

2010
ANNUAL
REPORT

dodea



DEPARTMENT OF DEFENSE EDUCATION ACTIVITY



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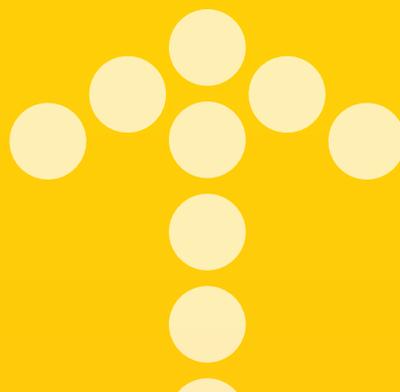
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From the DoDEA Leadership Team:

The Department of Defense Education Activity (DoDEA) 2010 Annual Report provides a snapshot of student performance, budget and resource management expenditures, and system operations during the 2009-2010 School Year.

Over the past year, an increased focus and emphasis has been placed from a national and Department of Defense level on supporting the military community through a variety of quality of life and well-being initiatives. These initiatives span the continuum from health care to transition, mobilization, and deployment support; to youth and family advocacy programs; to educating the students of military families.

The renewed focus on educating students of military families has resulted in an infusion of resources that will be used for constructing new schools and renovating existing facilities as well as for programs that ease transitions between schools for all children of military families. Thanks to this support from our Nation's leaders, we are well positioned to maintain our commitment to continuous improvement to ensure highest student achievement for all school-aged students of military families.

DoDEA's energy, talent, and resources in the 2010-2011 School Year will remain dedicated to continuous improvement and highest student achievement. We will work to further refine our efforts to differentiate instruction to better meet the learning needs of all students, to continue to make progress toward improving student performance, and to increase the rigor of instruction for all students.

We are now in the last year of DoDEA's 2006-2011 Community Strategic Plan (CSP) and we are making plans for renewing this plan that charts the course for the next five years for our organization. This is our opportunity to set the bar for educational excellence and student achievement even higher. We will continue our efforts to make the best use of our resources and implement educational practices and programs to build a world-class student-centered school system that prepares our children to compete in a knowledge-centered economy and a global, 21st century environment.

Our efforts to provide the very best education for our students are matched by the unwavering support of our Nation's military and civilian leaders, our parents, and our educators and staff members. We look forward to working together to help our students achieve their fullest potential, realize their dreams, and embark on their journey as citizens in today's global environment.



Introduction

We take our mission of providing an exemplary education that inspires and prepares all students for success in a dynamic, global environment seriously. Accomplishing this mission will require us to keep our focus on continuous improvement and highest student achievement. We are committed to ensuring we develop a rigorous and challenging curriculum based on research, collaboration, best and current practices, and data-driven decisions resulting in effective, purposeful instruction and high levels of learning.

DoDEA's Community Strategic Plan guides our school system's actions and initiatives:



Goal 1

All students will meet or exceed challenging standards in academic content so they are prepared for continuous learning.



Goal 2

DoDEA will use performance-driven management systems that operate in a timely, efficient, and equitable manner; place resource allocation and decision-making at the lowest operational level, and facilitate a safe environment conducive to optimum student achievement.



Goal 3

The DoDEA workforce will be motivated, diverse, and committed to continuous professional growth and development resulting in exemplary performance and optimum student achievement.



Goal 4

Every level of DoDEA will develop, promote, and maintain partnerships and communications to enhance student development.



This 2010 Annual Report presents information on student achievement data which shows DoDEA schools are high performing and have demonstrated measurable growth in many areas; yet we have a desire to do even better - to raise the performance bar for ourselves and our students.

Data will drive our instructional and operational decision-making processes to refine and improve instructional practices in the classroom; to evaluate and maximize the efficiency and effectiveness of our resources; and to continually evaluate what we do in order to make informed choices that result in continuous improvement inside and outside the classroom.

We are proud of our school system and the work and accomplishments of our students, teachers, and staff members. We will not rest on past achievement, however. We will continue to move forward, implementing purposeful, meaningful programs and initiatives that will ensure future success for all.

In 2011, we will revise our Community Strategic Plan to develop a new and improved roadmap that will chart the course for DoDEA over the next five years. Our new Community Strategic Plan will keep DoDEA at the forefront in advancing the Department of Defense's agenda for education and as a leader in the nation for raising student performance and achievement.

We will continue to make decisions that ensure an aligned, continuous improvement process and will identify student academic needs. We will continue to refine differentiated instruction practices to meet individual student needs and engage learners and expand our Virtual School initiative to optimize student support. Finally, we will continue to identify, develop, and offer professional development that motivates, inspires, and equips our staff to remain committed to continuous professional growth, exemplary performance and optimum student achievement.

The 2010 test results show that DoDEA students in grades 3 – 11 scored substantially higher than the national average (50th percentile) in all subject areas – Reading, Language, Math, Science, and Social Studies. On 43 of 45 subtests, DoDEA students scored 10-25 percentile points above the national average. In addition, students scored 7 and 9 percentile points respectively above the national average on the remaining 2 of the 45 subtests.

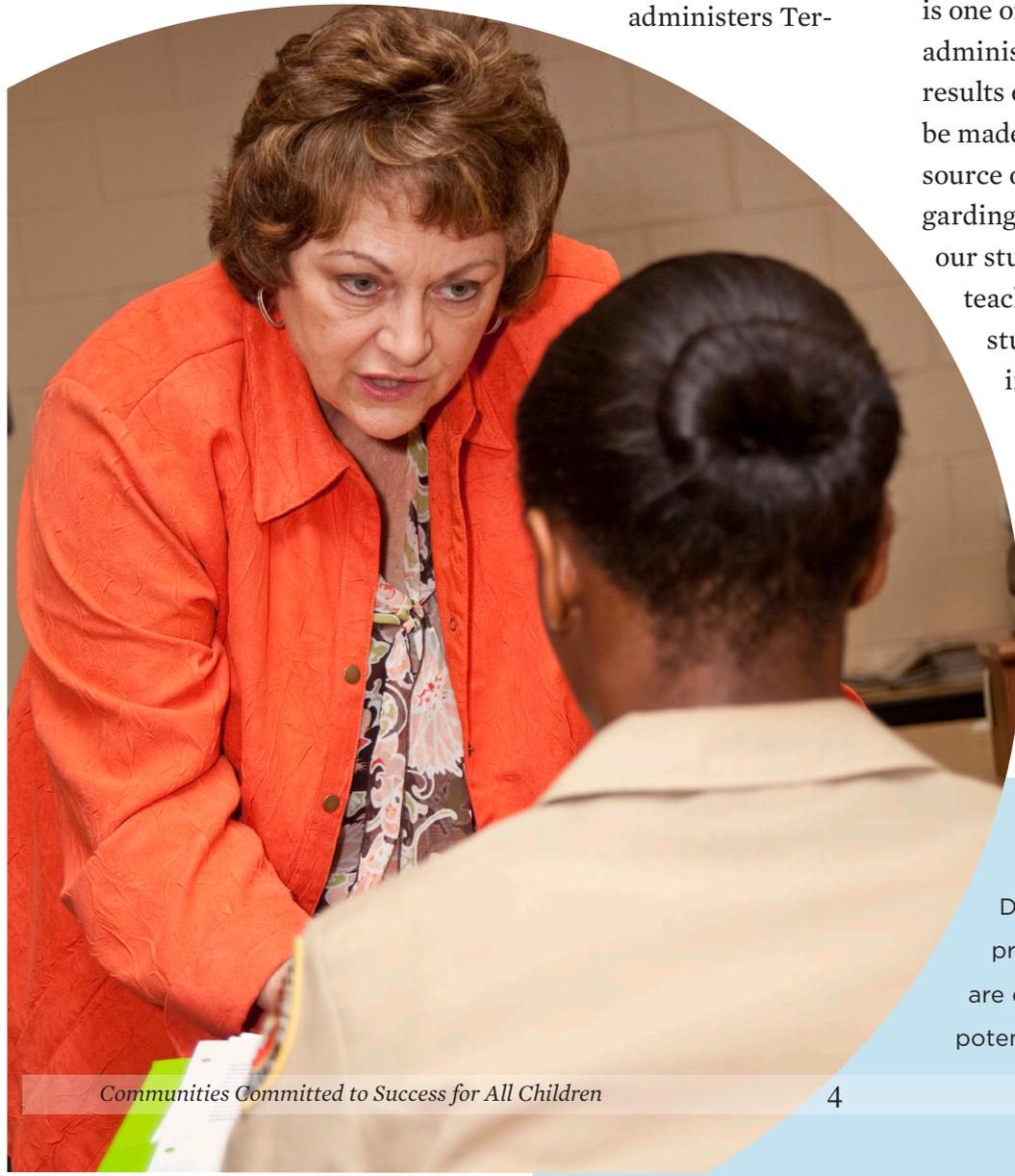
TerraNova 3 is a standardized, norm-referenced achievement test developed by CTB/McGraw-Hill. Student scores are compared to scores from a “norms group” of students, which is a national sample of students representing all gender, racial, economic, and geographic groups. Each year, DoDEA administers Ter-

raNova 3 in the spring to all students in grades 3-11, except for those students who are approved for an alternative assessment.

TerraNova 3 contains a battery of questions designed to assess specific skills in each core subject area. Questions on the test are focused on contemporary, rigorous, and relevant content that maintains student interest and motivates them to do their best. Test items reflect higher-order thinking skills and depth of knowledge, making educators better able to evaluate student performance on more challenging levels of thinking and problem-solving skills.

TerraNova, Third Edition, Multiple Assessments is one of several system-wide assessments DoDEA administers to measure student performance. The results of these assessments allow inferences to be made about student achievement and provide a source of information for DoDEA leadership regarding programs and services being provided to our students. Results of these assessments help teachers determine the strengths and needs of students as they plan and implement their instructional program to better address the individual needs of their students. The TerraNova provides accountability for DoDEA administrators and teachers to help ensure all students are achieving at their highest potential. The TerraNova results also help parents understand and track the academic progress their student is making compared to their stateside peers.

DoDEA offers a wide variety of courses of study, programs, and services for students, all of which are designed to help students achieve their fullest potential and promote their highest achievement.



Department of Defense Education Activity (DoDEA) students made gains in all subject areas assessed on the 2010 TerraNova, Third Edition, Multiple Assessments standardized norm-referenced test (TerraNova 3).



Changes in 2010 TerraNova 3 Results from 2009 TerraNova 3 Baseline

All DoDEA Students Grades 3-11 • TerraNova 3 Median National Percentiles (MNP)

	Number of Test Takers	Reading			Language			Math			Science			Social Studies		
		MNP			MNP			MNP			MNP			MNP		
		2009	2010	Change	2009	2010	Change	2009	2010	Change	2009	2010	Change	2009	2010	Change
3	7359	59	60	+1	57	60	+3	58	60	+2	68	69	+1	71	71	0
4	7092	58	59	+1	59	61	+2	55	57	+2	60	60	0	66	67	+1
5	6730	61	60	-1	62	63	+1	62	63	+1	65	66	+1	64	64	0
6	6347	66	68	+2	66	67	+1	60	61	+1	66	67	+1	72	73	+1
7	5520	67	68	+1	69	68	-1	65	65	0	64	67	+3	69	71	+2
8	5144	68	68	0	73	72	-1	67	67	0	70	71	+1	72	72	0
9	4575	76	75	-1	71	71	0	70	70	0	70	70	0	71	71	0
10	4023	74	73	-1	71	72	+1	69	70	+1	67	68	+1	73	73	0
11	3349	74	74	0	68	69	+1	65	66	+1	66	68	+2	71	72	+1

The Median National Percentile for all Subjects and all Grade Levels is 50

Student Achievement

The SAT Reasoning Test is a three-hour and 45 minute test that is a measure of the critical thinking skills related to successful performance in college. The SAT Reasoning Test is intended to supplement the secondary school record and other information about the student, in assessing readiness for college-level work. The 2010 SAT scores reflect the 2006 changes to the SAT which now includes three sections instead of two.

The DoDEA 2010 results reflect increases over DoDEA's 2009 performance in the three areas assessed – critical reading, math, and writing. DoDEA students' average score increased 5 points in critical reading, from 505 in 2009 to 510 in 2010. The average score for DoDEA students in mathematics was up 1 point, from 498 in 2009 to 499 in 2010. Finally, DoDEA students' average score in writing improved 2 points from 492 in 2009 to 494 in 2010. DoDEA's African American and Hispanic students scored higher than their peers across all three areas assessed.

Nationally, the 2010 average scores in the three areas assessed remained the same in critical reading – 501 in 2009 and 2010; increased one point in math, from 515 in 2009 to 516 in 2010; and decreased one point in writing, from 493 in 2009 to 492 in 2010. DoDEA's total average score on the 2010 SAT was 1,503, up 8 points from 2009, but six points less than the 2010 national average score of 1,509.

2006-2010 SAT Results* DoDEA and the Nation

	2006	2007	2008	2009	2010
DoDEA Critical Reading	515	512	509	505	510
Nation Critical Reading	503	502	502	501	501
DoDEA Math	512	501	499	498	499
Nation Math	518	515	515	515	516
DoDEA Writing	502	495	492	492	494
Nation Writing	497	494	494	493	492

*SAT scores range from 200 (lowest) to 800 (highest)

SAT Participation Rates

The DoDEA overall participation rate in the SAT exam remains substantially higher than the nation's participation rate. For 2010, DoDEA's SAT participation rate was 68% (2,164 students), while the Nation's SAT participation rate was 47% (1,547,990 students). Participation rates for DoDEA and the Nation are reported in the table below:

2006-2010 SAT Participation

	2006	2007	2008	2009	2010
DoDEA	65%	65%	66%	67%	68%
Nation	48%	48%	45%	46%	47%



SAT Reasoning Assessment

Minority Student SAT Performance

African-American Student 2006-2010 SAT Results

	2006	2007	2008	2009	2010
DoDEA Critical Reading	458	463	462	458	478
Nation Critical Reading	434	433	430	429	429
DoDEA Math	445	448	446	443	469
Nation Math	429	429	426	426	428
DoDEA Writing	447	455	447	445	450
Nation Writing	428	425	424	421	420

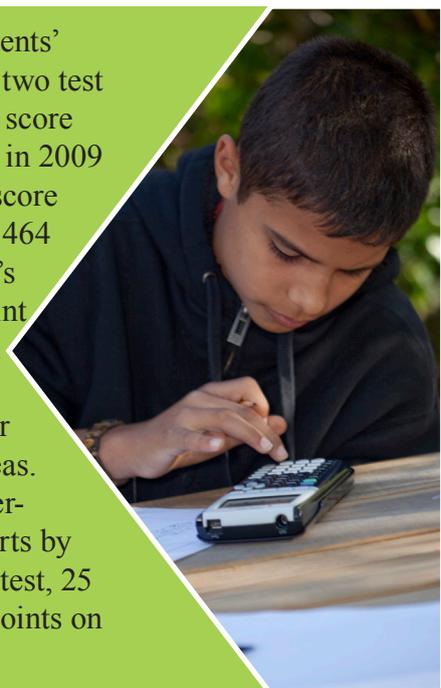
In 2010, DoDEA's African-American students' scores increased significantly in the three areas. DoDEA's critical reading score increased by 20 points from 458 in 2009 to 478 in 2010. DoDEA's math score has increased by 26 points from 443 in 2009 to 469 in 2010. Also, DoDEA's writing score increased by 5 points from 445 in 2009 to 450 in 2010. DoDEA's African-American students scored higher than their peers in the Nation on all three test areas; 49 points higher in critical reading; 41 points higher in math; and 30 points higher in writing.



Hispanic Student 2006-2010 SAT Results

	2006	2007	2008	2009	2010
DoDEA Critical Reading	487	471	497	470	490
Nation Critical Reading	456	458	455	454	454
DoDEA Math	476	469	476	464	488
Nation Math	463	463	461	458	463
DoDEA Writing	475	462	477	458	457
Nation Writing	451	450	447	447	447

In 2010, DoDEA's Hispanic students' scores increased significantly in two test areas. DoDEA's critical reading score increased by 20 points from 470 in 2009 to 490 in 2010. DoDEA's math score has increased by 24 points from 464 in 2009 to 488 in 2010. DoDEA's writing score decreased by 1 point from 458 in 2009 to 457 in 2010. As in past years, DoDEA's Hispanic students scored above their peers in the Nation in all test areas. DoDEA Hispanic students outperformed their stateside counterparts by 36 points on the critical reading test, 25 points on the math test, and 10 points on the writing test.



Student Achievement

As part of their planning for postsecondary life, seniors in DoDEA schools report whether they are planning to attend a four year college/university, junior/community college, or vocational/technical school; seek employment or an apprenticeship/on the job training; enlist in the military; join the Job Corps; or make other postsecondary plans. Students also report the scholarships, financial aid, and grant monies they have been offered as well as which of those monies offered they have accepted or are planning to accept.

Of the 3,074 seniors enrolled in a DoDEA high school in the 2009-2010 school year, 92% had a documented post-secondary plan. The overwhelming majority (65%) of seniors planned to attend a four year college or university after graduation, followed by junior/community college (14%) or enlistment in the military (9%). These results mirror those reported in 2009, with changes equal to or less than 1% in any area. This trend also follows that observed the past five years, although there has been a slight increase in the number of students who plan to enlist in the military.

The Percentage of DoDEA seniors planning to attend a four year college or university is 20%-25% higher than that reported in the states. Recent data reported by North Carolina, South Carolina, and Virginia as well as national data indicate that approximately 40-45% of seniors planned to attend a four year college or university. The percentage of DoDEA seniors who planned to enlist in the military is also higher than that reported by the states. North Carolina, South Carolina, and Virginia reported 3-4% of seniors planned to enlist in the military.



Post Secondary Plans

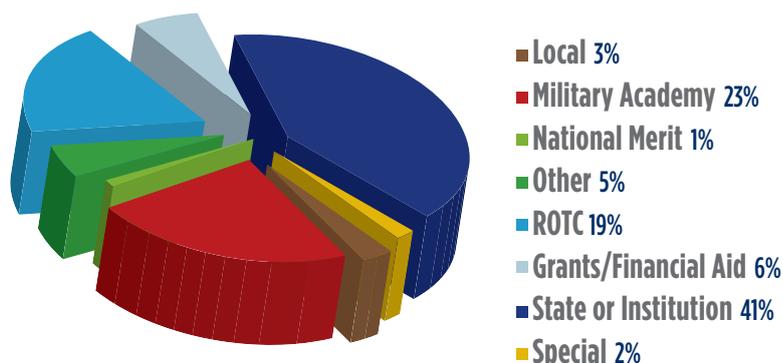
SCHOLARSHIPS AND FINANCIAL AID

The sum of scholarships, financial aid, and grants offered to DoDEA seniors in SY09-10 was 44.9 million dollars, a decrease of approximately 2.5 million dollars from that reported by seniors in 2009. As illustrated state or institutions (41%) provided the largest source of scholarship monies, followed by military academies (23%) and ROTC (19%).

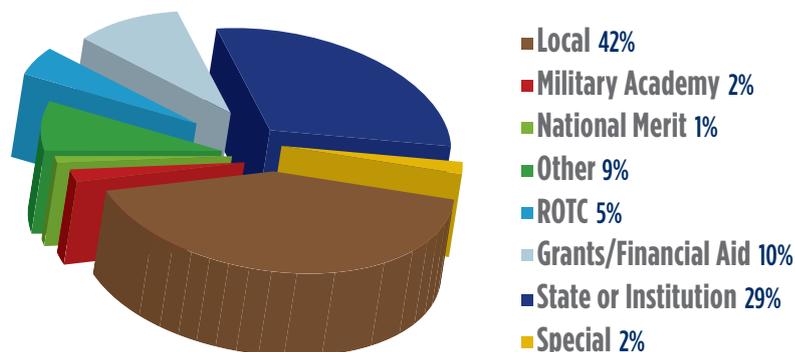
Although state or institutions were the largest source of monies, they account for only 29% and 2% respectively of the number of scholarships. Most of the scholarships were offered to the Class of 2010 by local organizations such as the Officer and Enlisted Spouses' Clubs, fraternities and sororities, and local community groups accounting for 42% of the number of all scholarships offered. These discrepancies result from differences in the average amount of monies associated with each type of scholarship. For example, local scholarships averaged only \$1,600, compared to military academy scholarships which averaged \$283,589 each.

Students are frequently offered multiple scholarships but are unable to accept all those that are offered. For example, several students were offered military academy as well as state institution scholarships or were offered state scholarships from several different states. Of the 44.9 million dollars in scholarships, financial aid, and grant monies offered, DoDEA seniors accepted approximately 35.9 million dollars. The proportions of accepted scholarship monies follows the same pattern as scholarships offered with the largest amount of monies coming from state or institutional scholarships (29%).

Scholarships offered to DoDEA Seniors Based on Total Dollars



Scholarships offered to DoDEA Seniors Based on Number of Scholarships



DoDEA Budget

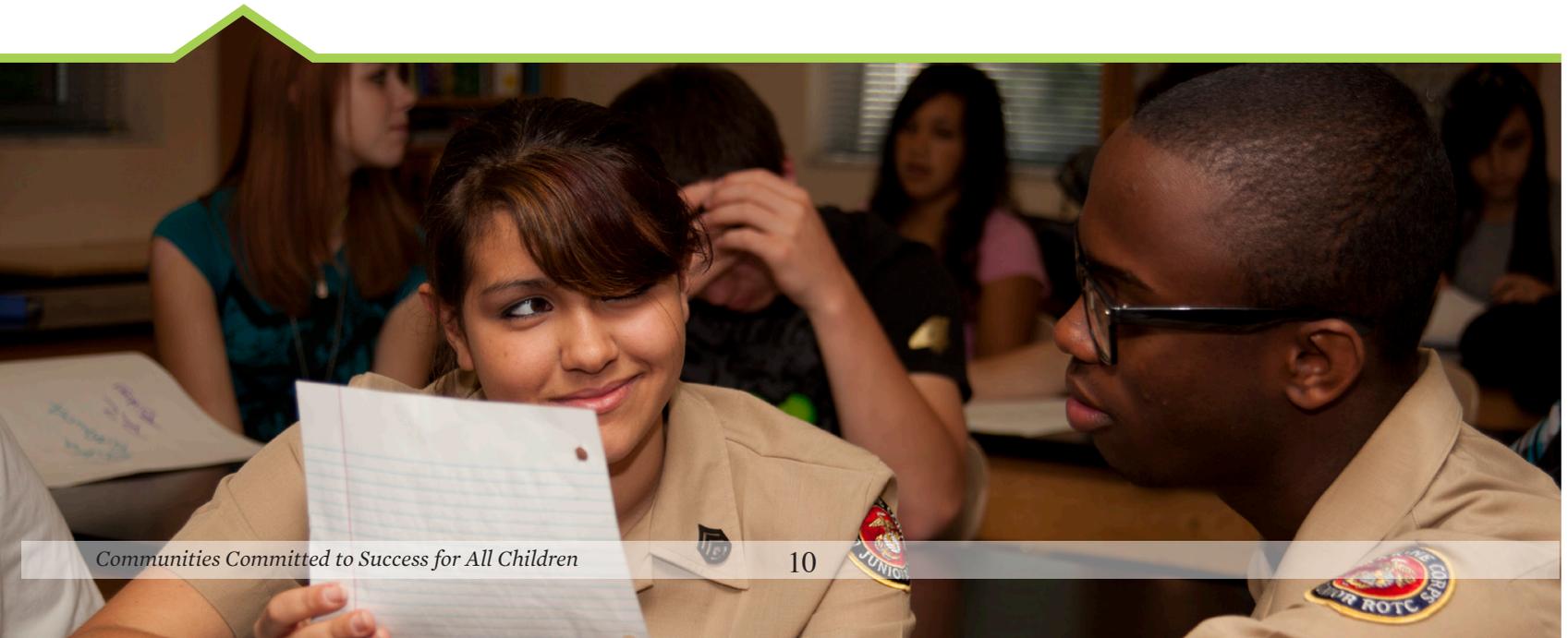
The Resource Management Division provides fiscal direction and services to support DoDEA's goals and objectives. The Resource Management Division is responsible for budgeting, general accounting, payroll, accounts payable and other fiscal services required to carry out the day-to-day logistics and operational requirements of DoDEA's schools around the world.

DoDEA uses a Zero-Based Budget (ZBB) Process that begins in February with requests for input at all levels of the school system – from the school level to the headquarters level. Consolidated inputs are compiled and reviewed in March and in April, the DoDEA Director reviews and approves the budget for the upcoming fiscal year that begins in October.

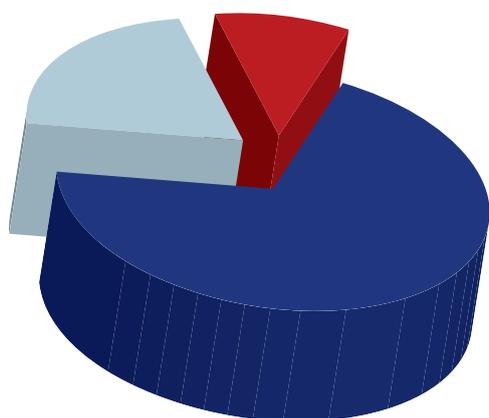
Major ZBB categories include: Administrative Support, athletics, conferences and meetings, curriculum buys, Educational Partnership, educational program support, facilities support, Facilities, Sustainment, Restoration and Modernization (FSRM), life cycle replacement, logistical support, Non-DoD Schools Program (NDSP), outfitting costs, new schools, payroll requirements, permanent change of station (PCS) costs, professional development, safety and security, school-level instructional support, special arrangements schools, student activities, and student transportation. Special consideration has to be given to foreign currency equivalents in DoDEA's overseas school operations, as actual costs can vary from budgeted costs with the fluctuation in the valuation of the U.S. dollar.

Funding priorities focus on:

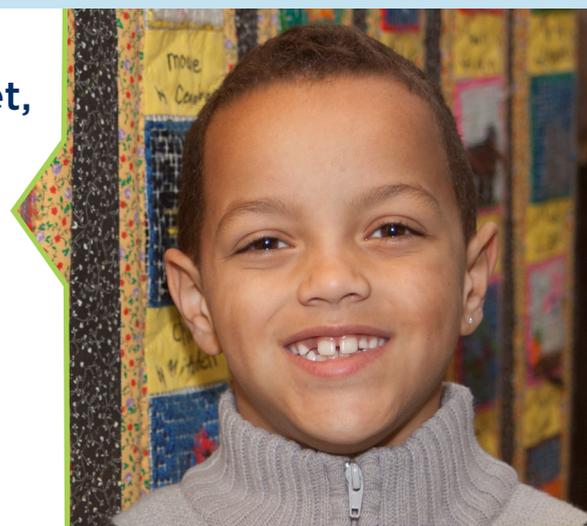
- Maintaining a highly skilled educator staff across the system
- Maintaining an experienced and skilled administrative staff across the system
- Maintaining the integrity and quality of existing instructional programs and services
- Supporting adequate staffing levels to maintain student performance and achievement
- Supporting school climate initiatives to promote safe and orderly environments conducive to learning
- Providing for clean and well-maintained schools
- Funding essential operational and maintenance costs



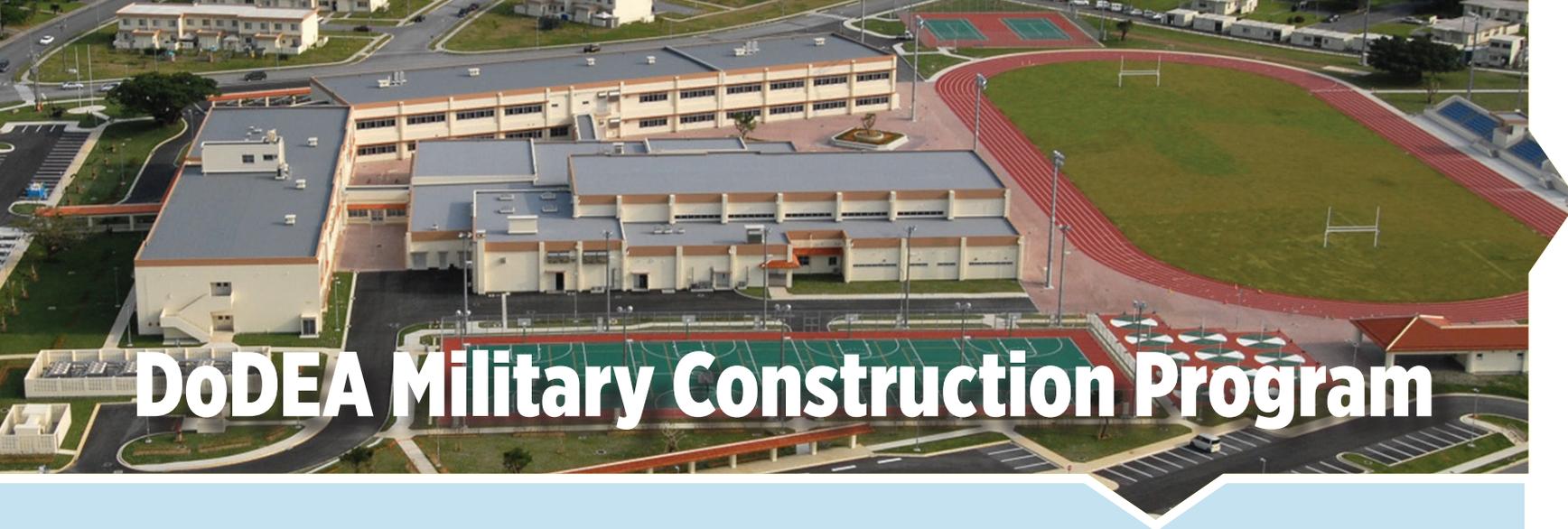
DoDEA Annual Budget, Estimated FY11



- Payroll 69%
- Facilities 10%
- Everything Else 21%



Budget Line Item	Actual FY09	Actual FY10	Estimated FY11
Payroll - US Citizens	\$1,115,402,359	\$1,168,614,288	\$1,248,000,000
Payroll - Local Nationals	\$11,868,641	\$12,029,898	\$13,190,000
Grants	\$50,182,740	\$38,698,725	\$42,379,741
Non-DoD Schools - Tuition and Fees	\$47,404,755	\$64,467,991	\$59,600,000
Special Arrangements	\$22,853,509	\$24,317,300	\$25,028,000
Facilities Restoration and Modernization	\$17,709,867	\$23,269,029	\$21,359,000
Facilities Sustainment and HAZMAT	\$91,441,443	\$85,543,563	\$69,417,000
Permanent Duty Travel (PCS)	\$21,781,508	\$35,130,075	\$32,039,556
PCS Transfer Program	\$6,783,448	\$5,392,016	\$6,758,410
Congressional and OSD Requirements	\$55,000,000	\$59,000,000	\$15,000,000
Leased Buildings	\$8,474,162	\$8,825,882	\$11,469,233
Facilities Operations and Maintenance (FOM)	\$62,991,082	\$63,296,460	\$66,148,724
Accounting/Civilian Pay Support	\$9,300,000	\$10,002,000	\$11,606,213
HR Support from DLA	\$0	\$6,800,000	\$8,589,400
Daily Student Commute	\$69,089,189	\$73,114,721	\$77,359,321
Bus Security Attendant Program (BSAP)	\$18,309,557	\$24,301,920	\$25,400,100
Special Education Programs	\$1,780,390	\$2,014,937	\$3,212,609
US Contributions - AFNORTH/SHAPE	\$3,588,311	\$4,423,989	\$4,815,323
Outfitting Costs for Schools	\$3,816,000	\$9,819,212	\$12,557,955
Student Meal Subsidies	\$3,498,711	\$3,715,000	\$4,018,900
Supplies - School Level	\$16,828,800	\$17,085,360	\$11,580,440
IT - Bandwidth/Help Desks/Maintenance	\$33,044,268	\$39,618,305	\$42,884,314
Temporary Duty Travel (TDY)	\$13,284,232	\$12,085,263	\$11,547,468
	\$1,694,432,972	\$1,702,803,868	\$1,823,961,707



DoDEA Military Construction Program

DoDEA is committed to quality education for students of military families. State-of-the-art, modern, functional facilities are an important part of the delivery of quality educational services. DoDEA recognizes the importance of the physical condition of its schools and continuously advocates for resources that will support school renovation and construction.

Military construction accounts provide funds for new construction, construction improvements, planning and design, and host nation support. Projects funded by these accounts include facilities for operations, training, maintenance, research and development, supply, medical care, and force protection, as well as unaccompanied housing, utilities infrastructure, and land acquisition.

School construction and major renovation projects which cost more than \$500,000 are funded with Military Construction (MILCON) funds. MILCON funds are multi-year (5-year) appropriations. School facilities require a significant time and resource investment before they are ready for students and staff members. Major military construction projects, to include school and administrative buildings, normally require 5 years from start to finish, which encompasses the steps of project proposal, approval, funding, planning, and construction.

DoDEA works closely with the Services to identify MILCON funding requirements and submits these requirements to the Department of Defense (DoD). The DoD then decides which of these requirements will be included in its budget request. In mid-winter 2010, the President's Fiscal Year 2011 budget request submitted to

Congress included a \$438.7 million request that would allow DoDEA to replace or renovate ten schools.

This request represents the initial step in a long-term facilities renovation and construction initiative that will hopefully result in the modernization of 134 DoDEA schools worldwide. The initiative starts with the beginning of School Year 2010-2011 and is scheduled to span the next several fiscal years through Fiscal Year 2016. Close collaboration and cooperation between DoDEA, The Under Secretary of Defense for Personnel and Readiness, the Military Services, the Department of Defense Comptroller, and the Deputy Under Secretary of Defense for Installations and Environment resulted in a plan to address \$3.7 billion in MILCON needs for DoDEA facilities.



2010

2011

State/Country

State/Country

Installation

Installation

• Project

• Project

Appropriation

Appropriation

Germany	
Kaiserslautern	
• Kaiserslautern HS - <i>Replace School</i>	74,165
• Kaiserslautern ES/MS/HS - <i>New Multi-Purpose Room, Sports Field with track, and Bus Loading/Unloading Area</i>	19,380
Wiesbaden	
• Wiesbaden HS - <i>New kitchen, Stage, Multi-Purpose Room, and Cafeteria</i>	5,379
Boeblingen	
• Boeblingen ES - <i>Replace school</i>	50,000
United Kingdom	
Lakenheath	
• Liberty IS - <i>New Gymnasium</i>	4,509
Belgium	
Mons	
• SHAPE ES - <i>Replace School</i>	38,124
Georgia	
Ft. Benning	
• Wilson ES - <i>New Gymnasium</i>	2,330
Ft. Stewart	
• <i>New Elementary School</i>	22,501
North Carolina	
Ft. Bragg	
• Albritton JHS - <i>Addition</i>	3,439
Unspecified Minor MILCON	
	6,800
Planning and Design	
	8,855

2010 Total 235,482

Belgium	
Mons	
• SHAPE MS/HS - <i>Replace Schools</i>	67,311
Puerto Rico	
Ft. Buchanan	
• Antilles ES - <i>Replace School</i>	58,708
Germany	
Boeblingen	
• Boeblingen HS - <i>Replace School</i>	48,968
North Carolina	
Camp Lejeune	
• Tarawa Terrace I ES - <i>Replace School by Addition to TT II ES</i>	
Ft. Bragg	
• Murray ES - <i>Replace School</i>	22,000
• McNair ES - <i>Replace School</i>	23,086
Georgia	
Ft. Benning	
• Dexter ES - <i>New Gymnasium</i>	2,800
New York	
West Point	
• West Point MS - <i>Construct Addition and Renovate School</i>	27,960
Virginia	
Quantico	
• Russell ES - <i>Construct Consolidated ES</i>	47,355
United Kingdom	
Alconbury	
• Alconbury ES - <i>Replace School</i>	30,308
Unspecified Minor MILCON	
	13,841
Planning and Design	
	79,763

2011 Total 438,746

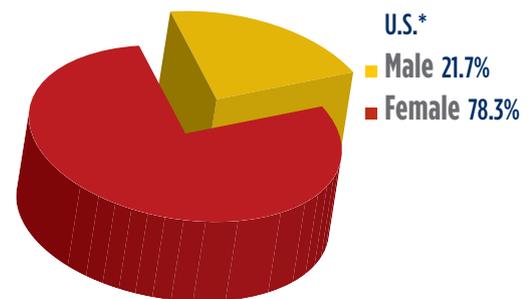
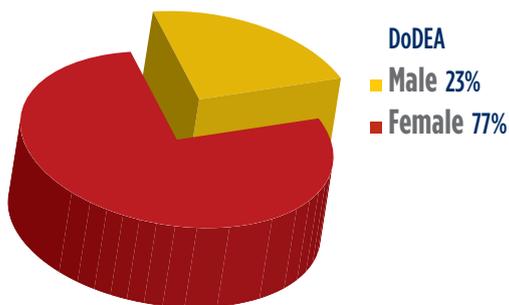
DoDEA's Workforce



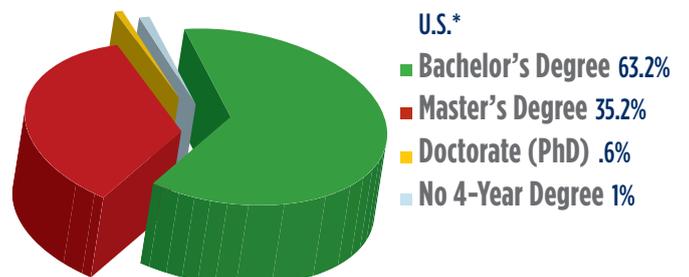
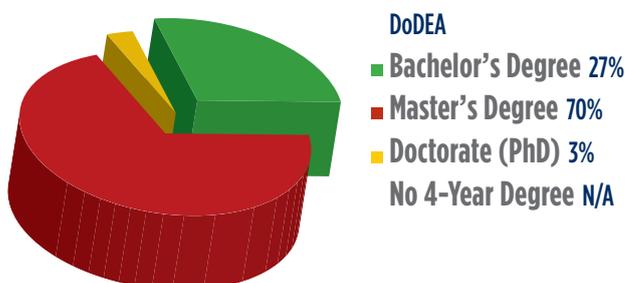
DoDEA's educator workforce consists of more than 7,000 teachers and more than 2,000 substitute teachers world-wide. In support of DoDEA's strategic goal of a diverse, high-performing workforce, DoDEA teachers are well educated, experienced, and well trained. Nearly 70% of DoDEA teachers have earned their Masters or Doctorate Degree.

Additionally, more than 65% of DoDEA teachers have more than 10 years of teaching experience. All DoDEA teachers are required to meet rigorous licensing standards to be a certified teacher. These standards are aligned with the standards of the best stateside school systems and define the academic preparation required to teach for DoDEA. All teachers are also required to meet regular recertification requirements.

Gender

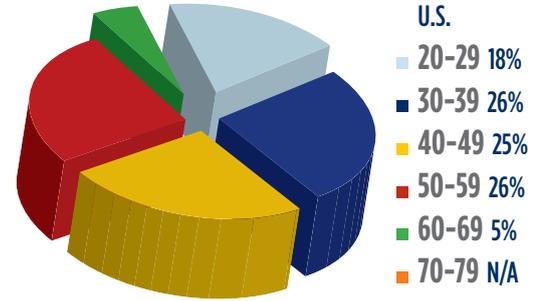
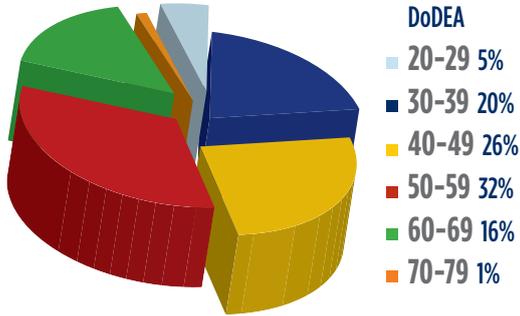


Highest Degree Earned



DoDEA's current workforce of teachers and administrators mirrors the educator workforce in the United States.

Age



Years of Experience

	DoDEA	US
1 Year	3.2%	0-19%
2-5 Years	9.7%	12-28%
6-10 Years	17.8%	18-25%
11-20 Years	33.17%	20-31%
21-30 Years	18.6%	10-25%
Over 30 Years	17.5%	2-14%

*- Cornman, S.Q., Johnson, F., Zhou, L., Honegger, S., and Noel, A.M. (2010). An Evaluation of the Data From the Teacher Compensation Survey: School Year 2006-07 (NCES 2010-329). U.S. Department of Education, National Center for Education Statistics. Washington, DC: U.S. Government Printing Office.



Teacher of the Year Program

Angelica Jordan

2011 DoDEA Teacher of the Year

Ms. Jordan has 15 years of teaching experience. She has been teaching Partial Spanish Immersion and Spanish FLES to 2nd and 3rd grade students at Mannheim Elementary School in Germany for the past six years. Prior to her assignment with DoDEA, Ms. Jordan taught for eight years at Country-side Elementary School in Edina, Minn. Ms. Jordan is a graduate of Concordia College in Moorhead, Minn., and earned her Masters of Arts in Education from Hamline University in St. Paul, Minnesota.

Ms. Jordan believes that effective teachers spend time building relationships with students, parents, colleagues, and administrators. "When I know a student's likes, dislikes, and interests, I can differentiate lessons," she said. By building an open and honest relationship with parents, I become a partner in education with the family. Building strong relationships with fellow colleagues and administrators allows us to plan together and share ideas so we can take advantage of each other's strengths. I believe the relationships I've fostered have enhanced my teaching and raised student achievement at Mannheim Elementary School."



The Teacher of the Year program recognizes teachers for their dedication and contributions to the lives of military dependent children. The program also allows and encourages teachers to be educational leaders. Teachers selected as a Teacher of the Year promote the teaching profession and work with educational officials to enhance educational quality for students.

The process to find the DoDEA teacher of the year begins with the nomination of a candidate by a parent, the school's Parent-Teacher-Student Organization (PTSO), a colleague or a student. The nominees complete application packets that are submitted to their District Office. A panel selected by the District Superintendent chooses the District Teacher of the Year. Another panel at DoDEA headquarters selects the Teacher of the Year from the District Teachers of the year. The DoDEA Teacher of the Year goes on to compete in the National Teacher of the Year competition.

The DoDEA Teacher of the Year has the opportunity to take a sabbatical semester to devise a project that will be beneficial to teachers and students.



2011 Teachers of the Year



Alina Rozanski

*Bavaria District
Music Education Grades
6-8*



Kathy Henley

*Georgia/Alabama District
Mandarin Chinese Grades
6-8*



Suzette Nelson

*Guam District
Language Arts, Drama,
Speech Grades 6-8*



Anita Hacker

*Isles District
World Geography Grade 7*



Michelle Foust

*Bavaria Teacher of the Year
Music Education Grades
6-8*



Micheline Huntley

*Kaiserslautern District
Reading/Math Support
Specialist Grades K-6*



Jan Selvitelle

*Kentucky District
Language Arts Grade 7*



Lori Lundy

*Korea District
Early Childhood Grade 2*



Cynthia Murr

*Mediterranean District
Early Childhood Grade 1*



Maria Napoli

*New York/Virginia/Puerto
Rico District
Language Arts Grade 6*



Deborah Bailey

*North Carolina District
Grade 3 Teacher*



Ronald Geist

*Okinawa District
Music Education, Choir
and Guitar*



Phyllis Smith

*South Carolina/Fort Stewart/
DoDDS Cuba District
Reading/Math Support
Specialist Grades K-3*

Teacher of the Year Program

Susan Morris

2010 DoDEA Teacher of the Year

Morris teaches Social Studies and Advancement via Individual Determination (AVID) to 7th and 8th grade students, at Boeblingen Elementary and Middle School in the Heidelberg District. She also taught at DoDEA's Kaiserslautern and Patch American High Schools.

Morris graduated from the University of Georgia with a Bachelors of Science in Education with a concentration in history, geography, Asian studies and political science; and a Masters of Education with a concentration in Curriculum Development and Asian Studies.

In the classroom she works with her students towards defined goals and standards, focuses on each individual student's learning, and uses multiple techniques and assessments to reach those goals. Morris is an active mentor to her students and her support extends beyond the classroom.

Building strong student-teacher relationships and allowing students to believe in their abilities and trust in their success is Morris' key to success in the classroom.



From the DoDEA 2010 Teacher of the Year:

It has been a special honor and privilege to serve as the 2010 DoDEA Teacher of the Year. This award has made a profound difference for me, both personally and professionally, broadening my perspectives and deepening my understanding of educational trends nationally and within DoDEA.

I have cherished every moment of the Teacher of the Year recognition because it has given me the opportunity to be a national advocate for DoDEA students. Explaining to the public about the unique circumstances military children endure and promoting the amazing group of educators that take care of these children has been very important to me. It has been my duty to make certain that people understand teaching for DoDEA is a service all its own in supporting the military mission; as teachers we too sacrifice being away from friends and family back home to ensure the emotional stability and academic success of our students.

Perhaps the most distinctive moments of the past year have been building TLC, the Teacher Leader

Community, for DoDEA. As part of the Center for School Leadership, classroom teachers will now have their own section of professional development to create teacher leaders who engage in collective action to build school capacity. TLC will transform our current top-down administrative model into a horizontal approach where principals will become the "leaders of leaders" sharing a greater sense of purpose for our schools. TLC will launch in 2011 and it's with great excitement and enthusiasm that I look forward to bringing an abundance of resources to the DoDEA teacher corps and watching academic and workplace challenges lead by teacher leaders.

I am grateful to my family, friends and BEMS colleagues for their loyal support during my tenure and I am especially honored to be included in the company of DoDEA teachers around the world!

...Susan Morris

2010 Year in Review

April 28, 2010

One of the most exciting experiences of being the DoDEA Teacher of the Year was meeting the President of the United States. All of the 56 State Teachers of the Year were given a personal moment in the Oval Office with the President and honored in an official Rose Garden ceremony. As a history teacher I was overwhelmed to be outside the Oval Office where so many famous dignitaries, celebrities and leaders had waited to meet former presidents like Franklin D. Roosevelt, John F. Kennedy, and Ronald Reagan. During my moment with President Obama I asked if I could have one of his Commander's Coins as a com-



memorative symbol of the military families each DoDEA teacher serves. His response was a quick and resounding, "Yes!! Absolutely, Yes!" and his staffer eagerly placed it in my hands. The coin represents more than a memento of my incredible day, rather, it's emblematic of the service members, civilians, contractors and families that our amazing organization serves.



The President's Coin

July 2010, Space Camp

T minus 10, 9, 8, 7As a state teacher of the year you attend several professional development sessions with the other State Teachers of the Year sponsored by the Council of Chief State School Officers. The professional and personal friendships made during these sessions are incredible and have blessed my life in so many ways. Space Camp in Huntsville, Alabama was the pinnacle experience that bonded State Teachers of the Year into one big, happy family! We were week-long "campers" who built rockets, simulated Shuttle missions and water rescues, interviewed astronauts and met authors and pioneers of America's space industry. We lived through a week of learning, laughing and extreme heat for the purpose of bringing NASA's science and technology curriculum to our schools and promoting STEM initiatives with our students and staff. Space Camp was only one of the amazing professional development experiences I enjoyed as the DoDEA Teacher of the Year, and I look

forward to sharing these experiences with teachers in our organization!



Educational Partnership

The mission of the Educational Partnership Program is to champion a world class education for military children in public schools by supporting military-connected Local Education Agencies (LEAs). The Department of Defense Education Activity (DoDEA) shares its expertise, experience and resources to assist military children during transitions, to sharpen the expertise of teachers and administrators in meeting the needs of military children, and to provide assistance to LEAs on deployment support for military children. Approximately 92% of children of military families do not attend DoDEA schools.

During the past year, the Educational Partnership continued its focus on transforming the responsiveness of educators to support children with deployed parents. Continued support of resources will enable DoD to build the capacity to improve the social and emotional climate of schools as well as increase student achievement.

2010 Initiatives

The Interstate Compact on Educational Opportunity for Military Children.

The Department of Defense, working with the Council of State Governments' National Center for Interstate Compacts, developed the Interstate Compact on Educational Opportunity for Military Children. The Compact governs member states in several areas, including school placement, enrollment, records transfer, and graduation for children of active-duty military families. As of the beginning of School Year 2010-2011, more than 30 states belong to the Compact.

DoDEA, to the extent permitted by law, is committed to ensure that its school policies and procedures mirror those in the Compact guidelines and related rules. To ensure the Department of Defense (DoD) remains in concert, and to assist in making the Compact an effective vehicle for all military children, DoDEA will represent the DoD as an ex-officio member to the Interstate Commission which is comprised of representatives of the more than 30 member states.

"Students at the Center"

The Partnership Program developed a handbook entitled "Students at the Center," to assist the education community in understanding the unique issues of military children and to provide the military community with information on public schools in order to be a more effective partner to best serve the educational and transitional challenges facing military children. Nearly 10,000 handbooks have been distributed. This resource is available on the web at <http://www.militaryk12partners.dodea.edu/studentsAtTheCenter/>.

DoDEA Partnership Grant Program.

The DoDEA Partnership grant program has awarded three-year grants to two consecutive cohorts of LEAs to support improved academic programs for military children.

In 2009, forty-five grants were awarded, providing educational and support services to 298 schools with 189,400 students, of which nearly 41 percent are from military families. Nearly 30% of the schools receiving grant funds did not achieve their respective states' adequate yearly progress.

For more information on DoDEA's Educational Partnership, visit:

<http://www.militaryk12partners.dodea.edu/>

The 2009-2010 Annual Evaluation Report of the 2009 DoDEA Partnership Grant Program cohort summarizes the data collected and results from the first year of the grants. Data collection activities as synthesized in the Annual Evaluation Report show that grantees made significant gains in the first year of the Partnership grant program, reaching nearly 78,000 military-connected students in 298 schools.

The majority of grantees reported the grant allowed them to build capacity to ease transitions and promote academic achievement directly for military students; another 35% felt the grant activities increased awareness of military families' needs in the community.

Thirty-two grants were awarded in 2010 to 540 schools with 266,589 students, of which nearly 35% are from military families and the majority of the grants focused on STEM programs.

All grants focus on enhancing student learning opportunities, student achievement, and educator professional development at military-connected schools. Some grants also have a counseling component that focuses on easing the challenges that military students face due to transitions and deployments, including a consortium grant with University of Southern California School of Social Work and Education and eight school districts in San Diego. The grant seeks to build capacity to improve school climate as well as social and academic results in schools serving military children.



While some active duty military families are stationed in overseas locations, the majority live on or near a military installation in the U.S. Approximately 60% of the children of military families in the U.S. are school age and the majority of them attend public schools throughout the nation.

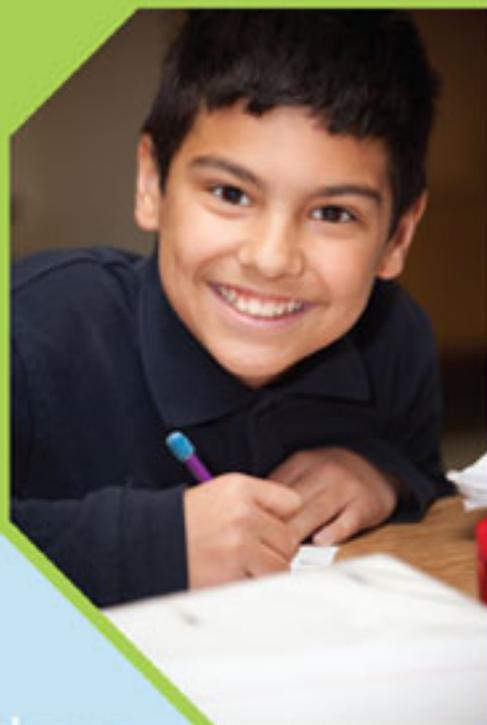
DoDEA's Partnership with the Department of Education

In June 2008, a Memorandum of Understanding (MOU) was signed to create a formal partnership between DoD and the Department of Education (ED) to support the education of military students. Through the MOU, the Educational Partnership Program and the Services are collaborating with ED to:

- Improve data collection on military children in public schools,
- Address concerns around public school facilities on military installations that need renovation or replacement,
- Provide additional grant opportunities for military-connected LEAs, and
- Advance education policies in support of military children on the National Security Council Military Family Interagency Policy Committee.

The Department of Defense Education Activity will continue ongoing programs and initiatives with the Department of Education efforts to ensure all military-connected students receive an outstanding education, from "cradle through career," while simultaneously addressing the unique challenges they face.





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