They are the first New Jersey teachers to be locked up in 23 years. The teachers, who make an average of \$56,000 annually, are fighting a move to increase health care premiums by up to \$600 per person, per year. Currently, they pay \$250. None of the district's 10,500 students have been in class since November 28. (Editor's note: The article briefed above was published Friday, December 7. A report on Saturday, December 8, notes that the teachers were ordered released from jail after they and their colleagues agreed to end the strike while the dispute is mediated.)

*John Curran, The Associated Press
"236 teachers jailed in N.J. strike"
as published in The Charlotte Observer, December 7, 2001*

HAPPY NEW YEAR FROM 1901

We all face the speed of change in our lives on many fronts. The year is 1901, one hundred one years ago.

The average life expectancy in the US is forty-seven.

Only 14% of the homes in the US had a bathtub.

There were only 8000 cars in the US and only 144 miles of paved roads.

The maximum speed limit was 10 mph !

Alabama, Mississippi, Iowa and Tennessee were each more populated than California. With a mere 1.4 million residents, California was only the 21st most populous state in the Union.

The average wage in the US was \$.22 an hour.

Sugar cost four cents a pound. Eggs were fourteen cents a dozen. Coffee cost fifteen cents a pound.

DEMYSTIFY THE 403(B).

If you've never heard of 403(b) plans, don't worry. They are similar to 401(k) plans but for nonprofit institutions. Unfortunately, the plans are rooted in insurance-based products that tend to be burdened with high commissions, high redemption penalties and high operating costs. 403(b) plan participants often receive little or no information about their investment options, let alone satisfactory investor education. This may be why of the 12 million people eligible to contribute to 403(b)s, only half actually participate. Even if employees know they are eligible for the plan, the only financial professional some participants come in contact with is a salesperson who gets a cut of every fund or annuity he or she sells. It's to the salesperson's advantage to recommend investments that carry

the highest sales fees and commissions. Commissions aside, sales reps can also be the source of misinformation and poor investment advice.

So what is an educator to do? Visit the "Wise Guys" at www.403bwise.com. From their California home base Dan Otter and John Moore want to help teachers make wise investments. Their humorous and indignant approach will keep you laughing while you learn how to lower expenses and make better investment choices. It is a fun place to learn about investments and the choices available for 403(b) plans.

Some of the helpful topics are: the Beginner's Guide, Frequently Asked Questions, How to start a 403(b) and a comparison of the 403(b) with a Roth IRA. They have also included tools and calculators along

OHIO TEACHER OVERCOMES UNION'S INTOLERANCE

Anti-Christian discrimination. Forced unionism. Religious inquisitions. Do these sound like the tactics of a tolerant, diversity-loving group? They certainly didn't to Dennis Robey, an Ohio public school teacher, when he attempted to refuse paying a compulsory "fair share" fee to the state teachers union.

Robey, like thousands of teachers in Ohio and 20 other states, is required to pay fees to the National Education Association's state affiliate under collective-bargaining laws. These state laws require all teachers who "benefit" from collective bargaining to pay a fee to the union.

However, under Title VII of the Civil Rights Act of 1964, teachers and other public employees required to pay union fees may claim a religious exemption and direct the fees to a charity of their choice.

But as Robey discovered, doing so in Ohio is not nearly that simple. When he realized the radical left-

wing social policies advocated by the Ohio Education Association, such as abortion and homosexuality education of school children, Robey claimed a religious exemption and tried to divert his fees, annually totaling \$400, to Habitat for Humanity.

The union demanded Robey complete a lengthy and intrusive form each year detailing his relationship with God and his religious affiliation. The union also required a signature from a religious official to validate his responses. Robey characterized the procedure as harassment, and so has the Equal Employment Opportunity Commission (EEOC).

As a result of a lawsuit brought against the union by the National Right to Work Foundation (NRWF) on Robey's behalf, the EEOC ruled that the union violated Robey's civil rights. According to Bruce Cameron of the NRWF, literally hundreds of Ohio teachers face the same harassment as Robey stemming from the Ohio Education Association's "policy to discourage religious objectors." *From the Ohio Roundtable on-line*

UNIVERSITY OF PHOENIX PLANS ALL MATERIALS ONLINE

The University of Phoenix (UOP), including its local branches in Southfield, Troy and Livonia, is going bookless. Within a year the school's 95,000 students nationwide, 3,600 locally, will stop buying traditional textbooks. Instead, required reading materials, workbooks, syllabi and part of a reference library will be available online for a \$70-per-course fee. School officials began testing the program last month at their campuses throughout the United States. A private university that operates 105 campuses in the United States, Puerto Rico and Canada, UOP offers undergraduate, graduate and certificate programs to working adults -- the average student is 34. At Oakland and Wayne State universities, school officials are discussing the innovation of e-text, but neither plan immediately to abandon the use of traditional textbooks until publishers create standards for the delivery of learning materials online. At UOP, where 25 percent of students are enrolled in online courses, the e-text program is getting rave reviews from faculty members.

Marsha, Low
"E-text finds its way on campus"
Detroit Free Press, December 5, 2001

INDIANA PRINCIPAL PUTS THE LID ON TRASH TALK

Use of profanity, inappropriate language, or other verbal abuse has always been against the rules at Southport High School where I serve as principal. However, over the years, teachers and staff had been seeing a steady increase in both "casual" as well as abusive profanity. We also found that 99 percent of all incidents at the school involving physical conflict began with verbal conflict filled with profanities.

Young people know that it is not acceptable to use profanity in certain places or at certain times. So we merely decided to strongly remind them that school is one of those places where profanity is not acceptable. We began the year with a very straightforward strategy. If a teacher or staff member heard profanity or inappropriate language from a student, that student was sent to the dean, and his or her parent would be contacted and told *exactly* what was said. We involved parents from the very start because we intended to get results from the very start. Repeat offenders quickly found themselves suspended from school, which resulted in loss of all credits for a semester if established absence limits were exceeded.

As I discussed the new enforcement policy with our teach-

ers, they agreed that students *could* control their language if they chose to do so. Students refrained from such speech when they were at part-time jobs; we felt they could show the same civility and self-control when at school. I wanted students to see that character and dignity were "in," and trash talk was "out." Faculty and staff were to model the expected behavior for the students.

The results from this new enforcement policy have been dramatic. There was a lot of reflection among the staff and students about the new policy, which led to increased school pride. Kids say they also feel safer in the halls now because the reduction in verbal abuse has led to a reduction in violence.

The rule was there all along. We just dusted it off and put a very big spotlight on it. I tell the students I owe it to them and their parents for developing this important part of their character.

By Dr. Larry Hensley - Marschand - principal of Southport High School in Indianapolis, Indiana. This is his 29th year with the Metropolitan School District of Perry Township

MICHIGAN TEACHERS TAKE THE ROAD LESS TRAVELED

The teachers of Island City Academy, a charter school in Eaton Rapids near Lansing, Michigan voted on Oct. 29 to remove the Michigan Education Association (MEA) as their bargaining representative. The vote was nearly unanimous. The teachers said they did not like the MEA's adversarial approach to relations between teachers and the school's management. Several of the teachers approached an alternative teachers' association, the ***Association of American Educators***, to explore other representation options.

The teachers publicly protested, in a petition to the board, that "the [MEA] is seeking to protect its own agenda and... is causing the district to spend precious resources of time and money that could be used to improve the compensation of teachers or to better meet the classroom instruction needs of students." The petition asked the school board to withdraw recognition of the union and urged the MEA to withdraw the unfair labor practice complaint that had delayed the vote to remove the MEA.

The decertification of the MEA as the teachers' representative clears the way for the teachers to negotiate their wages and other work issues directly with school administrators. "We are glad that we can focus our energies and resources into what we do best-educating children," said Sarah Coons (teacher). Had the teachers not decertified the union, David Crim (union organizer), said that teachers would have been required to pay \$580 per school year in union dues.

Attempts to decertify the MEA have also occurred in traditional public school systems. In 1998, Branch County Intermediate School District employees tried to terminate their relationship with the MEA.

The MEA has stepped up efforts to unionize charter school teachers. Mid-Michigan Public School Academy in Lansing became the largest unionized charter school in the nation when teachers there voted to join the MEA in January 2000. Thirty-eight teachers voted to unionize at the 1,200-student charter school while 21 teachers either opposed union representation or abstained. Since then, student enrollment has plummeted to fewer than 400 students. In recent months, charter teachers in Saginaw, Midland, and Pontiac have thwarted efforts by the MEA to unionize their schools.

Dan Quisenberry, president of the Michigan Association of Public School Academies says, "It's fortunate, in the case at Island City Academy, that the teachers had a professional choice regarding a union, unions who have historically been opposed to charter public schools in Michigan. We think this is an indication that teachers are interested in options professional options for themselves and education options for their students."