

# APPLICANT INFORMATION FORM

## PERSONAL INFORMATION

Amy E Lennertz  
Name

6th grade  
Current Grade Level(s) Taught

Spanish and Theater Arts  
Current Subject(s) Taught

5  
Years in Current Position

8  
Total Years of Teaching Experience

Spanish  
Languages Other than English Spoken Fluently

Areas of National Board Certification Achieved or In Progress:  
N/A

## SCHOOL INFORMATION

Piedmont Public School District  
School District

Piedmont Intermediate School  
School Name

730 5th/6th grade students  
School Size

4360 students at 7 schools, covers 96 square miles  
District Size

Public  
School Demographic



## EDUCATIONAL HISTORY AND PROFESSIONAL DEVELOPMENT

List all below, most recent first.

### EDUCATIONAL PREPARATION

College or University	Dates Attended	Degree Earned (i.e., B.A. in Math)
Azusa Pacific University	1/2001-12/2002	CA Professional Clear Credential
Azusa Pacific University	8/1998-12/2000	B.A. in Liberal Studies
Lutheran Bible Institute (Irvine, CA)	8/1996-5/1998	Certificate in Biblical Studies

Rosemead High School	Rosemead	CA	91770
Name of High School Attended	City	State	ZIP Code

### EMPLOYMENT RECORD OF SERVICE (Include grade level and/or subject area)

School District	Position Held	Dates
Piedmont School District	Spanish teacher, 5th and 6th grades	8/15-Present
Yuba City Unified	6th grade Language Arts and Social Studies	8/14-6/15
Yuba City Unified	6th grade Interventions/8th grade Elective	8/13-6/14
Rosemead School Dist.	3rd grade	8/01-6/02

### PROFESSIONAL MEMBERSHIPS (Include offices held and/or other relevant activities)

Membership	Position Held	Dates
Prof. Oklahoma Educator	Member	8/2020-Present
Safe/Healthy Schools	Member	2015-2017
California Teachers A.	Member	'01-'02, '13-'15
English Learner Program	Teacher and family advocate	2001-2002



**LEADERSHIP IN STAFF DEVELOPMENT (Include leadership in the training of future teachers)**

Title	Position Held	Dates
Mentor teacher	Mentor to a (new to the school) teacher	8/19- Present
Leadership team	Elective representative/Lead	8/18-Present
Leadership Council	District level- representative from our school	10/18-5/19
Academic Lang. Dev.	Participant-trainings and lesson demonstrations	10/14-6/15
Prof. Development	Session leader- "Getting Kids to Talk"	1/16

**AWARDS AND OTHER RECOGNITION OF TEACHING**

Title	Dates
Piedmont Public Schools District Teacher of the Year	Feb. 2020
Piedmont Intermediate Teacher of the Year	2019-2020
Featured Teacher- Piedmont Secondary Newsletter	Feb. 2016
Employee of the Month- Piedmont Intermediate	April, 2019



## ESSAY QUESTIONS

**Limit all following responses to spaces provided.**

### PROFESSIONAL BIOGRAPHY

**What were the factors that influenced you to become a teacher?**

**Describe what you consider to be your greatest contributions and accomplishments in education.**

Ever since I was young, my dream was to teach. I have wanted to be a teacher since I was five years old. My personal educational experience, the influence of caring teachers, my own work at youth camps, and teaching children are the factors that influenced my choice.

My educational experience is unique. I attended preschool in Texas, then moved with my family to Ecuador, South America. My older sister Kathie taught my kindergarten year, and my mother taught me for second, fourth, fifth and the second half of sixth grade. I attended first and seventh grades in a "one-room schoolhouse" setting with other missionary kids. In third grade and half of sixth, I attended public school in California (when my parents returned for "furlough" from the mission field). I also attended public school from eighth grade through high school, when my family returned from Ecuador permanently. I experienced learning in many different formats!

Ever since my sister taught me in kindergarten, I knew that I wanted to be a teacher. She made learning fun with the various activities we did. My mother was an excellent teacher as well. She was kind and patient when she taught me my academic courses, music lessons on the piano, and life skills. Third grade was one of my most memorable years. My teacher, Mrs. Woelper, taught with love, care, and encouraged a passion for learning. She mixed discovery and learning seamlessly.

My first teaching experience came from teaching Sunday school at my church. I also loved to help my sisters (who were teachers in the local schools) grade papers, set up their classrooms, and plan activities for their students. I worked at a summer camp as a counselor for many years with students from third grade all the way up to high school.



All of these experiences helped solidify my resolve that I definitely wanted to be a teacher. I want to be an inspiring teacher that loves her students, like Mrs. Woelper. One who does fun learning activities like my sister Kathie. A teacher who was patient like my mother. It is because I learned in so many unique ways that I value teaching that caters specifically to the needs of my students.

In education, my greatest accomplishments are the little successes with my students. It is my student who came to hang out with me between passing periods because "you are the only teacher who doesn't yell at me". It is the student who brought her work into my classroom for a couple days because home life was hard and she needed to be in a safe place. It is the girls who come to talk to me in their free time, because they need advice or a listening ear. It is the boy who had no motivation to do work at school, but after months of positive reinforcements in my classroom, he told his counselor that he was happy and believed he was a good student.

I also believe in giving students the opportunity to show their talents and develop their leadership. For this reason, I helped direct seven different talent shows or musical programs. I am always so impressed with their various talents! I have also been the sponsor of student led clubs, when students approached me with an idea for a club. I coached them on how to write a proposal and present it to the principals, then helped them to come up with flyers, announcements and applications. The students then took ownership by coming up with the ideas, and then running the club.

The accomplishments with these students far outweigh any awards or accolades I could receive. We may be their safe place or the only one to encourage them. I don't take that responsibility lightly.



## PHILOSOPHY OF TEACHING

**Describe your personal feelings and beliefs about teaching, including your own ideas of what makes an outstanding teacher. Describe the rewards you find in teaching. How are your beliefs about teaching demonstrated in your personal teaching style?**

An outstanding teacher is one who may not be perfect, but is constantly striving to grow as an individual. I always wanted to be a teacher, partly because I appreciate the impact that my teachers had on me. I want to be a teacher who makes a difference in the lives of students, like they did in mine. The more time I spend in the classroom with my students, it becomes more evident that students need educators that are passionate about connecting with them, while inspiring them to become compassionate people who love learning.

An outstanding teacher is patient and caring. “People don’t care how much you know until they know how much you care” is a quote I live by from Theodore Roosevelt. In my personal style of teaching, I start with patience towards my students and often give them an abundance of grace. This has surprised some of the students, because they are used to “getting in trouble” and will often misbehave to push the boundaries. I handle the first “incident” by speaking with the student individually. I make sure that I listen first because often the behavior stems from a deeper issue. We work together to try to make it right. If the behavior continues, we call their family together to come up with a solution. I never embarrass them or assume the worst, but I do work hard to make my classroom a safe place. This goes a long way because the troubled student understands that I have boundaries and my other students know that I will keep them safe.

Flexibility is another important trait of an outstanding teacher. Never has this been more evident than in the past few months of 2020. Teachers were suddenly asked to continue teaching remotely, *and they did*. Flexibility is part of the job description. We teach with changing budgets and standards, in the middle of drills and interruptions, and we share our space and resources. With constant demands and changes (because we deal with *people*), teachers must be flexible with our own plans to best meet the needs of our students. Flexibility is demonstrated in my classroom when I have to change a lesson plan in order to adjust to the schedule of the day. Students will be faced with the stress of change many times in their lives, and how we handle it will help them to learn with flexibility and grace



An outstanding teacher is one who takes time to get to know *how* her students learn, and then makes learning engaging and relevant. With my students, I like to use every opportunity to get to know them, even with simple conversations while on lunch duty. I provide choices for them with almost every assignment we do. This gives opportunities for students to respond in the way that seems most interesting or most fun to them. This is done by taking a concept (that doesn't change) and allowing students to show mastery through choices. This teaches students that the material is important, but the options for response are varied. In turn, this encourages creativity and critical thinking. For example: on the "About Me" project in Spanish, students can make a slideshow, a video, a poster, or bring a backpack of things. My students always impress me with their creativity, and do an excellent job! And in creating something, learning the Spanish phrases happens naturally. Providing choice and capturing their interest are two powerful tools teachers can use to encourage our students to become lifelong learners.

I work hard to come up with lessons and activities that will spark interest in my students, and the reward comes when they connect and understand. I have gotten chills watching my students present and speak in Spanish in front of the class after just a few weeks of practice and encouragement. Success is when the "difficult student" hangs out a little bit longer in your classroom because you have become his ally. Success is when your students show mastery of a concept or take a risk and share their work. Success is when you see your students act like a team and encourage and help each other.

The amazing part about our job as educators is that the rewards are great. Our students come into our classrooms eager to learn, and we have the opportunity to build into their lives every day. We see them grow as students, and we see them grow as individuals. Eventually they will become productive members of society, and it is an honor that we had a small part in furthering their growth.



## **EDUCATION ISSUES AND TRENDS**

**What do you consider to be the major public education issues we face today? Address them in depth, out-lining possible causes, effects, and resolutions.**

In considering the education issues we face today, the epidemic of anxiety in our students is significant. Teachers and staff also feel the pressure of stress. Many students come to school with difficult home lives, health issues or learning disabilities. Increased time on their cellphones and easy access to the internet and social media are contributing factors to their anxiety. Students feel pressured to perform well in class and on their state standardized tests. While we cannot control the outside factors, we can make our school a safe place where students can learn how to deal effectively with anxiety and stress.

One of the biggest causes of stress in the life of a student is dealing with stressors that are out of their control. A difficult home life, a traumatic experience and socioeconomic challenges are just a few examples. Schools have programs to help students take care of their basic needs and as we are made aware of those needs, we can help to meet them. Funding is lacking in many cases, but schools have always been a safe place for students. Some teachers go out of their way to purchase supplies, clothes or food for their students. It is essential that we have the resources to help students as we become aware of their needs.

Cell phone use and social media has also become a major stressor in the lives of our students. While it may seem like a harmless way for students to communicate, it has become a tool for bullying. Students can be very mean to each other over social media platforms because they can be “anonymous”. “Many studies have found that increased social media use actually makes people feel more socially isolated. It also disrupts sleep, which is related to mental health.” (Flannery, neaToday, 2019). Schools can and should adopt policies regarding cell phone use during school, but truly this is a bigger issue. Cell phone control should start in the homes, with parents giving parameters and guidelines for their children to follow

State tests have become a point of stress for educators and students. Teachers have to fit all the material in a set amount of time so the students can perform well on state standardized tests. I have personally watched students break down in tears as I administered a test. All students learn in unique ways, yet they are required to



show mastery of concepts through a high-stakes test. This can cause a level of stress and anxiety because teachers and students feel pressured to perform well on these tests. In order to help our students to combat stress, we can teach our students *how* to take a test and give them opportunities to practice in a low-stress environment.

In order to combat the stress in school, schools should be mindful about how we present our material. We need to hold our students to a high level of accountability, yet we need to also teach them *how* to handle stress. Teachers can give students tools that will help them combat feelings of stress and anxiety. We should be encouraging students to be critical thinkers, creative and capable of anything. Instead of stressing them out by piling on work and putting a huge emphasis on test scores, we should be giving meaningful assignments and teaching them that their value is in who they were created to be with their unique skills, talents and abilities. A single test or a grade on an assignment is only a small part of their education and it should be treated as such.

In regards to their mental health, we have to do better for our students. Many will turn to school counselors to help students work through issues of mental health. They can be an excellent resource, but they should not be the only source of help. The mental health issues worsen each year, however the national average is only one counselor for every 491 students (Flannery, neaToday, 2019). Students will feel more supported if they feel like they belong to a caring community. This starts by establishing strong relationships with the students and teaching them how to treat each other. We need to take a strong stance against bullying and guide our students to become leaders who look out for each other.

As a school community, we can ensure that all of our students are involved in physical activity. Research has shown “that a single bout of exercise made them more awake, increased their attention and verbal memory, and improved their feelings of well-being.” (Moran, Washington Post, 2018). Simple concepts such as the “Daily Mile”, where students walk or run for just 15 minutes a day, can encourage daily activity. Movement can also be experienced through brain breaks, alternative seating, or simply being able to move while interacting with their peers in the classroom. I believe that the school environment would be greatly improved with a shift that embraces play and inspires students to pursue wellness. This will be beneficial not only for their health (body), but also for their mind. (Stress and anxiety).



## THE TEACHING PROFESSION

**What do you do to strengthen and improve the teaching profession?**

**What is and/or what should be the basis for accountability in the teaching profession?**

To strengthen and improve the teaching profession, I am constantly looking for ways to give students voice and choice so they take ownership of their learning. I have had the opportunity to serve on leadership teams at my school site, and I am always willing to help to make our school a safe and joyful place. I often tell my students that we can accomplish much if we have a positive outlook, and I share this with my co-workers as well. Positivity can turn even the most difficult situations into an opportunity to learn and grow. I share this with my school community as often as I can.

Growing up in a foreign country has given me a unique outlook. When I was in first grade I attended Spanish classes for about an hour a day. At first, I cried every time I went. It was so hard to not understand the language. This gives me so much empathy for the students who come to America and have to attend school with limited English. Eventually I learned to understand, then speak Spanish, and I know that all students can experience that same success with support and time. I often am a translator for my school, and an advocate for these students and their families.

When I returned to the United States in eighth grade, I experienced culture shock in the worst way. I spoke the same language, but did not speak the same culture. It took time for me to adapt and I think about this a lot as it pertains to my students. They have to adapt when they come to a new school. They may not have the skills that other students have or the capabilities (due to disabilities), so our goal should be to get to know our students and how they learn best. I want them to have the opportunity to show us who they are. Students should never have to feel like outcasts. They should feel welcome, capable and encouraged.

In my classroom, we all speak the same language. It is a language of encouragement and acceptance. My students are risk-takers who know that they are capable of learning anything. My primary goal is for every student to feel loved and welcome in my classroom. My secondary goal is to teach them well. I believe that it is important to keep that order in mind. Students will respond better when we take the time to get to know them, then adapt our



Teaching to enhance their best learning. My students become invested in their own learning when they truly believe that I am invested in them.

Accountability in the teaching profession starts with each one of us and our ability to be transparent about our expectations and goals for our classroom. As part of my own self- assessment, I am constantly adapting my lessons to better reach each student. I teach more than just the Spanish language. I teach the culture of the Spanish speaking countries in order to broaden the outlook of my students and teach them empathy. I expect full participation in all activities to teach them to be accountable and involved. I let them choose topics that are interesting to them to capture their interest and help them become lifelong learners.

Accountability will be most authentic when we are invested in our own growth as teachers. Like my students, teachers thrive when we feel heard and valued as professionals. We are most successful as teachers when we are able to collaborate and be accountable to each other. It is in a community of passionate educators that we can reach our best potential. As part of a team of teachers, we share ideas, adjust lessons and strategize together to come up with ways to help our students learn best.

Accountability and constant growth go hand and hand. Just as we can look at our students and see potential, teachers can also be supported and encouraged to keep growing and keep learning. As a member of the leadership team at our school and a mentor teacher, I enjoy working with other teachers and seeing how much *we* grow throughout the school year. Accountability in the teaching profession is not only a test score. Progress should be measured, not just the end result. It is how we, as teachers, help students to grow and learn. Together, we are all becoming better at what we do.



## COMMUNITY INVOLVEMENT

**Describe your commitment to your community through service-oriented activities including volunteer work, civic responsibilities, and other group activities.**

My family moved from California to Piedmont, Oklahoma in the summer of 2015. It was very important that we invested in our community right away so that we could start to make this new place feel like home. The first place we went was to our church, First Baptist Church of Piedmont. Over the years I have served our church in many different capabilities.

I am very active with our Children's Ministry programs. I teach and help with our "Vacation Bible School" program in the summers. I was an adult volunteer with the children's "AWANA" program, and help teach in the children's Sunday School classes. I also attended "Cross Timbers", which was a week-long camp for our children, as an adult volunteer.

With our Youth Ministry, I went as an adult volunteer on a "mission trip" to Alabama with an organization called "World Changers". We worked with other volunteers to repair homes for people in the community. We worked together to repair ceilings, decks and roofs, and paint houses. It is a wonderful experience for the youth and for us, emphasizing the fact that we can make a difference by serving. I also am a part of the church's Personnel Committee, and our most recent action was to hire our new Youth Minister.

Other church activities include participation in small groups and classes. I have co-led a Bible Study for women and was the featured speaker at a Women's Ministry event on "Prayer" held at our church. I also sing in the choir. With my church, I have volunteered to work in community events such as the "Back to School Bash" where we served food, had inflatables and games, and provided backpacks to children in our city. I also enjoyed community projects like cleaning up after events or working at the Food Bank. Our family often works together, and we enjoy having opportunities to serve our community.



## OKLAHOMA TEACHER OF THE YEAR

**As the Teacher of the Year, you will serve as a spokesperson and representative for teachers and students. What is your message? What will you communicate to your profession and to the public?**

As the Oklahoma Teacher of the Year, my message will be “Choose to Listen”. Whether young or old, everyone has a story to tell. Students are crying out for someone to listen to them. Teachers are feeling overwhelmed with the pressures of keeping up with the demands of school and teaching in various formats. Listening is a choice, and it forces us to make an effort to not only hear, but also to understand and act with empathy.

Our students come to us as individuals and we have an opportunity to build into their lives. This is not a responsibility that we should take lightly. I think that sometimes we teachers can get overwhelmed with the amount of work we have, but it is our attitude towards that work that matters. When the students come into our classroom, it can be a daunting task to get to know each one, but *it is worth it*. As we “Choose to Listen” and get to know their interests, we can make the lessons more relevant and meaningful. When we invest in them with love and understanding, it starts to break down the walls. As we reach out and believe in them, students will start to believe in themselves.

I will “Choose to Listen” without trying to tell my story first. I believe that this is especially relevant and important in regards to questions of equality in our society today. We need to start by listening. One child may be dealing with socioeconomic challenges, the other may be dealing with a traumatic home life. One student may have health issues, the other is struggling to focus. Every child is a unique person. If I “Choose to Listen”, I will open my heart and allow their story to help guide my response.

To the public, please “Choose to Listen” to teachers when we tell you that “your kids matter to us”. Stand with us so that we can do our jobs well. Lead the way in encouraging our school communities and by partnering with us to get funding that helps our kids. Share messages of encouragement with the teachers who work so hard. It has been said that “It takes a village to raise a child”. Let’s stand together and be their village.



## SHARE A LESSON

**Describe a lesson or unit that defines you as a teacher. How did you engage all students in the learning, and how did that learning influence your students? How are your beliefs about teaching demonstrated in this lesson or unit?**

One of the lessons that truly defines me is a simple first lesson I do with my sixth graders. I have each student trace their hand and then draw and color things inside the hand that represent their culture. My students and I first discuss the meaning of culture. It is defined as “the customs, arts, social institutions, and achievements of a particular nation, people, or other social group.” I explain to my students that we each have a culture, and it is anything that is important to them as an individual or to their family.

I engage all of my students by encouraging everyone to create their own. They will draw with varying degrees of skill. Some will write words. Some ask me “how many do I have to include?” But they each will create a hand with words, pictures and colors to represent themselves. The next step is important, I have them draw a blue ribbon by measuring a start and end point on the paper and then interlacing it between the fingers. I collect all of these papers and put them up on the wall. When I put them up, I make sure to line up the papers so it looks like there is one continual ribbon that connects all of the hands.

This leads to another discussion. I point out how every hand is so different. I lead them to notice how some have so much in common. I have students share their culture by sharing their interests. I give them time to comment on the ribbon and I explain to my students that the ribbon represents the ways that we are all connected. It doesn't matter where we come from, how different we are or how similar. The fact that we all attend the same school connects us in a special way. It means we are a community and that we look out for each other.

This lesson sets up the climate and environment that I want and expect in my classroom, and my students embrace it. As we study the Spanish language, we are going to find that people and customs can be so different. My challenge to the students is to celebrate the differences and to find the ways that we are the same. It is just as important that they understand that unity starts with each other. The hands on the wall are a visual reminder to all of us that our diversity and individuality is celebrated. However, it is vital to remember that we are all united by a common bond, just like the ribbon that connects the hands. The connection is what matters.



Megan Bayer  
4221 Koerner Drive NE  
Piedmont, OK 73078

July 22nd, 2020

To Whom this may concern,

It is my pleasure to highly recommend Amy Lennertz as Oklahoma's Teacher of the Year with confidence and pride! I have been blessed to have her as my mentor teacher this past school year. We are both "specials" teachers; I teach art and Amy teaches Spanish. Even though I have been teaching 14 years now, I have excelled as a teacher because of her.

The first quality I'd like to mention about her is her extraordinary heart. She speaks ill of no one. She shows compassion both to her students and her fellow teachers and administrators. She accepts challenges head on all while listening humbly to those around her. She leads our "specials teacher" meetings with humility and strength. She listens to others. She values her fellow teachers, principals, and her students.

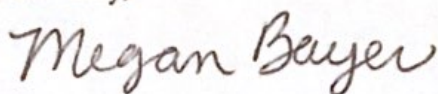
The second superpower Amy has is her hunger for knowledge!! Even while we were teaching from home during Covid-19 back in March - May, she was on her toes working through some challenges that we were facing when setting up Google Classroom and Zoom conferences. She was making multiple tutorial videos of how to navigate setting up our online classrooms. Before receiving her help I was truly in tears and so confused how to move my art class online. After she walked me through a few things online and watching her videos I could succeed. She didn't do it for me, she taught me how!!

I've seen her interact with her students because our classrooms are right across from each other. She greets her students by name and speaks Spanish to her students! Her smile lights up the room. She shows love and compassion to her students. Last school year I noticed one of her large classes had some very challenging students in it. She never talked about them disdainfully. She told me that it was meant to be that she had these students, to love them first and to teach them. She took delight in them! What a beautiful sight and inspiration to see such a passion for her students, even though some days it is a challenge to teach them.

I would love to see Amy Lennertz be the Oklahoma Teacher of the Year. She has the qualities it takes to be a successful teacher and to make a difference in the lives of our students, fellow teachers, and administrators. Please contact me if you have any questions.

Thank you for your time and consideration,

Sincerely,



Megan Bayer, PI Art Educator  
megan.bayer@piedmontschools.org



July 27, 2020

Oklahoma Teacher of the Year Selection Committee,

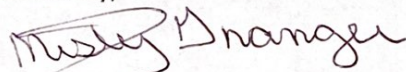
It is with great honor and confidence that I recommend Mrs. Amy Lennertz to represent Oklahoma as the 2020 Teacher of the Year.

I have had the privilege of watching Mrs. Lennertz "work her magic" for the past five years. The atmosphere which Mrs. Lennertz creates in her classroom is filled with excitement, passion, respect, and a love that permeates the entire learning environment.

Walking into Mrs. Lennertz classroom continues to be a novel experience. Mrs. Lennertz can be found incorporating music, technology, and movement into her daily lessons. Mrs. Lennertz's joy and excitement for teaching radiates not just in her classroom but throughout the entire building. Mrs. Lennertz has mastered delivering her content in a passionate and relevant manner. However, the role of an educator is so much more than purposely delivering the curriculum; it also involves "winning" the hearts and the respect of your students. Mrs. Lennertz excels in both of these areas. Mrs. Lennertz models for her students essential life skills including empathy, positivity, and the acceptance of human differences. Mrs. Lennertz is the teacher students trust with their struggles, successes, and aspirations

Mrs. Amy Lennertz embodies what every educator should strive to become. She is a teacher who demonstrates passion for our profession, a teacher who adapts and accepts challenges, a teacher who creates a positive learning environment, a teacher who shows empathy for every child, and a teacher who touches the hearts of the entire school community. Mrs. Lennertz is the perfect recipient for the honor of Oklahoma Teacher of the Year.

Sincerely,

A handwritten signature in cursive script that reads "Misty Granger". The signature is written in dark ink and is positioned above the printed name.

Misty Granger  
School Counselor



July 17, 2020

To Whom It May Concern,

“Tell me and I forget. Teach me and I may remember. Involve me and I learn.” Inspirational words by Benjamin Franklin reflect Amy Lennertz’s teaching of involving students so that they learn. Therefore, I recommend Amy Lennertz for Oklahoma’s Teacher of the Year.

Amy Lennertz has been teaching Spanish to 5<sup>th</sup> and 6<sup>th</sup> graders at Piedmont Intermediate School since 2015. As her administrator, I supervised and observed her teaching from 2015 – 2019.

Amy Lennertz demonstrates exceptional teaching with her infectious enthusiasm and positivity. By creating experiences with activities, projects and co-curricular events, such as Latin America Day, students are immersed in the history, culture, traditions, and language of Spanish-speaking countries. Students also enjoy her class because she accepts, challenges, and motivates all students. She demonstrates this by using encouraging words, interactive activities, and allowing students to have a voice. With her enthusiasm and positivity, she impacts student learning.

Amy Lennertz is a highly effective teacher for her implementation of instructional strategies. Using a variety of strategies, she captures the students’ attention. She incorporates small group discussions, movement with dance, tasting of food, immersion of Spanish conversations, and student presentations. While she isn’t afraid to try new ideas and strategies, more importantly, she continuously assesses students on meeting objectives. This is done through a variety of formative assessments, such as observing with a checklist, using Plickers, and using individual white boards for responses. Then, she uses this data to adjust and refine her lessons to improve student learning as well as ignite student’s interest about Spanish. Implementing instructional strategies, monitoring learning, and reflecting on effectiveness is key to being an effective teacher.

Amy Lennertz is committed to teaching, learning, and leading. She is efficient in planning and collaborating with her colleagues. This is essential in order for all students to receive high quality instruction to master the concepts. She is willing to offer suggestions and useful strategies to other teachers as well as learn from them. She leads by sponsoring student-created and led clubs, such as Star Wars, dance, and Spanish clubs. She advocates and creates a climate for students to lead and take ownership while she facilitates. Also, she has served on the school-site leadership team as well as the district leadership team to offer suggestions and feedback. Amy Lennertz networks with others in order to share, learn, and lead, which makes her an exceptional teacher.

With her dedication and commitment to education, I highly recommend Amy Lennertz to being Oklahoma’s Teacher of the Year.

Sincerely,



Kayleen Wichert, M. Ed., NBCT, Assistant Site Director  
Information Technology Center  
Metro Technology Center, Springlake Campus