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# Jean Lauterbach interview for a Wright State University History Course

Erica Terrill

Jean Lauterbach

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## Profile

Narrator Name: Jean Lauterbach

Interviewer: Erica Terrill

Author: Erica Terrill

Date of Interview: 02/26/11

Subject: Oral History Interview with a teacher from Lakota East High School and a community leader. She discusses her life and her service in community involvement.

### Key Words:

Education

Teacher of the Year

Teachers Academy

Teacher

History

Travel

Community

Kettering Travelers

Lawyer

Family

Award

Inspired

Working throughout the Community: An Oral History with Jean Lauterbach, HST 485:  
Introduction to Oral History, Dr. Marjorie McLellan, Winter Quarter 2011.

On February 26, 2011, I interviewed Jean Lauterbach<sup>1</sup> at her home in Kettering, Ohio. We conducted the interview in her living room. Jean was born in 1972 to a big family and has two older brothers and one younger sister. Her childhood and family were stable growing up, as a result of her parents beginning their relationship at age 16. She lived in Union Township in Montgomery County, Ohio until she was five years old. The next ten years, her and her family lived in Buffalo, New York near Syracuse. While in New York, the family became active in the Catholic Church and religion played a strong role on how she grew up. Her family transferred back to Dayton, Ohio and she started high school there. The transition from New York back to Dayton was difficult. Growing up, her mother told her that education gave people opportunities in life to succeed. Her mother would tell her that if you have education then you don't have to rely on a man to support you and being independent is stability. Her father treated all of the children the same by not using "oh you're a girl, or you're a boy" as a reason.

Jean's mother was a nurse and was the first of her family to get a college education. Her mother's family was very poor and her father came from a wealthy family, as his father was a doctor. She felt blessed to grow up with the type of belief that everyone is the same. Growing up during the Civil Rights Movement, especially with women's rights, helped the way she grew up. Jean went to Catholic schools through the sixth grade but started public school in the seventh grade. She recalls coming home from school and telling her mother that she was in school with Jews and blacks. This was very different for her. She thought that she was lucky to go to public school because she was able to take honor classes. At the Catholic school, there wasn't any extra money to offer honor classes. Jean was moved into the eleventh grade after returning to Dayton because she had already taken required classes while in New York. She had advanced in grades because of her testing skills. Even though her parents did not shove education down their throats, they wanted their kids to be knowledgeable about the world and that is why she thinks she wanted to be a history teacher.

Jean's parents were big in community service and they believe that you should leave a place better than you have found it. An example: she remembers all of way back to when she was two and going camping. Her parents made them pick-up trash in the entire campground.

When Jean was in eighth grade, she started wanting to be a lawyer and a federal judge. Her brother murdered a man when she was a senior in high school and she was really unsure if she had become a lawyer, could she defend someone who she felt was guilty. These thoughts pushed her into making the decision to become a teacher. Jean's mother was very upset over her decision and said that she was wasting her intelligence with only becoming a teacher. Her mother felt that she could do so much more. Her father supported her decision and said he only wanted her to be happy. She told her mother that after going to college for 4 years in education, she could still go to law school. Her mother then agreed and Jean went to Miami University. Jean chose Education and decided to be a History teacher. In her sophomore year, she went into a

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<sup>1</sup> Throughout the interview, Jean is referred to as "Chrissy." Everyone throughout her life calls her Chrissy.

history class and knew she had chosen the right major. When Jean did her student teaching, she felt very comfortable in her decision. Once she starting teaching she wanted to come up with a way her students cold learn what she was teaching.

Jean wanted the students to learn not by her giving them the answers, but by having fun in the classroom to learn the material. One-class re-enacted parts of the civil war by having the students actually act out roles of soldiers. This inspired them to want to learn more about the subject matter. She felt that the more honest she was with her kids, then they would start opening up to her. Her classes started scoring higher on the aptitude tests because she taught outside the box. In 1994, she taught a class about gay rights and her students really enjoyed when she taught subject matters that other teachers wouldn't. Jean feels that being a teacher means that a teacher can speak for those who cannot. Her first year of teaching, she was nominated for Teacher of the Year. When she gave her speech on winning the award, her mother was listening, and afterwards told her that she believed that she had found her passion and that she felt she was going to be great at this. Jean won the award again in her third year and during her tenth year; she was nominated for Teacher of the Year for the State of Ohio. Even though on the day of the interview, she had to grade eighty-five essay papers instead of spending time with her boyfriend, it is very rewarding to make the sacrifice.

Jean gets to take kids all around the world on trips, and she started a history club in which there are over 300 students in the club. She teaches Teacher's Academy<sup>2</sup> at Lakota East High School and feels that if you can get your students involved in the world happenings; the more they want to learn about it. Jean also feels that being a teacher comes with having power and teachers need to be careful on how they handle student. She feels that she has power of being able to touch a student's mind and what is taught to them.

It was an honor and privilege to interview a woman who is extremely inspiring and influential as I will be a future teacher. As the founder of Kettering Travelers<sup>3</sup>, an excellent teacher, and award recipient for many outstanding awards, she was able to talk to me about her life's experiences and goals. I learned a vast amount about her life, career, goals, ambitions, and struggles she has faced over the years. Jean has dedicated her skills and ambition to bettering her community and the lives of her students. She has taught me what it takes to be a great teacher and how it is extremely important in giving back to your community.

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<sup>2</sup> She teachers Teacher's Academy and started the program at Lakota East High School. She teacher's students who want to be future teachers and teach them the tools they will need to be a successful teacher.

<sup>3</sup> She created the "Kettering Travelers" to give kids the chance to travel around the world. She raises money and donates the money to the kids for their cost on the trip.

## **Oral History Interview**

**Name of the Project:** Working Throughout the Community: An Oral History with Jean Lauterbach

**Name of the project director:** Marjorie McLellan, Department of Urban Affairs and Geography, Wright State University

**Archives or repository**

**Interviewee/narrator name:** Jean Lauterbach

**Interviewer name:** Erica Terrill

**Others present:** none

**Place:** 1480 Elmdale Dr. Kettering, Ohio 45409 (her living room)

**Time:** 12:00 pm

**Date:** 02/26/11

**Length of recording:** 1:35:41

**Original format:** .wav

### **Key words:**

Community

Teachers Academy

Teach of the Year Award

Respect

Contact learning

Kettering Travelers

Service

Trips

Advice

College

**Indexed by** Erica Terrill

## **Index**

### **0:00:00-0:21:05 Childhood, family background, and awards.**

Jean discusses her unique childhood experiences and how she moved a lot when she was little. She has two brothers and a younger sister, but was never treated as a boy or girl, but as an equal. She discusses her experiences growing up and her success throughout high school. She also discusses the awards she has received over the years.

#### **Keywords:**

Syracuse

Equal

Family

Education

Award

### **0:21:05-0:26:10 College years and experiences**

Jean discusses how she decided she wanted to be a teacher, after deciding she didn't want to be a lawyer anymore. She talks about the trials and tribulations her professor gave her for being a girl that wanted to teach social studies.

#### **Keywords:**

Miami University

Girl

Teacher  
UD  
Social Studies

**0:26:10-28:34 Teacher's Academy**

Jean discusses teaching Teacher's Academy at Lakota East High school and how she was the first teacher to bring this to the school. The kids have experience in the classroom and learn what it takes to be a successful teacher.

**Keywords:**

Teacher's Academy  
Lakota East  
Experience  
Hard work

**0:28:34-0:30:51 Community work**

Jean discusses the importance of community work in your community and how you can and should make a difference. She talks about when she was little she did community work and still to this day she does a lot of things throughout her community and career.

**Keywords:**

Community work  
Difference  
Career

**0:30:51-0:34:19 Importance of Service**

Jean discusses the importance of service and why everyone should work to give back to their community. She believes that if everyone worked hard throughout their community then the world would be a better place.

**Keywords:**

Important  
Service  
Community  
World

**0:34:19-0:47:36 Changes in Teaching**

Jean discusses the changes she has endured over her years of teaching. She talks about the different schools she has taught at, and the differences in them. She has talks about funding and views on teachers.

**Keywords:**

Teacher's Academy  
Lakota East  
Experience  
Hard work

**0:47:36-0:56:39 Obstacles and Frustrations in community work and career**

Jean discusses the frustrations and obstacles she has had to overcome throughout her community work and her career. She talks about parents in the classroom not wanting to help their students, or people not thinking that she will be a good teacher.

**0:56:39-0:57:08 Satisfying Contributions or Accomplishments**

She discusses the most interesting programs and events that she's involved with. Explains rewards she faces whenever doing community work or helping a student out. She also has many awards that she has received and she talks about those.

**Keywords:**

Teacher's Academy  
Lakota East  
Experience  
Hard work  
Community work  
Difference

Career

**0:57:08-0:59:02 Contact Learning**

Jean discusses the contact-learning program and how it helps the students in her classroom at Lakota.

**0:56:39-0:57:08 Roles As a Teacher**

Jean discusses the importance of being a teacher and the roles she portrays throughout her career. She helps parents with their kids and helps them with the problems they may not face at home.

**Keywords:**

Teacher's Academy  
Lakota East  
Experience  
Hard work  
Community work  
Difference

**0:59:02-1:04:00 Funding Trips**

Jean talks about the funding for the trips she takes and how she and her students are able to go on them. The school pays for her to go and also helps the students with their costs.

**Keywords:**

Travel  
Funding  
Students  
Teachers

**1:04:00-1:09:00 Controversy with Parents**

Jean discusses the controversy she has with parents when their children are not able or picked to go on trips. She says this is the most difficult part when she has to pick a child and then deal with angry parents when their child does not get selected.

**Keywords:**

Travel  
Funding  
Students  
Teachers

**1:09:00-1:19:00 Community and How Media Portrays New Badly**

Jean discusses how media only portrays the bad things in society and never does pieces on community work or people who do good things throughout the community. She talks about how she likes CBS on Sunday mornings because they actually show good things.

**Keywords:**

Community  
News  
Society  
CBS

**1:19:00-1:20:53 Kettering Travelers**

Jean discusses the Kettering Travelers and how she founded this program and talks about what they do in the program. She has raised \$20,000 in the last seventeen years and has used this money as scholarships to let other kids in the community travel to different countries.

**Keywords:**

Travel  
Funding  
Students  
Teachers

Countries  
Scholarship  
Raised

**1:20:53-1:35:00 Advice About Teaching and Experiences**

Jean starts wrapping up the interview and talks about teaching and her experiences over the years and what it takes to be a successful and respected teacher. She gives me advice and what to do situations when I become a teacher.

**Keywords:**

Travel  
Funding  
Students  
Teachers  
Situations  
Scholarship  
Raised



**Oral History Interview**

**Name of the Project:** Working Throughout the Community: An Oral History with Jean Lauterbach

**Name of the project director:** Marjorie McLellan, Department of Urban Affairs and Geography, Wright State University

**Archives or repository**

**Interviewee/narrator name** Jean Lauterbach

**Interviewer name** Erica Terrill

**Others present** none

**Place** 1480 Elmdale Dr. Kettering, Ohio 45409 (Jean's living room)

**Date** 02/26/11

**Length of recording:** 1:35:14

**Original format:** .wav

**Transcribed by** Erica Terrill

**Interview transcript**

Terrill: Uh, the first one is tell me about you childhood, family, and your experiences growing up.

Lauterbach: Oh my gosh. Okay, uh I have a pretty big family. I have two older brothers and a younger sister. And my parents have been together since they were sixteen. So, they were childhood sweethearts pretty much. They, , are still together and they're sixty-five. So, I grew up in a house where I had both of my parents. We grew up pretty much in suburbia I would say the majority of the time. We grew up, I grew up in uh Union, until I was about five. Then we moved to Buffalo New York and I lived in Buffalo for ten years. And then I came back here to Dayton for high school. So, , I mean that's a lot of transitions for kids. But, luckily, for me it was all at ages that I was starting a different level of schooling. Like Kindergarten, and Jr. High so, and then High School. So the transition for me was much easier for me than for my brothers who were in the middle of their experience. I lived in Syracuse for two years. , my family is very catholic, so I went to Catholic school for six years, which I think has a lot to do with my personality and the way that I grew up. You know and respecting teachers and respecting what

education means. , my mom was a full time nurse and she was one of the first in her family to get a college education or at that time you know nursing school was equal to a bachelor's degree. So, my mom is the oldest and she came from a very poor family. And my dad is the youngest and he came from a very wealthy doctor's family. So that, that economy was kind of interesting in the household. You know, , in the way that they make decisions. But, my family , was always very very close knit. And always, because I think when we moved we had to depend on each other and play. You know you're the new kids in the neighborhood, so you have to play with your brother until you meet people. , and having two brothers they really made me strong and tough. I mean, they beat ya up and teach ya how to punch, pick up frogs, and all that kinda stuff (giggles). , but my mom was really into dressing a girl. So, I would have like frilly girl clothes. Then, , when I made my first communion we actually played running bases at my communion party. And I can still remember I slid in my white dress and got grass stains. And my mom was like "OH, YOUR DRESS!!!" and my dad was like "So, were you safe?" I said, "YEAH!" So, I kinda had the best of both worlds. , my mom really pushed education and being that when she grew up nursing and teaching were the only two real options for women. , she really wanted us to be educated and understand that you, your education gives you opportunity. And I think she really pushed me as woman. She always said to have your own money and never depend on a man for money. Always make sure you have a skill and be independent. And I think she saw it from her family. , so that's the household we were raised in, you know, really. My dad always treated us as equals. There was never, oh, you're a girl or you're a boy. It was you can do whatever you want. And, so I mean I think I have been very blessed to grow up in that kind of era. Where you did not have to worry about the roles of women and men. Which I think during the time, like I was born in seventy-two. So, the Women's Rights Movement, and Equal Pay and those parents have come through some of that and the Civil Rights Movements and so I think that changes the way we look at how we grew up. , I don't know. Going to public school was a real experience in seventh grade that was crazy.

Terrill: Where you in Catholic School like starting your elementary school then you went to public school?

Lauterbach: Yeah, yeah kindergarten to sixth grade.

Terrill: Oh, wow!

Lauterbach: So, we I went in seventh grade I was like you know, "Mom! There's Jewish people!"

Terrill: Yeah, shocking. (Laughs together)

Lauterbach: You know, and there's black people. I have seen black people, but I have never been in class with black people. And it was like, man you should see these kids they way...I mean I totally had preppy little clothes and all that kinda stuff. I was like you should see some of these

girls and how they talk to people. And uh, the words they use, we would get smacked for that, ya know? They would not put up with that in Catholic school.

Terrill: Yea, so much more strict?

Lauterbach: Yeah! I mean it was very different. So, I think it was the perfect eye opener for me. But, I was tested for honors. And at my Catholic school, they were sending me to the public school to get tested. And we had moved before that time. So, for me academically, I think it was the best move. Cause at that time, gosh, it was eighty-two, eighty-three, early eightys and a lot of the Catholic schools did not have the money to provide the curricula. So, for you know, there was no differentiation for anybody. So, I was going to have to go to the catholic school and then to the public school. So, for me going to public school I took the honors classes and they had so many more electives. And, , I mean like band, and choir. At that time, a lot of the Catholic schools couldn't afford that. So, my education was very limited, it was. But the New York system, was a great experience growing up there. It is such an amazing system and so strong. That when I moved back to Ohio, they almost made me a junior in high school because I have already taken all of the curricula work that they offer here at their freshman building here in Kettering.

Terrill: So, they're that far ahead?

Lauterbach: Right, right. I mean, well in New York it was like if your that much far ahead then they would just put you in a year ahead. So you just take the ninth grade curricula if you are in eighth grade. So, I was earning high school credits already in eighth grade. And, cause I was in all honors classes. , and I learned to read when I was really young. Like, I was four and my mom read to us all the time. It was our, our, my brothers would get two dollars and I would golden books. You know, my mom would always give us as our allowance, I would always get books. So, reading was always very important in our household and I think that really, my brothers, even though they didn't finish college, they, ..My brother was in the Navy and retired from the Navy and my other brother has been in prison for twenty-two years, he's been incarcerated. But, they're both intelligent people and they are both well read and so is my sister. And so, you know, they are always up to date on current events. Sorry that's my heater. (heater makes a loud noise.) Nineteen forty one, our house (laughs.)

Terrill: (laughs) That's ok.

Lauterbach: But, , I think that our parents were, we always watched the news and we always discussed. Yeah, it wasn't like shoved down your thought, but it was like you need to be educated. You need to be able to know what's going on in the world around you.

Terrill: Right.

Lauterbach: And, I think that is probably what led me to be a history teacher at first. Because, , I'm just fascinated with what is going on. About your place and your power that you have as an individual. So, I had a great childhood. I mean I played sports. I played basketball, volleyball, not at school. But, I played basketball for school, softball for school. I mean it was just expected like that's what you do. I did Girl Scouts forever. I've played flute since I was little and played that all the way to college. , I was on the debate team in high school. , and traveled a lot and competed and won tournaments and all kinds of stuff. And, I was in school plays and you know, I was a joiner I guess.

Terrill: Yeah, I think that makes your high school experience better.

Lauterbach: Yeah! But, my parents besides education they, my parents were really big into community service. And my parents always believe that you should leave a place better off than it was when you first got there. So, when we would go camping, I mean I've went camping since I was two. , and when we would go camping my mom would sent us out to the camp site with a trash bag and we would have to go, not just to our site, but we would have to go to clean up everybody's site. Or, you know what I mean, or it wasn't like weird to us and we didn't complain just because it was like yeah, this is what we do. So, my mom has always been about community service. And Erika, even to this day , I mean I have had Erika since she was twelve. But, you know when we get new clothes we are always putting clothes away for the people of the needy or dropping stuff off at the salvation army. Or she's always like "I'm not using this anymore, or I'm not using that anymore." So, we always look at ways to try to recycle or you know just try to give back. And I think that is something that is just engrained in us. And that came from my parents I think. So, yeah I had a great childhood.

Terrill: Yeah, it sounds like it! , okay well this is about your career kind of.

Lauterbach: Sure!

Terrill: m, some of your experiences in your career, , you said that your parents kind of inspired you to be a teacher?

Lauterbach: Yeah, I think I've played school since I was little. But, when I got into jr. high, I really wanted to be a lawyer and federal judge. And I think through debate that's what I wanted to do. And then when my brother, he murdered a man when I was a senior in high school and my debate topic was "How to Reduce Overcrowdings in Prisons and Jails." And I had just served with two judges, and when it started to hit home for me, I was like can I really defend somebody I don't believe in? And, if I mess up, what if they die? And what if they are in prison, can I live with that? And I really weighed that out and thought, I can't do that, I can't. And I also started looking at being a lawyer and started thinking, what's my place in the world and how am I going to be able to participate? So, when I announced that I wanted to be a teacher, my mom was so angry, she was so mad. She was like you are wasting your talent, you are wasting your talent.

She was like you are too smart, too articulate, you are wasting talent. Like, and I think it was because the way she was raised. That you were either a nurse or a teacher and that was the only option. And, how dare I like pick a traditional role. So, when I told her I wanted to be teacher she was just irate. And my dad is like whatever you want to be, I just want you to be happy. So, I looked at Ohio State that year and the person who went to grad school and graduated number one in the class was an education major. And I didn't know that you had to be pre law or you know, to do that. So I said look if I go through four years and decide I want to teach, I can teach for a few years and go back to law school. And I can still get into law school and I can still do this and so my mom wasn't too sure about that. But I went to Miami, and they said you have to pick, you know you have to pick what level. And I said well, I don't really want kids rubbing snot on me, and I'm not really enjoying middle schoolers, and I think that was my maturity at that time ya know? I said I really like high schoolers, I really enjoy them and I feel like they need somebody there to be real with them, so I'll do that! And they said, well you have to pick a subject. So, I said well, I took two history classes in high school, so I'm great in English, I'm pretty good in science. Math, it was like I really didn't want to see myself doing that for the rest of my life.

Terrill: Yeah.

Lauterbach: So, I said, okay will be a history teacher. And I thought if I went to law school that would be a good background. So, I literally went in and my sophomore year they put us in a placement in a class and I walked in and I literally like felt at home immediately. And like when I did my student teaching, yeah, I felt like I could be myself and I'm totally myself when I teach. Like, when I teach kids and they see me out in public, and you know like last night I was playing "Dance, Dance Revolution" with my kids for two hours. It took them an hour and ten minutes to beat me, I just want to add that it. I must say, I'm thirty-eight, they're seventeen and I still put it down. (laughs) So, and we played Rock Band, and Taboo, and so when I'm with them I try to immerse myself and be their mentor and be their facilitator. But I think they have a very healthy respect.

Terrill: Yeah, I think when they respect you then they will want to learn more from you.

Lauterbach: Yeah, and they know, they know I am not their friend. And I'm friendly to them, and they know that. So, when I went into education, my first year that's kinda the way I took it. And, , have you ever seen the "Fun Theory", have you ever seen that?

Terrill: No.

Lauterbach: It is really cool, you should check it out. And it is by BMW and they are all these different kinds of people and they try to take something you do ordinarily and make it fun. And, this is my philosophy of education. We, in Norway, they took out in the subway station, they used to have escalators and now they have stairs. And you'll watch, everyone is always using the

escalator. So what they did is they took out the stairs and they lined the stairs with a piano key board, like they do in BIG and you know, stuff like that.

Terrill: Yea, yeah!

Lauterbach: So, what they watched in one day is that 66% more people went up the stairs. And so my thought in education is that, if we have to get there, why can't we have fun doing it? Why does it always have to be the fastest way. Why do I just give you the answer that is the fastest way up the stairs. But if you can play with it and manipulate it, you're going to remember that experience and you're going to remember that information. So, , when I started looking at history, that is what I started trying to figure out. How can I get you to feel it, touch it, and roll around in it? I mean we reenacted, we reenacted all of the Civil Wars. I made my kids, you know, like we would march out and sing old songs and we made bubble gum to learn how like factories worked. And yeah, we just started having a really good time. My kids started doing really well on the proficiencies at that time, and now the OGT's and I just found that the more I am myself with my kids the more honest I was. And I mean my first year teaching, we talked about gay rights. We talked about, I had a kid come out and tell me he was in the KKK in his class and telling what it was like because of his family. , we, my kids left. I had a racist sub one day, my very first year, this sub was like making fun of the kid's names. And my sixth bell kids stood up and were like listen that's not how we are in this classroom and this is not how you are. And they left the classroom and marched and found me on the school grounds, we were doing professional development. And I see their little faces popping up. And I was like, oh my gosh, what's going on? And I went to my principal and we explained what was going on and he was like you did the right thing, but you should've come to me and that kinda stuff. And I just got an email from that kid on face book. He found me on face book and he's like do you remember that day, that's the first day I ever stood up for myself. And he's like I have not stopped since. And he's like and you did topics that no one else would even talk about at that time, because you thought it was important. And I taught a whole unit on it, yeah and especially in like 1994, I spent a whole unit on gay rights and advocacy. Being a straight person, that was really difficult because I knew they would question my sexuality. But, I knew that I had to speak for people who were not allowed to speak. And still to this day, like when I teach Teacher's Academy, I do a whole unit on gay teachers and gay students. And, now it's not as taboo as it used to be and people talk about it a little bit more. But, I felt like part of our job is to speak for those who can't speak and also to educate those. So, when I started teaching, my first year they nominated me as Teacher of the Year. And when I got that award, I took my mom with me, HAHAHAHA. And so my sister was actually going to my school, and so my mom and dad came and stood outside my door and listened to my opening speech. And when they're like why do you want to be a teacher, and my mom said I think you found your passion. I think this is what it is and I think you are going to be good at this. And then so, we they nominated and gave me the PTSO award two years later, I was teacher of the year my third year teaching, I took my mom. Then when I was in

the top three for the Ohio Teacher of the Year, I took my mom. And so she's like oh my gosh, and I was like you know some day if I win the National Teachers Award of the Year, you are going with me. Yeah, she's like I think I get it now.

Terrill: Yeah. (laughs)

Lauterbach: You know, like I think I understand. But you know, some people in education they think go to your classroom, but I have been so blessed. I mean I worked my butt off, and I think it is important, as you know. Like today, I have 85 essays I am going to grade, instead of going out to dinner with my boyfriend. He will come over and we will spend the evening doing homework together. But, I mean it's worth it. I mean I have gotten to take kids all over the world. I mean, every year we take kids on a fun trip. And it was just travel for free, ya know. And then, I started a history club and at Fairmont, we had 300 kids in the history club.

Terrill: Oh wow, and history is not a subject, I mean it is interesting but for students coming up in high school especially, they are more not into history it seems.

Lauterbach: Right! Right, and like we would do touch football. We would do the history of touch football. And like make it fun so it was stuff that kids wanted to do. Or we did, I mean we did Murder Mystery parties that were time era oriented. And the kids has to research that kind of stuff and bring it in. And you know, I think my best compliment..I did some units that people didn't touch. Like I didn't teach timeline. My first two years I did because I mean you're still trying to get into content and you are so freaked out about that. , and then I started teaching conceptually. So when we would do slavery, we would do slavery all the way from Egypt to Rodney King and modern day. And when I first started teaching this way in the middle of OJ Simpson and that whole racial divide and Rodney King. And so kids, they like understood because it was on television, they understood that. So, when 9/11 happened, one of the things I had always taught, was a terrorism unit. An I taught it about domestic terrorism and conventional. And you know, we looked at like Timothy McVey and they use of trucks and looked at how these people are talking out because they are not getting their voices heard. So, after 9/11 I remember that day clearly I was still teaching history and we just finished the immigration unit. And one of my friends knocked on the door and they're like "Hey, they've hit the trade center" And I'm like eh, planes fall on that all the time there is probably an assessment or something happen. And he's like yeah, when I get more information I will let you know. And when he came back a second time, he's like Chrissy, a second plane just hit that. I said now, this is an attack. And then he came back and said they hit the Pentagon and right away, I opened my door and said, "Holy shit!" My kids all looked up and I was like, I'm so sorry (laughs.) You know, and I'm like, you just take your test, but I'm like we're going to war. And they're like what? I said, you attack the Pentagon, we're going to war, somebody is coming after us, and this is unbelievable. So, I went to my kids and I said this is what is going on and of course, since it was September you know, brand new kids. , and by the end of the day, you know people had

started turning on the news and my kids from the previous were starting to come back and they're like I saw Osama Bin Laden. Look what they did in ninety-six, look what they did what's going on. Then, like when they were throwing around names, they were like of course they are using a plane, they couldn't use a truck on the first bombing. Like they already understood that. And they knew what was going on and they could explain it to their parents when they went home. And that, you know, I think was a huge part of their world.

Terrill: I know like when I was in like eighth grade, I didn't even know what the World Trade Center was. And I know it is like a big, huge thing that happened and I had no background of that, so that's awesome.

Lauterbach: Yeah. And I do, we have had to become more global and pay more attention since that. But, if you can get kids to understand their world and want to participate in it. Like, when we did History and we did slavery, we were actually working on the Dar-four project, way before Oprah and everyone already talked about it. And I mean I have letters from Oprah in ninety-six when she said I don't have time. I'm really sorry but we are really busy doing this this and this. Steven Spielberg, I'm really sorry but we are really busy doing this this and this. But, George Clooney talked about it and all of the sudden they are on the bandwagon.

Terrill: Right.

Lauterbach: We raised like twenty thousand dollars and freed eight hundred. You know my kids because of a fourth grade class was doing it in Colorado. And so I wanted them to see and one of our biggest days was we actually had one of those guys from Dar-four come over and they were with us in two thousand. And they had, relocated from Cincinnati and wanted to meet the people who paid for their freedom. And they came and spent the day with us at school and it was intense. I mean kids will never forget that and it changes their lives. And I think sometimes you as a teacher have that power, and I think sometimes as a teacher, you don't realize it and you don't always see the roots of it. And I'm just really blessed that I have kids that come back and talk or catch up with me and email me or find you that kind of stuff. You have such power; you just have to make sure you yield it. You do, so.

Terrill: , ok what colleges have you attended and what degrees have you received?

Lauterbach: Sure. , I did my undergraduate at Miami University in Social Studies, AYA Education. And then I did my masters at degree in administration at UD and I've done a lot of my graduate work there. And then I was working on my doctorate at Columbia. And then I took Erika in and so when I switched jobs, you actually have to be there for the last year of your doctorate. And when I switched jobs with Teachers Academy, my workload is tremendous. And so, I can only take classes in the Fall. And so, I kinda had to put my doctorate on hold for a while, and I'll probably finish that up at UD and I've been working on that at UD. , and then I probably will go on to get my law degree in educational law. Because I think they need people to



be advocates and for teachers and for students. And it fascinates me with how to write law, especially with Senate Bill 5 going on right now. We have people who are writing stuff that have no clue how schools work. And they have no clue what kids need and they are just making rash decisions. And they're making decisions like No Child Left Behind, all of these things that we have to fund and we don't have the money for. They have good intentions, they just don't really know how it works. I think they need people to step up and to do that. So, I'll probably end up doing my educational law there too.

Terrill: That's cool. So you still have that background like you wanted to?

Lauterbach: (laughs) I do, I do! It's kinda like the two worlds are coming together.

Terrill: , where have you taught, what subjects, and for how long?

Lauterbach: Sure. , I taught at Kettering Fairmont. , I taught there for four years. And I taught U.S. History, Honors Government, I taught everyone who came out of Juvenile Hall. So, didn't even know that. I taught economics and then I was there for four years. Went to Lakota and taught four years of Government. And then I've done teachers academy now for nine years through butler tech at Lakota east

Terrill: I was going to ask you a related question about the Future Educators Association, did you found that?

Lauterbach: Actually, it was founded in 1937 in the United States, it was Future Teachers of America. And then it became Future Educators of America and now its Future Educators of America Association of America because it is now a global group and they have 850. So at my school, I was the first one to start it there but it was a national organization. But we have really pushed the limits because we are a career and technical program. So like when we first went they would have all these competitions and one would be a chapter display. And everybody would show up with a triboard. And I was like a professional display at a conference is not a tri board. So we actually built a window and we used like you know those big , holders that you can put on the wall and put paper in them. We used those as our shutters and we had all this PowerPoint and they were so angry that we needed power and we used technology and they wanted to disqualify us. And I said, well teachers don't make triboards. We make power points, we build things, what are you doing.

Terrill: Right, it is more technology based now.

Lauterbach: Right, so we really pushed the limits for that and they've started to change that. and then we really pushed the limits you know don't make me make the poster. Have a teacher do a speech, have a teacher do a job interview. And so we've really pushed for that to update their ideas of teachers and so , my kids compete at the state. They compete at the national level.

They've won twenty-eight national awards in nine years. They won over forty some state awards in nine years. So, they're usually they model of and we try to up the ante and just do our best work every year. But, like we have a scrapbook that we have a little climber on. We have scrapbook that has fiber optics that lights up and talks to you. So, we just try to figure out creatively what we can do and I think my job as a teacher is to make sure what their vision is, I can make come true. So sometimes, I have to go to the shop teacher and sometimes I have to go to the video teacher and say, "I don't know what this is, will you teach me?" I've learned a lot about power tools that I never thought I would have to do.

Terrill: (laughs)

Lauterbach: Yeah..I know. But you know, I think it is something I have to do. That is what makes good teachers is that you r willing to step out of your comfort zone and say I don't know, let me help you. And I think that my kids know that and they trust me. And when we were in Germany, we present and they were very nervous, they never talked in front of a group of 300 people. And I said, "Have I ever let you fail?" And they said, "No." And I said, "Why would I do that to you now?" just look at me if you're not sure, ill help you out and nobody will know. If you are not sure, you know, touch me and I will know that you want me to take over, I got you. And that is our saying in class we are always just like "I got you." You know, and so I've got some kids and they know how stressed I am and that I've got, oh my gosh, at one point we were planning Germany, China, and Nationals all at the same time. And they moved our state competitions up a month so they made all of our entries due a month before we went to nationals. So, to coordinate eighty people and to get all that trip stuff they were just like, what do you need today? What can I do for you? And I'm gosh, I just need to quit standing. And they are like, "I got you, let's go, what do we need?" so we really work as a team in that sense. Yeah. And you don't always get that in the classroom but I've always had that with my kids. They've always been you know, not that I go in frazzled but you know what I mean when they know when I have a lot of, I always have a student.

Terrill: Who is willing to help?

Lauterbach: Yeah, and they're like, "Hey, do you want me to stay after school and I can put that PowerPoint together for you." And I'm like do you understand that that will save me so much time? And I don't even, I don't even change the posters in my room. I have a new bulletin board probably every two weeks. If you come into my room, I was blessed when I taught history. Ike Henry did my student teaching. The lady I taught with was Judy Gilmore and she is now on the board of education. She retired that year and gave me everything. So, I had posters for every time era. So in my classroom I have them everywhere. And so we would change posters every time we would change a unit. And so, we would just, my room would always be filled. I mean there is not an inch of wall space in my classroom that doesn't have something on it. so, with Teachers Academy my teacher assistants and my kids do all of that. And they feel ownership in that room

and they love and it's not where you just take a day and do it. They're like, "Hey Ms. L, Can I come in and do this bulletin board for you?" I'm like lets go, and they want to do that and they feel like its apart of who they are. And so , I really feel like my classroom is not what I do it's what we do together. And if you have good kids they will make you a better teacher, they will push you to be a better teacher. You are going to find new units and you are going to be like , you know what we can do that field trip and why can't we do this? And you're going to fight for them. And so I've been really lucky that relationship has really pushed it.

Terrill: What , is it all grades that can enter that?

Lauterbach: yeah, we do nine through twelve. And so I teach ten through twelve right now, is what our program is set up. But our freshman school kids join us, so they do and you don't have to be in Teacher's Academy to be in FEA. So, we do have kids that are on the outside that it may not fit into their schedule or they are kind of thinking about education. Or we have groupies. We have bout twenty kids whose friends are all in the program. So they come, like last night at the game night, you know, on a Friday night we had twenty-five high school school kids, and then twenty groupies. You know what I mean? And I just threw out soda and chips and they didn't even eat half of it. but they were all playing and having a great time. And you know it was cheap and we try to do everything that doesn't cost money. And if we do movies and stuff the fee is twenty dollars for the year, but the first ten people to the movie get in free. They just have to find me so I find somewhere to hide in the lobby and they just have to find me. So I mean we do stuff that's fun. And, so we try to make it valuable to the kid but you know economics right now are very difficult. You know, and you'll know as a teacher too I mean I've probably spend two thousand dollars in my classroom as a history teacher. And yeah, even my posters when I travel on vacation you know the world war one posters were thirty-five dollars apiece ya know? But now I held all the stuff for like two years, Erika is made that I gave it all away. But she was going to be a nurse, so ya know.

Terrill: Yeah. (laughs together)

Lauterbach: Yeah, but you know, so but I gave it to like some of my kids who are now teaching. So, like when I walk in to Edgewood, Alicia Cosley is now a history teacher there and all of her posters are the ones I gave her. You know and she's like Ms. L every time I put up a poster I think of you. Or you know, I walk into Laura Sanders classroom and see things I have given her. To see people using them then just leave them in the box.

Terrill: Yeah, cool.

Lauterbach: Yeah, it is. It's a great job.

Terrill: , let's see..Kind of with the community work, how do you play an active and useful role in the community as well as in the school?

Lauterbach: Your school is your community. You know, and so you in the community reflects the school and you got to go in and make sure you make the most connections. A lot of it started with history, because teaching conceptually I was looking at the monarchy impact. So when you know they asked for people to serve water at the UNOA, it was my chance and kids to see a president. Not if it's a republican or democrat, but it's the president of the United States for god sakes. So, I was like you know, were going. Let's go and made arrangements to do that. and I said, stay with me and we'll get to shake his hand. I promise you, if you stay with me, I will squeeze you up into there and you will shake his hand. And everyone of my kids got to shake his hand. And they're like "I touched the president of the United States!"

Terrill: Yeah, I mean not everyone gets to do that!

Lauterbach: Right! And they're like I don't care that I'm a democrat but I love this. I'm like it doesn't matter it's the President of the United States.

Terrill: Well yeah! They will remember that for the rest of their lives.

Lauterbach: So, we would always try to do stuff like , Make a Difference Day. And so we would go and clean community parks. But what I would do is about two weeks before hand, I would teach about National Parks and how they were developed. And then say, here's your chance to get involved in this. And I would have sixty people show up. You know, and everyone's like you can't get kids to do anything, blah blah blah. thats a lie, it's their parents that make them feel that way and their parents that make them feel untitled. But if you usually show a kid in need. Oh my gosh! Lakota has some very wealthy people and some very poor people. But I'll tell you my kids at Kettering who came from blue collar and a few white collar they would give more money and more help to kids in need because they understood what it was like.

Terrill: Right.

Lauterbach: And so, with my kids to understand that need we show them that need. So, what I try to do with them is . We did a big book collection for the children's hospital they didn't have a library. And so, we were looking at the importance of service and how it keeps people out of jail, and how the average homeless child is literally five years old. And so, we looked at them and said what do they need? And so, I had students saying I have a bunch of kid's books. What if we put those in and clean them. So we did a book collection and got eight hundred books. Then you know for us, I do a whole unit on being homeless. And especially now a days about Katrina and all those people being displaced. And so, I wanted them to learn what it was like to teach a skill instead, I mean memorizing content you can do. So I taught all my kids how to knit. And , cuz I like to knit. And so, they would do a scarf. I would show them instruction and we would show them all the different techniques. And then after two weeks I would tell them I can't touch your scarf. You have to do it now. And then they had to teach each other. And then when they were knitting their scarves I was like, you know everyone learns different. And so every child,

sometimes you have to buy the right needles to go with it, the right approach. And when they were knitting if they had hole they had to take apart their scarves. I mean and they would have their scarves and they would have this hole and I would be like what are you going to do? Are you going to leave a child out there? You know are you going to leave them with holes in their knowledge? You've gotta go back and fix that and how do you do that? and they've had to unwind them. And so they've spent, you know these kids have spent like twenty some hours on scarves and they're like I can't wait to wear this. And I said great because we are giving them to the homeless shelter. And I said I've had two years and have to give you away. Every time you educate a child, you're going to give them away and you have to be willing to give them away. And you have to be willing to go back and do all of the hard work. And so, what I don't tell them and they're pretty good at keeping secrets. There is the, they do it and then I knit them a scarf and stuff. And a lot of times it is their college colors and so some years I started off and I had a whole bunch of scarves that I did over the summer and I did some with boys, you know you gotta say you know what kind do you want? Cause you know scarves can be really feminine. And so, I knit them a scarf and I tell them when I'm knitting you know I don't know about your religious background, but I think about that kid. And think about their future and pray for them or like think good thoughts for them. And so they're always like, I got love, you know. And I said when I'm not with you and you're in college and you're scared, just put that scarf around you somebody's hugging you and you're going to be okay. So, we just always try to tie in whatever we are doing content wise where they can touch it and they can be a part of it. Like, they taught Spina Bifida this year. They went to the spina bifida camp and ran it and that changed kid's lives. They never worked with special needs keeps. And these are medically fragile kids. And these spina bifida kids were amazing. They were like, "I gotta go get my catheter changed at this time." And blah blah blah and my kids ran the whole thing and they said I now look at them at what can they do, not what they can't do. So we've always done that with the community. The veterans come in and we did the very first veterans graduation in the state of Ohio. Where if they left and they went to service we gave them an honorary award. My principal and I did that. we always had veterans come in and work with the kids and clean up. Clean up we went and did the entire cemetery one year because we felt like we had to honor these people who gave their lives for our freedom. So, I think if you make whatever it is that you are teaching relevant and then look for places that they can get out, kids will serve. They will serve no problem. So that's how I do it.

Terrill: Has it changed like since you've started teaching like have you been (phone rings and turns sound off,) like since you've started teaching have you been more and more trying to get your students involved?

Lauterbach: I think so..like I think kids aren't sure how to get involved and they just need somebody to show them it's not as hard. And that you can make differences by little things you do. Like we have a recycle sink our classroom. Like instead of throwing your bottle in the class,

put it in there. And so you know somebody's job every week is to empty that. I mean we have a job board like they did when they were in second grade and they love it. because I think when you get to older kids, older grades we think they're so independent that we don't understand how much they crave connection. In my room, I have a big cart that my seniors always give a gift away at the year, and one year they made all these pillows for people to sit on the floor because we sat on the floor all the time. And when they take a test, I let them lay on the floor. Why can't you be comfortable and take your test, why does it have to be this one-way? And we put play dough out and there is soft music on and you know they do whatever they need to do. And so people walking by are like what are you doing in there? (laughs) And I'm like no, were teaching children. And, they crave that consecutiveness. And they crave minute to be with people. So, the more that you can get them involved and the more that they see that in itty bitty ways you know, they feel more connected to their world. And I think that's what our job is, our purpose to education. Is to create active, intelligent, informed citizens and create a strong workforce.

Terrill: And they are more engaged throughout the classroom..

Lauterbach: Oh my gosh...

Terrill: Willing to do more for you..

Lauterbach: Yeah, my kids I mean and sometimes it's really hard like , topics are hard. Like child abuse, I mean I teach a whole unit on child abuse to my Future Educators, as seniors. And we, because they're out, the way my program is sophomore year we teach leadership and we teach them how to become leaders, and how to shake hands, and give a speech in front of people they don't know. And like all those skills and coaching. And the junior year is about teaching methods, so what you take your junior year, is what they do their junior year. Erika is like, oh were doing multiple intelligence and I'm like, we did that two weeks ago. And it's funny like we'll combine notes and stuff and find things that the professor didn't teach right. And so their senior year my kids go out and teach. And so they teach every Wednesday and see that development. And then they go out and teach kids at all the different levels. So, now they're coming back and talking about child abuse. And so the deputies are coming in on Tuesday to talk about what they've seen. We've watched clips, we've made pin wills for peace and to show how many kids have been abused in the United States. And so, sometimes topics are hard that you can't make them as fond. And how do you make child abuse hands on? So we look at like here's your case, what would you follow? And we look at different ways you can prospect to do that.

Terrill: Especially teaching they might have to deal with like a child who has been abused.

Lauterbach: And when they came back and we do circle every Thursday. , out of the twenty-eight, eleven of them said that their teachers have reported abuse this year. And when I do a thing with my kids and , are you familiar with Post Secret?

Terrill: I don't think so.

Lauterbach: Post Secret is our project that they started with post cards. And this guy did it in , Maryland I wanna say. Maryland or Massachusetts, he did it in the east coast. And he said, people hold secrets and they hold them all their lives and it doesn't let them develop as a person. And that's what Erikson believes, they child philosopher. And so what I do with them is say, look at these post secrets. And so I think you might like it. You look at what people are putting on these. People are like, you know, I was molested when I was ten. People are like I stole this when I was little.

Terrill: Just to get it out...

Lauterbach: Yeah. And when they put it, out there, it's no longer a secret and it shouldn't hold you back. So, I make my kids create the post cards for the different age levels they wanna teach. What do you think a five year old would be holding from you? I still wet my bed? You know or I took this, or my dad does do this. You know my mom drinks sometimes and I don't understand what that juice is. And then we do middle school and then we do high school. And they all crave their own and they all do their own thing. And I try to do everything you know, right brain, left-brain balanced. And , then we do theirs. And I'll say now what's the secret you're holding? And so they write it out and everybody has the same piece of paper so you can't be like, "Oh, you've got blue."

Terrill: Right...(laughs.)

Lauterbach: You know (laughs.) So, I put them in a box or a bucket and they go back to back and hold hands. And they have to close their eyes so they can't make contact and look at each other. And I say these people have chose you to share this with. And I read them out loud. And this year we had literally probably, forty percent of the class had been sexually abused in some ways. And it just kills you, but it reminds me to look at what they are caring and that you are not just teaching content. You are teaching someone that at this day and age has been through an awful lot. And yeah, the kid that you know they said that they went to a slumber party and the dad at the slumber party sexually molested her. And we had a kid who just said he didn't want to be there every day. And so what we did with my kids, it was really intense and it's a hard day and I burn them when I'm done. And , and but it's really interesting because when they are done my boys stepped up and said, whoever said this, if you don't come to class, I will miss you. And if you need someone to talk to a two o'clock in the morning, you have my phone number and call me. , whoever said this about the sexual molestation, I know what you are going through because I've been there. And it was like HOLY PETE! You know, I know you're tearing up, and I'm tearing up ( we both start to cry a little..)

Terrill: Oh my gosh, at that age!

Lauterbach: Yeah, and these are high school kids that are like they just love each other and they want to belong. And so, if you can teach them that they can belong or get into the community and they can belong.

Terrill: Gosh, it's so sad.

Lauterbach: I know! It makes me all teary-eyed thinking about them, I know.

Terrill: No, I mean I think that's awesome. It's a good thing on your part.

Lauterbach: It's an intense day.

Terrill: Yeah, but you make them feel more comfortable in the classroom and they get more connected that makes them want to come to class more and you know, be more engaged. That's awesome.

Lauterbach: Yeah, and they do and then when they're seniors we do the circle and they talk openly. They pass, we pass a candle around, I got that from my sorority when I was in college (laughs.) , and they say what's your intention for the week? And some of them will say you know, my mom and dad are getting a divorce and I don't know what to do.

Terrill: And they can't really talk about that with their friend's maybe...

Lauterbach: Or, how do you bring that up at home. And so, a lot of them you know will say my mom and dad got divorced five years ago. How about you and I go and get lunch and I will tell you about my experience. Or one of the ones is like my dad just brought home his first girlfriend after the divorce and I'm not sure how to handle..and one of my girls are like let me tell ya, this is what happened when I did it! and they just you know, and those are things that if kids don't get those out and they realize that they're not the only ones. So in community service we try to do the same thing. If you know what you are going through, then you can help somebody else. How you work that out and so we just try to engrain it into the kids.

Terrill: and later in life you know, they will want to teach their kids that.

Lauterbach: and that's the best part. When I taught history kids would go away and they would maybe come back and say hey, I saw this or I saw that and it was great. But, like teaching Teachers Academy, I've got kids who have been out in the district teaching for years and when I walk into the classroom and see everything decorated and I see the kids engaged, and I see their kids you know just excited to learn. And I see them teaching the way I think teaching should be done, like that is the best reward. And when one of my girls got teacher of the year this year, she invited me to dinner and oh my gosh, I just cried the entire time I was so proud. You know, and I think when you get to see that like I think it is a greater impact then just teaching a kid history.



Because now they are impacting, twenty-five kids and they are impacting twenty-five kids. And I feel like my work is meaningful.

Terrill: And I think like what if more teachers were like that, then what would our world be like today? You have all these students who just don't have the motivation to learn because the teachers.

Lauterbach: And I really think it is parents. The parents, I think we have a generation that became too involved in material, what do I have and didn't pay attention to their kids. And never once have I heard from kids, they just want the attention from their parents. Put down the phone, put down the computer. Have dinner with me, talk to me not at me, talk to me. And I think we have a group of parents that are in a panic mode and they think that they should be their friend. And you cannot be your Childs friend, you have to be the parent. And, they crave that, they crave a parent. And they do, and we always say, you know when we get together in your class, I will always love you for two years, I will not always like you and you not always like me. But I will be the longest relationship you probably have had before until this class. And I promise, we are going to fight like a family but were always going to love and know that even if I say things, and I'm really blunt with my kids. And my senior class are like you know you really were mean last week Ms. L, and I'm like really? But I did put two kids in their place and it was very harsh and I need to apologize to them because I mean they deserved it, but it was probably more than I should have given to them, but I don't just driving me crazy. And, I think kids today they crave that and the schools should not have to provide that. you should love your child and your child should be your priority. And when you think you are going to work to help your family because you think you are going to make money, no. kids would rather deal with less and have their parent. And I think that's reflective on our society. And that's where I think if I did, schools let me tell you. They would go until their sophomore year and get all of their OGT requirements. Then they would go and be mandated for a year either in military service or they would have to work fast food customer service. Because then they would have the value of education or they would know. And then they could come back, like they do in England and Europe, and pick two main subjects that they pick to investigate and the last two years do career exploration. And then you go to college knowing kind of, what you wanna do, what field you wanna do, and you don't waste your money. And if you don't wanna go to college then you are a trade and you become an electrician, a plumber, a carpenter. So many things that we need, but I think we in America, we don't wanna do these jobs. I remember like we can't get kids to work at McDonalds, at West Chester. And they are paying eight dollars an hour. My first job was three twenty five, ya know? I chopped onions at five o'clock in the morning at Miami University to pay for my college tuition. And these kids are like, well I wouldn't do that. well you know maybe if you earn something, you would appreciate it more. And I think we have a generation there parents have given it to them, and now they expect that. and like in my class, I don't answer questions. They'll be like Ms. L what's this? And I'll be like okay who knows? And I'll make the kids answer the

questions and then if they are on the wrong track I lead them, or I toss in the vocabulary in that they should know. But, why should I hold your hand and...

Terrill: Give you the answers..

Lauterbach: Right. And you know they need to learn how to think. And if they say I don't know, I don't know is not an answer. So...

Terrill: Find it out...

Lauterbach: So, they totally I mean it takes them three or four weeks and there's a time when they don't know when to handle me . and they usually get over that and they adjust and understand the purpose of it. But I also teach a very right brain, left-brain classroom. So if you expect me to totally just lecture you and to hold your hand and show you how to do every clip on a PowerPoint, you need to grow up and you need to learn that. Or kids that do a lot of creativity on them. We do a lot of art projects and the kids are like I can't make a puppet, I can't. And I'm like you can't what? You can, let's try this. Ask me questions and I can help you. Or when they go, I don't understand this. Well what part don't you understand? Talk to me that way. Or can you re-explain this? No no, you talk to me and fill in what you don't know. And I feel like we have very many teachers that feel like, , they have to teach to the test. And I feel like we have too many parents that feel like they have to lead, and give, but your kids have to make their own decisions. So, I think our culture needs to change in that aspect and I think our economic crisis has kind of helped that a little bit. But I think that our kids need to earn that back, I do.

Terrill: That's very true.

Lauterbach: And they need to get spanked (ha-ha) They do...

Terrill: I mean it's not abuse, you know, you did something wrong now you are learning from it and you're not going to do it again.

Lauterbach: Exactly. And clear consequence and praise. I don't agree with everybody getting a trophy . just cause you showed up in life you don't get a trophy. You know, and I think that's what we've done. Our school though lowered their grading scale. We went from ninety four to ninety percent or a ten-point scale. And now I've watched our kids, they're like okay I can miss this assignment or I don't need to do the extra.

Terrill: They don't try as hard. It's okay to get by with like a seventy percent as a 'C'...

Lauterbach: Exactly. Well that's like when Erika came back from Wright State and she was in Chemistry and she's like man, I got a seventy on my chemistry exam, but that became an 'A.' And I'm like, that stupid. You're missing thirty percent of your chemistry and you are going to

be a nurse? I don't want you to be my nurse, I want someone who is going to get a hundred percent of their chemistry.

Terrill: Right, you can't just get by when being a nurse and dealing with people's health.

Lauterbach: And that's why I think with teachers people look at that too. They're like, I've had kids that said my teachers told me I'm too smart to be a teacher. I mean you have to be smart to be a teacher. You cannot be a 'C' level student, you cannot take your life that way because what are we doing to our kids?

Terrill: You are teaching them that.

Lauterbach: And what are we doing to our culture. My students have senior t-shirts that say "Smart is Sexy." (laughs together) Mmmhmmm. And in my class, I have the captain of the football team, the varsity baseball pitcher, the captain of the volleyball team, the captain of the softball team, and one of the two top basketball players. And they are people of all color, all sexes, all background, and I think that is what our culture reflects. We have to remember to have value. Am I answering what you needed?

Terrill: Yeah! It's awesome! (laughs together) , well , I don't know we've probably covered this but what are some of the obstacles, frustrations, disappointments or challenges you have face in your community work or at school?

Lauterbach: Sure. , I have been very lucky that I am in a district that is very equal opportunity. And they hire the best teacher and not always a coach. I was the only girl in my social studies methods class and my professor came in and said to me, "What the hell are you going to teach? What are you going to coach? You have breasts. Didn't you pay attention and that all social studies teachers are men?"

Terrill: WOW.

Lauterbach: And he did that to see if I had a backbone. And I said, EXCUSE ME?! And he said yeah, what can you coach? And I said you give me a book and I can coach almost anything, and I said but by the way, aren't you supposed to be teaching me how to teach? So, if you do your job then I should get a job. And he just looked at me and said you are going to be okay. But I was just flabbergasted that this man would come speak to me this way. I never, I never realized being a woman. In my household, you know, you weren't a girl, you were just who you are. You know and it wasn't like, you know, my brothers had manners and because they were boys it was like that's what you are expected to have. So when I first started teaching, it was really interesting to watch how people would placate you as a woman. It was very interesting too to watch, you know, I had a principal tell me, well you are a girl Chrissy, look around, we don't have girl

principals. You know, so you gotta get used to being in your classroom. And he is literally the superintendant of Kettering Schools right now.

Terrill: Wow..

Lauterbach: Yeah, exactly. You're like what a narrow mind you have and how can you be that way. And so , that was really hard, especially in social studies. So, I think you, I think it pushed me to become the best one or to do things differently. And because I taught with multiple intelligence, you know we would be playing games and other people would be like, well why are you making so much noise? Well education is loud. You know, or they would be like, all you guys do is play games in there. But once the kids understand that you are playing a game for stimulation on content that you have to know. My kids would go home and read the chapter because they had to know that information to play the game. And so when my kids started kicking their butts on OGT's and they started coming to me saying, so how do you do that? So I took a lot of crap. Cause teachers some time in that area will try to beat you into what they are used to. So challenge. When I was at Lakota, they had fights with the department chair because when I started there they didn't tell me that they did these group projects. She said well we decided, and I said well who is we? And why didn't you tell me at the beginning of the year. Why didn't you come to me in January and tell me I have to do these four things. So, when I did her project differently than she did, they were pissssssssssed. And I said wait, I'm doing your project. And they said no, you are doing a scrapbook with your kids, we do a timeline and its review and this is how we do it. And why are my kids asking me why are we not doing a scrapbook. And why are we not making bubble, and you class is. I said that sounds like it's your problem, isn't it? I said, do you want me to teach the content or the skill.

Terrill: Right.

Lauterbach: And like you want me to teach skill of timeline. Why do I have to teach your project when this is better? And they would take the first nine weeks and like review. And I'm like, I don't do that. By the first ten weeks, that kid is dead. So a lot of my methodology, in things kids, like I went to plays, I had to really fight for that kind of stuff. , I think winning teaching awards has helped that. And sometimes, and you know I have never nominated myself or done anything like that and so it's always been my kids, or my parents, or other teachers. But people get jealous, so one of the things I get is, Oh you've won another award what did you do now? And that is usually from insecure teachers.

Terrill: Jealousy.

Lauterbach: Yeah. And I said you know what, my kids nominated me and I actually took the time to fill out the application, that's what I did, ya know. And I remember for the Ohio Teacher of the Year, I was the youngest one that ever made it to the final four. And that, so they said to me you've only been teaching seven years. Normally we don't look at anybody below thirteen to

fourteen years. And I remember writing those essays and I was like, what do they want to hear? And I wrote them and I gave them to a friend who is an English teacher, and their like, Chrissy this is so not you. Like you are writing what you what them to hear, tell them what you think. And I went back and I wrote all seven essays, and I was like this is what I think. And, and so I learned that one of things you have to not be afraid of is be true to yourself, do what you think is best to kids, and be an advocate as a woman, and be an advocate as a person for others.

Terrill: Yeah, you have to not worry about what other people think.

Lauterbach: Yeah, but you know I never thought that you would be beat down by other teachers. Or they would give you a hard time because you are a girl in the world of education, ya know.

Terrill: Right, right. Yeah.

Lauterbach: And in my district when I first worked at Lakota, they had a female principal, a female athletic director, and a female superintendent.

Terrill: Oh, wow!

Lauterbach: And I was like, okay! You know, and so that day and age where you would even think about being a girl. So, I think those are some of things I think professionally that you had to overcome. , and I think if people don't know what's going on in your classroom, if you explain what's going on and you explain that methodology. But you do have to explain yourself and establish yourself. But I think community wise it is the same thing. Funding wise is a big issue. , I don't think throwing more money at something fixes it. I think we really need to think about what we want kids to do and how we want them to learn and change that way. Politically, I think the wrong people are making decisions for schools. I think they understand a budget but they don't understand priority. At our local area, they voted for a dog park over a school levy. So what you are saying having a dog park and to have somewhere for your dog to take a poop is more important than your kids education? And, like we see that today. I over did a story about these four boys who were engaged in a home for a year, well for multiple years. And the woman would not feed them and they would eat the window seals to stay alive. And the kids were like literally, at nine years old he weight forty-five pounds. You know what I'm saying, it was so like terrible. You know how much prison time she got? Four years. She abused four children for seven years, and she got four years? We put people in jail for pot, possession of pot, longer than that. What are we saying of the value of our children and the value of our people. You know when veterans come back from war and they can't get jobs and there is no social service for them and they don't have a place to live..

Terrill: And they have been serving our country..

Lauterbach: And they have been serving our country.

Terrill: Fighting for forever long to have rights.

Lauterbach: Yeah. Like what are we saying about their value? Like I know, one of the biggest awards I ever got is that they asked me to be a keynote speaker at the Memorial Day Parade for veterans. And I was like what?! And they were like we want you to do it as a woman. And my thing I said, I said I have four things I need to thank veterans for is I drove myself here as a free white woman, like I am free. And I have been in places where you can't even go out in public without wearing a veil. I am educated, and I have the right to vote, and I have the right to speak out on something. And I have the right to be whatever I desire. And these people gave their lives for me and I don't think we appreciate these people. As a community, we don't know our neighbors, we worry about ourselves. We live in such fear. I know my neighbors, we have a block party, and we got out and talk to each other if something's weird we make sure like, hey somebody was walking around your property the other day and I kinda scared them off. And I said hey what are you doing, where are you going. And I feel like we don't think we are responsible for each other.

Terrill: You watch out for yourself.

Lauterbach: My boyfriend laughs because we were at a museum and this kid came running by and I picked him up and said where's your mother? Stop! And luckily here comes the mother and she is running behind and she said oh my gosh thank you so much. When I've had people come up to me and say, get your hands off my child, and where I say, then you need to take care of your child. Like they are on their way to running to the campfire, what are you doing?

Terrill: Right, or someone could just snatch them up and..

Lauterbach: Yeah..and in Germany like when my kids were over there two weeks ago. And we watched people go, and you know. This group of third graders got on the train with us and my kids were like oh my gosh, they are going to be so loud. And literally, when the train started off they were very quiet. This, this like seventh grade student came and said, okay it's time to get quiet, the train is moving, here we go. We are going to meet miss so and so at this place. So, they like have that and I don't know where we lost that in America. And I don't know why, I think a lot of it is people getting sued, people being paranoid they'd get sued. But if you know, why you are making a decision, then you have to do it.

Terrill: Very true. , what do you see as some of your most satisfying contributions or accomplishments?

Lauterbach: Ohhh goodness.

Terrill: With all your awards you have gotten...(laughs together)

Lauterbach: I know, my boyfriend that I am dating now, he was laughing. He's like you know I goggled you. I was like what, and he's like you know there are six pages of Google, and they are all of you. And I was like oh my god, and he's like do you know how many awards you have won? And I was like yes! , but like I don't think the awards make you who you are. You know, I think my biggest accomplishments is when I watch my students come who they want to be. When I watch them with their own children and they are good parents. Or I can walk in to their classrooms. or like, this is the first Erika ever told me that I inspired her to be a teacher. When she graduates from college that is going to be a big moment that I knew we did a good job together.

Terrill: Awe...And I know she talks about you all the time like throughout all of my classes she has talked about you.

Lauterbach: Like, I am just this woman who lives with her. (laughs)

Terrill: No, I have seen the impact you have made on her, and just me, talking to me right now.

Lauterbach: Aw, she, she is such a good person. But like, I think that is your biggest joy. You know last night was our game night and I had four alumni come back. And they are like, oh my gosh my brother is in your class, and we just want to stop by on game night to catch up. So I think when you help people become who they want to be and you help them figure out who they really are. I think that is the biggest reward you can get.

Terrill: , okay let's see..., the contact learning..Can you talk a little bit about that?

Lauterbach: Yeah, sure! , my first year teaching I did a lot of hands on learning and stuff and they asked me to present at the Ohio Conference of Social Studies. So from there I had people come up to me and ask me to come to their school to do an in-service and ill pay you. But I had to create a company that actually did that. so I've traveled all over the united states and I've done in-services for speech pathologist in Texas , science teachers in Massachusetts. It's just funny because when you speak somewhere, then people come up to you and say, hey will you come do that at my school? And so I've kinda just built that kind of business. luckily, when I took over Teachers Academy, those two kinda merged together. And so now, when I do it, I can actually take my kids. So, when I was invited I was doing a presentation, it was real interesting. I was doing a presentation in nationals one time, and (sigh) Howard Gardener was next to me, who did multiple intelligence. Who came over to me and said, I heard you were talking about what I do. And I was like, Oh my god, this is Howard Gardener!!!! I was like oh my god, I called him 'Hot Howard'..'Hot Howard from Harvard.'" (laugh together.) Love him and after that, he let me come teach at Harvard for a week. And I got to go talk about what he does like in the class. His theory, but how I teach it and to graduate students. And I was presenting at a different conference and this lady comes over and says, we need you to present at our power of defense conference in Germany, would you do it? So I went to my schools and said hey they asked me,

and they said we will give you time off. And I said well what if I take kids with me. What if I let them come and work with me and present. And they were like that would be great, what are you talking about. So now, when I go, I try to take some of my students. So I try to present nationally, statewide, and internationally, and I try to take..Sometimes I can't and sometimes topic for schools don't coordinate. , but you know I try to, you know your best product are your students, so I try to take them with me.

Terrill: Does the school like help you with funding and all the trips?

Lauterbach: Usually they will pay for the kids and they usually pay for some of mine. But if it is a paid engagement, they usually take care of my expenses. And then pay you that is just part of business. But yeah, the schools are just really appreciative of the opportunity. I think my kid paid two hundred dollars, two twenty five, to go to Germany for a week. So, and then the department of defense waived a whole bunch of fees and different stuff because that was their way to pay us to come over there.

Terrill: That's cool. How do you decide like which students to take?

Lauterbach: Oh gosh. It causes the most controversy. And sometimes it might sound really egotistical, but I said to them, I have been invited, NOT you. So if you think you are entailed to go on this trip, you are wrong. Because they want me, they didn't ask for you, they don't even know who you are.

Terrill: And you are giving them the opportunity.

Lauterbach: Right, and I said so I need to pick people who are going to represent me well and that I can work well with. I call it making the best basketball team. You might be the smartest person in the classroom, but when I put you and ask you questions, you get hostile. So if I'm presenting to three hundred people and the kid asks you a question, you can't get hostile. So I can't take you. So I need a kid that, so one, I've got kids that hive up when the present in front of twenty-five. How can I put you in front of three hundred people? And sometimes at that maturity level, they don't always understand this, and that was brought up the other day with one of my students. He's like why I thought I was going to Germany. I said I asked you if you had a passport that way we had five weeks to make this decision. I said when it came down to decide who we were going to take, it did not work out. You are happy with a 'C', when you get in front of people you freeze of. "Well I could have done better." I said right, this is an international presentation. I can't let this be your first time, I have to take kids who are proven. We look at grades, I look at how involved they are in the class. I look at how involved they are in FEA. By the time I choose a senior, I have known them for you know, two bells a day, I've known them for two hundred, three hundred hours. Um, do I feel like they are comfortable. Can they work well with others. And that's a big issued and cut out about five or six people of our top grade getters this year. When they present it is just all about them and when were presenting its like



we're a team and we work off each other and help each other. Like if I see one of my girls miss a PowerPoint in her presentation then I just walk over and move it around. And there is one that I bumped an activity up because of time and one of my students walked right around and changed the slide while we did it. And how can you work as a team. And sometimes we look at you know economically, who might not have this opportunity to travel and we've been trying to take some of that. And sometimes it is interesting to watch how kids react like cause one year they were like, well she is taking you because you are poor. And I'm like you are talking about your own insecurity and this is why you are not invited. They're like they're taking you because you are black. I'm like no I'm taking her because she can actually present well. And I had a parent go, can my daughter go if I pay for it. I said no, this is an honor, and if I allow her to go and pay for it then it is no longer an honor. And then I would have to open it up to everyone else and no it is not going to happen that way. This is an honor to be selected and this is how we do it. And when we do nationals and other professionals, I always get other people to come and judge. So I have a professional writer that comes and judges their essays. The speech and debate coach comes and judges those, so I don't pick those and stuff. This is the one trip I do pick because how can you evaluate. My boss and I sit down and we talk about each kid. This year I sat down with the officers and I talked about each kid and it took four hours to decide who we were going to take.

Terrill: Do you have like controversy with the parents like not letting them go?

Lauterbach: When the parents feel entitled. But you know by their senior year, I know their parents really well. Like my kids do their own parent-teacher conferences. They have to their senior year. They have to be the teacher talking about themselves. So I used to be scared of parent teacher conferences because you know at twenty-one you're in the classroom and these parents are forty. Now were about the same age of my kids. In my junior class, I've been teaching as long as they've been alive. And after having them so long, they hug me when they come in. Ms. L. how are you, it is nice to see you. And we make sure we give every student the chance to travel and every person has the opportunity to try out. And that is what I pointed to the boy who was made at Germany. I said which opportunity, how can you dare say I have favorites. How, tell me where, give me examples. Where have I taken that from you. I said didn't I just take you and place you in a placement that was specific to you. He had a spine injury and I wanted him to see an AYA placement. And I knew a really good science teacher was doing a whole lesson on spines that week. And I put Erik in that class and he came back and was like that was so cool cause I knew what was going on. And I said right, so wouldn't that show favoritism to you? And aren't we going to the ADD school because you went there as a child and you want to go there. I said I thought it was a good idea and I said isn't that showing favoritism to you, or is that taking what I know about you. And he was like you know, I get it. But, you know at that age you don't get that. I think as long as you provide and you do love them. And there are a few kids that I don't like, but everyday ill just try to think about something I love about them. And they will redeem their selves because there are those kids that you just don't gel with right away

or they have major issues and they can't let go of that issue so they take it out on you. And so like ill get a kid and ill be like, what the hell is going on with you? (laughs) You are being a butt today, like what do we need to do? So I think when you can have that conversation, usually we get over that. But there is probably in my whole career, I have probably taught about four thousand students, there probably only been about three where I'm like you, I've done everything I possibly can. And you have to make that decision it is out my hands. And he's like, hey how are you doing? And I'm like, what do you need? Can we get to the quick because I know whatever I do for you, you are going to turn it around and harm somebody else with it. So, out of four thousand kids there have been about three that I can say I truly did not care for. I thought I did when I taught them, cause that's what you have to do when you teach them. But there were about three that I truly was just like, you are mean, you're evil.

Terrill: I mean as hard as you try, these kids probably have so much built up stuff and you can't be their parents and like get them out of it.

Lauterbach: Well, I think your first year of teaching you think you can save them all. And you try to and it kills you when you can't take some kids home. And it kills you, like I have had to call up parents and say you know you need to be a parent right now. She doesn't want to make these decisions. She's a child and please do not make her decide who she wants to live with right now. Like you and your husband need to work this out and tell her what the plan is cause you're stressing her out. Or I've had to call up a parent whose daughter was sexually active. And he thought no, and her mom had died when she was ten. We had to actually go search the car and it was her boyfriend's car and we found alcohol and boxes of condoms. And a jar of used condoms, I know gross and they were together. And he came in for parent teacher conference and I said do you think she might be sexually active? And he's like oh no, we talked. And I was like okay, well I know she is sexually active because I have heard her talk about it in class. I have heard her on the bus, like I am worried about her health. Have you had this conversation, she is now seventeen, has she gone to a gynecologist? I know that your wife is deceased, like how can I help you with this conversation with her? Do I need the school nurse to talk to her. Do you want me to talk to her. Do you want me to be there. Because the kids don't have, that and sometimes the parents don't know what to do.

Terrill: And now you're being the teacher and kind of the mother figure.

Lauterbach: A lot. And I have a student who has a massive issue with her car and they are very impoverished. And I said have you thought about going to the tech school because they do automotives and they only charge you for the parts. So, this twenty one hundred dollar repair, you might be able to get for four hundred dollars. And so your resources. I have a parent who is getting married after thirty years and she freaked out on parent teacher conference and said I'm not ready. And I'm like okay, what you want me to do. And I'm like you are, you're a strong woman, I've known you for how long, come on! You know it's funny, but you become that

resource for the parent. You have to remember that they want what is best for their kid, they don't always know what it is, but if you can help them. so you do. But you can't save them all, and that sounds horrible. Have you ever seen that commercial, the little boy is picking up starfish. He picks up starfish and he throws them in the ocean and there was a big thunderstorm and he has all these starfish. And he starts getting them out of the ocean and this jogger comes by and goes, you can't save them all! And he goes, but you know what, I saved that one and it mattered to this one. And so when you are teaching you can't take them all home. And they don't all want to be saved, but you just have to do your best every day. And you have to love them, you really have to love them. And eventually you might get twenty-six out of twenty-eight. And those other two might come along a little later, and their own pace. But if you go in and think that you can't help them, then they will never have the opportunity.

Terrill: I know that with my field experience at Frank Nicholas in West Carrolton, it's like right around the corner, I mean just some of those kids you just know that they didn't have the parental guidance. They didn't want to try, came in everyday slammed their book bag down, put their head down. And then, I think by the end though I got to some of them, which is kind of the reward of teaching. And then they had a hard time getting used to me and trying to learn from me. But once you get their respect, they will respect you.

Lauterbach: And some of it I think is let them know if you have been in that situation. And talking openly about your life. And not making it the focus of your life, but like we're doing assessments right now and kids have to rate their first test. And Erika hasn't even don't that yet, and so I gave them a quiz and I said, here's your quiz see what you know. And it was what you know about Ms. Lauterbach. And then they were like oh my gosh, and they realize sometimes you come in this room and you forget that I'm the other persons and that we have to have a relationship. And sometimes I use a lot of real life experience or teach that's just what you do, and when I taught history when I went to Pearl Harbor and I brought in pictures. And I let them ask me whatever they want to know. Like we have thirty minutes, you can ask me anything about my life. And when I first started teaching they were like, are you a virgin?! And I tell them no I'm not, and this is why I thought that. And you know what people are like oh my god, I would never share that with my kids. But like, they never take it out of the room.

Terrill: Well, if you share that information they will end up respecting you and trusting you and doing what you tell them.

Lauterbach: Right. So I'm like, well are you a virgin? Cause if you answer then I will. And they were like okay and I said ask the question that you are willing to answer too. So my kids now, at thirty-eight, they don't ask those questions. They are usually like Ms. L. have you ever-tried drugs. And I'm like never. I don't ever want to try drugs, I don't understand that issue. Um but like they said what was the hardest part in raising Erika and having her throughout Erika. Or what's the hardest part, you know they were asking really good questions. You know, do you

want to have children, Ms. L, why are you not married. I'm like I have been engaged three times, I'll get there. And I'm like I'm not willing to settle. Yeah, I said I think I found the right one and we will figure that out. What is meant to be will be. And they ask really good things because they crave that connection. And if you are going to be honest with them and let, them know who you are. And you are the same person who you are when you are in Kroger's, as you are with their class, it's the same thing.

Terrill: And I think with me growing up, we would talk like we were more scared of our teachers. And you know, respect them and don't ask a lot of questions. You know, or just from their say not from everyone else in the class.

Lauterbach: I call that a healthy fear. They need to have a healthy fear. One of my girls, I'm like of my god I forgot my essay, and she was so physically upset. I'm like Katie, I have had you for two years. And this is the first time you have forget one, I think we're going to be fine. And then you get the kid who has forgotten it ten times, and they no longer care, and you have to kill them and stuff. And I had a kid Evan who I've had for three years and he walked in and was like, girl, it's been a good run. I'm like what? What'd you do. And he goes, I forgot my essay and I'm pretty sure you're going to kill me. I'm like, maybe I'll just take a hand today, but don't do it again be prepared, don't do it again. And if they forget something, I make them say, IM A GIMP, I PROMISE TO BE A BETTER MAN TOMORROW THAN I WAS TODAY. I will strive everyday to be a better person. And the kids do, or if they're tardy, they have to sing Twinkle Twinkle or I'm a Little Tea Pot, Itsy Bitsy Spider. And they Do, but it's a general reminder you know. Or when we sing birthdays, whenever it is your birthday, we start your junior year. Because sophomores I only have first semester. So, you can't get everyone's birthday. So we come in and we sing happy birthday and we pick a tone of voice, we never sing regular. We never sing in our regular voice because if people can be like HAPPPPY (in deep voice), then they gimmick. And so yesterday was Danielle Hietimens birthday, so she was like I want to hear it in country twang.

Terrill: Oh, that's funny.

Lauterbach: Yeah. So I think if you are willing to make a butt out of yourself and are willing to do exactly what your kids are doing. And you are willing to stay up with culture. Like I know who Kesha is, I know...I'm so glad the Jonas Brothers are over with thank god. (laughs) But, I always have them bring me music, and I bring them music.

Terrill: And you can relate..

Lauterbach: Yeah, I know who the Script is and I know who Slipknot is. And I'm like who is that, what's going on with Skillet? Can you bring me that and kids they want to teach you. And there is so much they can teach you. When I got my cell phone this last year, literally, my cell phone broke and I ran to the Sprint store and had fifteen minutes. I'm like I don't care, I've got

to get to San Antonio, I have to get a cell phone I can't go out of the...and the guy is like okay here you go. So I'm like okay great. So for the first three days, I didn't have a problem. And so they would call no problem. And so I had a voicemail, I went here and tried to get it, nope nope. And I couldn't do it, so I went to school and I was like, LISTEN, I CANT GET MY VOICEMAIL, WHO HAS A PHONE LIKE THIS? And they're like let me see Ms. L. and so they started playing with it and they are going on and on. About twenty minutes later and my next class comes in and again I ask, and a girl says Ms. L, I think I have that phone. My brother does, she's like you can slide it up too. And I was like WHAT! And like my girl who is really massive tech, I was like, ALICIA, LOOK WHAT I DID. She was like SHUT UP. Oh my god, we played for twenty minutes on that phone and it slides up?! And that's where you get your keypad? And so we were like laughing about that for like twenty minutes. I mean we were working, it was their lunch bell. And they were like I don't know Ms. L, what do we do? But you know, if you say that to them, they're going to help you out. They're going to fix it.

Terrill: And I think they want to you to ask them questions.

Lauterbach: OH MY GOSH. Yesterday in class, this girl in class was like my uncle just bought these, his wife is hilarious. She's a teacher nurse, he's a teacher, and his wife came home with five chickens. And so she's like, I'm really worried about my uncle and he's going to have to take care of these five chickens. And I'm going to have to babysit these chickens coming up. And he's going to have to build a chicken coop and he doesn't know how to do it. And one of my boys is like, we're getting rid of our chicken coop, were building a new one, do you want my chicken coop? I'll come over and show you how to. How valuable, that kid is going to feel so smart that they can come over and help somebody else.

Terrill: Yeah, and that they can help somebody else.

Lauterbach: Yeah! Or we do a corn hole activity in class where I teach them about mode, mean, and median. And so we take the, you play corn hole, and you take your scores. And I teach them how to do their test scores.

Terrill: Yeah, that's good!

Lauterbach: And we always do the University of Michigan vs. Ohio State. So they get so excited, they dress as their team, they play corn hole.

Terrill: That's awesome. Do you do it in the classroom or...

Lauterbach: Yeah! Yeah right in the classroom, if it is nice we'll go out on the patio because where my class is it is right next to the patio the senior class gift. And so, instead of kids bringing in corn hole stuff in, I'm like I want my own. And so one of my kids is like, my dad makes them! How about if I bring and make them. He was so excited. But he wouldn't paint them for me

because he's an Ohio State fan and I'm a Michigan fan. So I have these really artistic girls and one is going to Ireland. And I'm like Emily do you want to paint my corn holes, and that way I can pay you and you can have money to go to Ireland? You know, and she's like oh my gosh I'd love to. Let's do this and how about this design. So kids want to show their talent, they're afraid that if they are going to get ridiculed or if they're afraid on it. and I think one of the things we need to teach kids is coping skills and how we teach that. And I think our nation can't take critics well. And when you get criticism in my class, you're not allowed to talk. And they're like, well I did this, and I'm like no no no, you are not allowed to talk. You did this and we as an audience saw. And so they learn, that it, and it takes them the first two or three times, you do. And they're not like, that was horrrrrrible. And so I'm like you know, you sounded like you were really nervous here. So next time I would make sure I know my notes better. Or try this, and they always give them a suggestion on how to make it better. And what I found when I let kids grade each other, is that they're not like, oh you're my friend.

Terrill: I'm going to give you the right answer..

Lauterbach: And I let them do that the first time and I'm like you really thought that was good? And I'm like look at this, did they meet this criteria, this and this, and they're like no. I'm like then how dare you give them an 'A.' because if you give them an 'A' then they are going to think what they did was good and they are going to do that for the rest of their life. You give them a 'C' what they deserve, and you tell them how to fix it. and then next time, every single time we do something, it is going to get better. And when I grade my kids essays I, they have to write twenty-four essays for their portfolio, with documentation. I spend twenty minutes on every essay, and my average amount of comments is twenty to twenty two for every essay. When they get it back, I have to be very careful because I'm like it's going to look like blood. but when you do something wrong, I'm going to give you suggestions on how to fix it, or where to place it. and I think that our job as teachers, so many times we are like this is bad, this is bad, but we don't teach them how to fix it.

Terrill: Just mark it and never give them...

Lauterbach: Yeah! And so like some of the girls, my girls just won the national essay award, um Laura Effers. We edited that paper twenty six times. Twenty six times, you know I mean hours after school and email. And she's like the last time I gave it back to her, she's like four red marks, awesome, awesome. And like I have to train them to say, I'm not telling you what's bad I'm telling you what you can do better, and how we can make you better. And you just have to do it. I think we live in a society where we don't do that well. We want to cut people down. Look at like Lindsay freaking Lohan, come on. When did our local news start telling us about what is going on in Hollywood? Shut up.

Terrill: Yeah, that's like all they talk about.

Lauterbach: And why are they always talking about what's horrible in our community? What about those people who are doing good. And you know, we look at ten percent at the negative things in our society.

Terrill: That's like, I had a media class and we were talking about media and all shown on media is pretty much negative things. Not like what school districts are doing, what people are doing. You know, like you out in the community..

Lauterbach: that's why I always watch CBS Sunday morning. Have you watched that?

Terrill: Yeah!

Lauterbach: They do the best clips for like kids and for schools. And it is all positive news. And if it is negative they, say well what our solution is and how do we fix that. and they talk about that solution instead of just making fun of whoever it is. Or just slamming whoever it is.

Terrill: And I think we need way more of that.

Lauterbach: Mmhmm..And look at like our political campaigns. I mean we're not talking about what you can do on the bandwagon. I mean Boehner is one of the worst people for that campaign. And he is from our school district. Whenever we go to Washington, he has never come to meet us. Whenever we go, we always have appointments to meet him and he has always cancelled.

Terrill: Wow.

Lauterbach: What does that say, you know. And so when you look at people like that, you just can't. And it is very hip right now to slam teachers and blame teachers because they need someone to be the common enemy. When the Cold War ended, and we got rid of Russia, we started looking at ourselves as enemies and became our own enemies. So, when President Obama got up there, he said you wanna be a teacher, you know we need you, you're a nation builder. You know I turned to my boyfriend, and I'm like I'm a nation builder! He was like shut up!

Terrill: We just need everyone else to feel that way.

Lauterbach: I'm like what do you do?! (laugh together) And my friend Taylor Molly, he did that What Do Teachers Make? Have you ever seen that poem?

Terrill: Yeah!

Lauterbach: Oh my god, he and I are really good friends. And Erika has got to meet him and see him live and he is really fun and stuff. And so um, that's empowering. You know, what do you make? And who do you think you are because you came from a teacher. And you came from a good community that cares, and I've always grown up in a good community. And I think like,

Cory Booker, in Newark, New Jersey, he's making that community care. And they were together and were not just by ourselves. And we've gotta teach that our children and to our neighbors. We do.

Terrill: Um, the Kettering Travelers is that...

Lauterbach: Um I wanted a chance for kids to travel. I as a teacher I wanted to see the world. When I was a junior in high school, my only regret in my whole life is they asked me to do an exchange program and I didn't think my family could afford it. and I didn't even bring the paper home to my parents, I don't know why. But like anything I've ever done, I wanted to play the flute. Because I thought, Chris Connelly was so cute. I was like, DAD, were going to see him in concert, and he's like Okay! So we went and I'm like do you see that tiny thing, and he's like yeah, I'm like I want to play that! you know when you are little you don't realize that flutes are like four hundred dollars. And so we went and he's like let's do it, we'll find a way. So when I wanted to go whale watching, I was the first one in my family to say, I want to go on this class trip. My mom and dad were like okay, we'll front you the money, you pay half. So when they asked me to go to France I was ugh it's probably too much money and my family probably can't afford it. and I didn't really think of that and I didn't bring it home. But I always wanted to travel. So I thought here is my chance to go to France. If I get six kids to go with me, I get to go free. So I invited my parents and their best friends and I got my friends from college and we kinda went as adults to check it out. And just after that I have been bitten by travel ever since. And so every year, I take kids with me. And it is the most amazing thing. You know, I have taken my mom and dad and friends of our family and stuff with us but like when you walk around the corner and your mom sees the Eifel Tower and stuff, she starts to cry. Because a.) she never thought she would be able to afford it, b.) would she ever get across to do that. and when you take kids and they're like in the baby stage. And they start hearing people of different languages and they see things and everything is new.

Terrill: Cultural shock?

Lauterbach: Yeah. And then they come back and they are better and they want to travel more. So we started a travel organization for kids. So we, I don't know if you know how teacher travel works but you take so many kids and they start to pay you to take kids. Well what we do is I take those free spots and I sell them to my friends. So my friends can go half price so they will give me a trip of like three thousand dollars, they will give me like fifteen hundred. And then I turn around and use that for scholarships for kids. So our kids do packing and they can win money and um if I know there is a good student and they can't economically afford it, then they can apply for scholarship. So we've give about twenty thousand dollars away in scholarship over the last seventeen years. We want those kids to have the experience, but like with my friends when they chaperone with us, they're like I'm an American and given a half price trip so they are



happy. And so they know their money is going to a good cause, and instead of me getting paid that is how I use the money is to take kids.

Terrill: Do you go somewhere new like every year?

Lauterbach: We do. My only regret is when we go to a new city or we see something new and so this year we are doing England, Ireland, Scotland, and Wales. So I have done this tour four times and so every time I try find a different museum. And we make the kids, every kid has to make a brochure for somewhere we are going so they become the tour guide in the city. So when they get there, they are like This is the bridge of Sighs. And they know, and so they do it. if the kids can do it then I don't tell them. Um, and then what we do too is for those kids is we make them, I teach them how to read the subway maps and so ill come out and say, okay Erica, we would like to go to the Marian Plaza and see the lock and steel. Hers the map, get me there in the next twenty minutes. Or wherever we are at ill say, okay here is the map now you have to get us home. And so they learn that they can do things on their own, they can travel on their own. And when they do things, they won't get afraid. And we teach them those things so that it is really a learning experience for them. And I've had a lot of kids travel abroad and I've had a lot of kids teaching abroad. And if they're scared, if they go with me the first time. We've taken Erika multiple places with us when she was little and an adult. So you always appreciate your country when you come back. And you see how other people live and that so many places their lives are already determined. Its determined, you know. By the time you are fourteen your life is determined. You should watch the video, Too Many Minutes. And it takes an American, one from china, one from Europe and they show the attitudes and what's different. It's amazing. I have it on DVD if you wanna borrow it sometime. But it shows like education value across the world and what they are trying to prioritize. And how the kid in china studies on a Sunday and how he plays chess as his extracurricular and how it's his duty and honor to be educated. Kids here take it for granted and they think they're being...

Terrill: And its given to them and they don't value the chance..

Lauterbach: And they have no clue what they have. They have no clue how good they have it. and they just don't. it watched this kid trying to pick colleges from Purdue, and while a child drinks with his friends, decides not to do his homework and all that kinda stuff. It shows really culturally across the world. It's really good.

Terrill: I think we've gotten everything. Thank you for doing this for me.

Lauterbach: No problem!

Terrill: do you have anything you want to say?

Lauterbach: Into the archives..(ha-ha.) No, no...I think I'm good. What made you want to be a teacher?

Terrill: well, um my mom is a nurse and my grandmas a teacher. So I always kinda had those two options as a girl too. But I was going more towards the nursing thing, especially with the economy right now. Going into college, I just show education and I just want to be like you and promote students and make them engaged and want to learn. I know growing up I was always interested in school. I was involved in clubs and plays and sports, and high school. I don't know I just value education and I want everyone else to too. If I can be half the teacher you are, then that would be awesome.

Lauterbach: Awe..well you'll have your bad days and you'll come home on Fridays and be like what the hell am I doing? And I need four beers sometimes and sometimes I feel like I just need to go to bed, cause you'll be worn out. But just don't give up and know that you can make it better. And that one day is not the end of all. But make time for yourself. Pick one day a week where you don't do any schoolwork. And take time for yourself. Even though with like , when I got out with my friends, usually we'll go out. My friend is a do, so we'll go out to karaoke on Wednesdays. So I try to get all my work done and go with them. And then on Thursdays we'll play trivia. And so ill go to trivia and take my papers and grade. And I'm like I can either sit here and grade with you, or I could be at home. Pick a life, it is a lifestyle if you do it right. And Erika was really funny, it was funny when she did her first placement. She came back to me and was like I get it. and I was like I what are you talking about? And she was like I get why you grade until one o'clock in the morning. You know when she was going through high school, I think she felt that I chose my students over her sometimes. Or id be like I have to go this trip and I have to do this and she didn't realize that that was a part of my job and she didn't realize that they need you. So when she went to her first placement, she was like gosh, I have to do this and I have to do this. She was like I get it, they need you. And you are doing this because they need you. You are not choosing them over me.

Terrill: Like it's not just your career, it's for those students.

Lauterbach: And she gets that and I think that's what makes good teachers. You know, my boyfriend will joke around and say what's this parent teacher conference thing. And I said imagine if one of your customers could show up for fifteen minutes and complain about their car and you have to fix it. and you only have ten minutes per person. But they are all going to show up on one night. He's like holy crap, I'm like that is parent teacher conference. He's like oh my gosh, Thursday night and you have to go and do you know open house. I said yep, fifteen minutes they are going to sit in my room and I have to provide every service I will provide to their kids. And all they want to do is talk about their child. I said, he's like holy crap. I was like imagine if all your customers showed up and you have to explain all your services in fifteen minutes. And he's like wow. Or like we'll go out, it took a little while to get adjusted to a teacher

schedule. He's like do want to go out to dinner and see a movie. And I'm like ew, no I can my students just took a test on the day I have to get this graded and get it back to them. He's like come one just do it another day. I'm like how about if we go out on Thursday? You let me work tonight and do this because think about it I'm making my time and in the summer I can go out in the summer every night in the summer with you. I can bring you lunch in the afternoon, I can do this. And so you have to pick, your family has to know that. but you also have to put your family first too. Like when your, you see kids fight in school. You want to go home to your family. So you may not step in between them. You got to break it up and think about ways to do that. but you gotta never put yourself in danger. And you should never put your classroom first over your kids. You only get one shot to raise your kids, you know. So there are times I've gone back and I've said to my seniors, this is Erika's senior year. And I told her whatever she wanted me to be at, I would be at every single thing. So you will check my calendar before we plan anything. You have to make that your priority. I have been lucky that I have had some distance. You know I was with a man for seven years from England. I would get all my stuff done and he would be here for a weekend or two weeks. So when you pick a mate, or partner they have to understand it is a lifestyle. You know my boyfriend he doesn't even like sports, I like sports. But I'll be watching the football game and working on papers and he'll be working on something else too, you know that time you spend together is different. And sometimes that could be about your money too. You have kids that don't have books, do you pick that kid having the book versus your child having new sneakers? And so you are always looking for resources as teachers. But you also have to remember that you have a right to family, and you have a right to do something. And I think that is the hardest. Content and teaching, that's easy. But making sure that you take care of yourself is really hard. So really watch that cause now with college too your schedule is crazy, but wait to see what this brings you. So make you balance that and surround yourself with good people. The teachers who are negative, don't eat lunch with them. Find the positive teachers and the teachers who want to help you. And when you surround yourself with those, you can do anything. And you feed off of each other and you take care of each other. You know, I was at school last night and one of the teachers called me and said, oh my gosh, can you check and make sure I turned off my computer? Yeah Patty, I got you. Or I was coming down in the ice storm and there was a two-hour delay, I left my house and hour and a half early. And I still, I got stuck on the highway. And I called my secretary and I said hey, I know school starts in thirty minutes, but I am literally three minutes from my house. I have been on this highway for forty-five minutes. I called Patty she's going to slide over and get my class started and you have to have those , you have to watch out for each other. And I think you know, if you can do that then you'll set yourself and your kids up for success. And say yes, say yes. People will come to you and say I have this field trip and we need someone to advise this club. Say yes and you can do it. but also be able to say I'm really focusing on my teaching right now. And I need to make sure.

Terrill: And I think that is part of my problem. Is that I want to do everything and help everyone else. I don't know, you gotta learn to do what's right for yourself I guess.

Lauterbach: And say that to them. Say I can't take on that responsibility but I can give this to you and that might be able to help you. But, sometimes people get in the habit of saying no and you gotta find that balance. But don't be scared to say yes. I raised my hand at a meeting. My first year teaching at Butler Tech, I didn't even know what it was. I was like is it free? I was like I do, I do! I didn't even know what it was. They show up to my room like a couple weeks after and were like where should we set this up? And I was like I don't know, where do you think we should set it up? He was like I think we could put it here and you could use it here. And they left the room and I was like ya'll I don't know what this is but we'll figure it out. Gabe you're going to read the manual this weekend and figure it out. They came in on Monday and we figured out how to use the smart board. Just say yes. Just say yes to things and don't be scared. I remember one time my boyfriend and I were out having dinner and this guy started choking and these people didn't know what was going on, and I'm like he's choking and I went over and did the hymlic. And people are like what are you doing? And my boyfriend is like SHES A TEACHER, she knows what she's doing!! And the other day my boyfriend sent me a picture, and he's like what is this here on my backyard, he lives in Florida now, and I'm like that's an armadillo. And I'm like why are you asking me? And he's like you're a teacher you know everything.

Terrill: Oh, like we know everything!! (laughs)

Lauterbach: I'm like that's an armadillo, he's like did you know they look like a duck? Go get a broom and poke him with the broom. He's like I knew you would know, I knew you would know. You just have to surround with people who have that and who understand your lifestyle and who support that and that's the hardest part.

Terrill: Well thank you so much.

Lauterbach: Yes! You're welcome, I hope that helped you out.

Terrill: Yes, so much. Thank you.

**Glossary** (Any special terms, events, people referred to in the interview and/or transcript)

Community

Kettering Travelers

Contact learning

Teachers Academy

Erika (her niece that she adopted)

Teacher of the Year Award