

SECOND EDITION



THE INSPIRATIONAL TEACHER

GARY MCGUEY AND LONNIE MOORE

Foreword by **Erin Gruwell**,
Teacher and Founder
of the Freedom Writers

An **Eye On Education** Book



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ROUTLEDGE

The Inspirational Teacher

Become a teacher who truly inspires students to learn and grow! This best-selling book—from Routledge and FranklinCovey, the company that brought you *The 7 Habits of Highly Effective People*—is filled with practical and heartfelt advice that will resonate with teachers at all stages of their careers. The book will guide you through a simple four-step process to building high-trust relationships and unleashing the greatness within all students.

This timely new edition includes updated references and inspirational quotes throughout, as well as chapter reflection questions to help you make the most of what you read. In addition, several of the questionnaires and reflection tools from the book are also available on our website (www.routledge.com/9781138906242) as free eResources, so that you can easily print and use them in your own classroom.

Gary McGuey, a former educator and athletic director, has spent the past decade traveling across the globe to visit schools and work with administrators, educators, and students. Gary is a former director of the Teens Division for FranklinCovey and created the first curriculum related to *The 7 Habits of Highly Effective Teens*. He is a sought-after keynote speaker on topics related to leadership, team building, and student empowerment.

Lonnie Moore is a former award-winning middle school and high school math teacher. Lonnie now works with FranklinCovey as a training consultant. He has facilitated more than 1,400 workshops, keynotes, and seminars. As a part of the FranklinCovey Education Practice, he contributed to the creation of The Leader in Me school improvement process. This powerful process is being implemented in more than 2,000 schools globally.

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The Inspirational Teacher

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eResources

Several of the tools and templates from the book are also available on our website so that you can print and use them in your own classroom. The material includes the following:

- ◆ Mission Statement Questionnaires
- ◆ Impact Trivia Sheets
- ◆ End-of-Chapter Reflection Questions

To download those items, go to the book product page, www.routledge.com/9781138906242. Then click on the tab that says “eResources” and select the files. They will begin downloading to your computer.

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Foreword

The Inspirational Teacher aims to make any teacher, at any time, motivational and meaningful. I wish I had had a copy of it in my bag of tricks when I began my educational journey. Instead I had thick textbooks on pedagogy written by stodgy professors. Without Gary and Lonnie's practical blueprint, I felt like I was flying without a net and learning lessons from my mistakes. And although I have been hailed as an inspiring teacher, if truth be told, I am a much better student. My most inspirational teachers, ironically, started out as the most unmotivated students. Luckily, my students—the Freedom Writers—have not only inspired me but also are an inspiration to struggling students and talented teachers alike. But their inspiration was neither innate nor immediate.

When I was a kid, I loved school—so much so that when I was covered from head to toe with poison oak and my eyes were sealed shut, my mother made me stay home from school. To a fanatical fifth grader, missing school was a fate worse than death. Even though I was so swollen I couldn't see, and was under doctor's orders, missing one day of school meant that I wouldn't have perfect attendance. Nor would I receive that coveted ribbon.

Yes, I was *that* kid. The one who got to school extra early to help my teacher set up. I stayed after school to erase the chalkboards, too. My pencils were sharpened, I reveled in trips to the library, and my homework was turned in early. I even did extra-credit work. And I didn't just raise my hand; I raised both. My parents helped me with class projects, they volunteered for the PTA, and our refrigerator was covered with my handiwork. My assignments were adorned with gold stars, words of

encouragement from my teachers like “Dynamite,” and even the worm in the apple sticker was smiling.

Oh, how I loved school. My students, however, did not. I was in for a rude awakening when I bounced into Room 203 at Wilson High School like a perky cheerleader and my disgruntled students came in after the tardy bell rang. Unlike me, they did not need a doctor’s note to miss class. They didn’t have writing utensils. Or books. And wouldn’t be caught dead in the library. They’d rather use Cliff Notes than read a book cover to cover. And, worse yet, they raised a finger, rather than their hand, and it wasn’t to answer a question. When I called home to talk to a parent, I rarely got a reply. Many of their parents worked two or three jobs and didn’t participate in the school bake sale because they were too busy putting food on their own table.

Immediately, I realized that I had learned how to teach only kids like me in the halls of academia, not the tough teenagers sitting before me. Rather than dive into the literary lessons from the canon that I had meticulously prepared, I realized that my students hated reading and hated writing. I wondered how I could motivate them to pick up a book and find themselves within the pages. How could I engage them to leave a legacy with their words?

In an act of desperation, I sought help from my administrators. Unfortunately, that didn’t help, either. My principal told me that I had all the apathetic students—disciplinary transfers, the soon-to-drop-out, and remedial readers who scored well below the standard scores for the school. It was clear that he expected me to be a glorified babysitter and to simply teach to the test.

Refusing to teach to the test, I decided to teach to them. I believed that my students were more than the sum of their scores. Somehow, someway, I would try to inspire them.

My “aha” moment as a teacher came when I asked my students to find the courage to change. I wanted to wipe the slate clean. I wanted my students to start over. I wanted school to be their refuge. It didn’t matter that some had a 0.5 GPA or that others had been kicked out of every school they ever attended. Starting right then, starting right there, I wanted to inspire them

to change. And to do so, we raised that plastic champagne glass, filled with sparkling apple cider, and made a Toast for Change.

And change they did.

In the process, I was inspired to change, too. I would become a better teacher. I would not teach to a test. I would not treat my students as if they were one-size-fits-all. I would be sensitive to the fact that not everyone had a childhood like mine. I would not judge my students on the basis of what their parents did or didn't do. To be an inspirational teacher, I would need to make learning come to life. I would have to make reading relevant. I would teach that writing would right wrongs. I would inspire my students to come in early and leave late, to raise their hands, to think critically, to question authority, and to love Room 203. As a result, my students went on to become voracious readers and acclaimed authors. Once I recognized the importance of seeing my students for who they were and where they came from, Room 203 became a home, and my storytellers became a family. Yes, they are now *those* students.

Twenty years later, when I reflect upon my first day as a teacher, I smile at my naiveté. I remember how I enthusiastically studied the principles of pedagogy in college and believed that I was ready to change the world on day one. Yet, when I stepped into Room 203, I quickly discovered how woefully unprepared I was for the challenges of working with vulnerable youth. Once I figured out how to inspire them, they in turn inspired others. In fact, many of them have become inspirational educators themselves. Daisy, who entered my class with the label of "runaway," is now working with troubled teens in middle school. Ramon used to dodge bullets and bury friends, but he is now a teacher in an even tougher neighborhood than the one he grew up in. Oscar's father never volunteered for the PTA or visited my class on Back-to-School night. His father had a third-grade education and came to this country undocumented, but he believed in the concept of the American Dream for his son. Now his son, Oscar, is a principal of a school where the majority of his students look like him and come from where he comes from. He inspires them to dream. And dream big.

Inspiring teachers change students' lives. Inspiring students change ours. While my classroom has changed over the years, I am still honored to call myself a teacher. As a lifelong learner, I too, need professional development, and that is how I had the privilege of experiencing Gary and Lonnie's passion and purpose. I may be a teacher to many, but to them I am their student. Yes, I was *that* student. I raised my hand. I asked questions. I stayed late to learn from Lonnie. And Gary gave me the proverbial gold star. I was inspired.

The strategies and tools within *The Inspirational Teacher* enable you to reach your potential as an educator and to stay true to your calling. The book will enable you to build a classroom where students feel safe, secure and can take risks, where they will feel like a family.

Gary and Lonnie's wisdom about the art of inspiration continues to inspire through their writings. Their dedication and expertise in teaching are evident on each and every page. My hope is that each new teacher will read this book, garner tips of the trade, and feel more prepared as they enter their first classroom. And for experienced teachers, may this book rejuvenate you and remind you why you chose this noble profession.

—Erin Gruwell
Teacher/Founder of the Freedom Writers

Meet the Authors

Gary McGuey, a former educator and athletic director, has spent the past decade traveling to all 50 states, as well as internationally. He has visited thousands of schools and has worked with administrators, educators, and students.

Gary is the former director of the Teens Division of Franklin-Covey and created the first curriculum related to *The 7 Habits of Highly Effective Teens*. Gary has also been an Executive Coach at the White House.

Gary authored *The Mentor: Leadership Trumps Bullying*, which provides a proactive approach to reducing bullying issues in schools. He is the coauthor of *The Inspirational Teacher*, which deals with the power of building relationships with your students.

Gary is a highly respected speaker who brings the rare mix of knowledge, humor, and wisdom to every engagement. “*Learn it, Live it, Give it!*” is the message Gary conveys to his audiences. Through a variety of hands-on interactive sessions, participants are encouraged and challenged to continue the process of leadership development. He is a sought-after keynote speaker on topics related to leadership, team building, and student empowerment.

Gary lives in the Finger Lakes region of New York with his wife, Christina, and their children.



Lonnie Moore is a former middle school and high school math teacher. In just his third year in the classroom, he was recognized as Mainstream Teacher of the Year in Pinellas County, Florida.

In 2000, after nine years in the classroom, Lonnie joined FranklinCovey as a training consultant. Since then he has facilitated more than 1,400 workshops, keynotes, and seminars. As a part of the FranklinCovey Education Prac-



tice, he contributed to the creation of The Leader in Me school improvement process. This powerful process is being implemented in more than 2,000 schools globally.

Lonnie has worked with schools from New York City to Honolulu to London, England. Lonnie's experience working with groups of diverse backgrounds has given him a unique and clear vision of what it takes to create impactful programs within schools.

His dynamic and entertaining style makes his presentations fun, challenging, and thought provoking. In addition to *The Inspirational Teacher*, he is the author of *The High-Trust Classroom: Raising Achievement from the Inside-Out*. His training topics include The Leader in Me, student motivation, life management, stress management, becoming an inspirational teacher, creating high-trust classrooms, and success training for teens.

Lonnie's hobbies include running, biking, and swimming, and he has completed more than 100 triathlons, including the Ironman. He has been married to Margie since 1988 and has two daughters, Jessica and Lauren. Lonnie and his family reside in Tampa, Florida.

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This book would have not been possible without the loving support and encouragement of our families: Gary's wife, Christina, and their children, Sean, Devin, Liam, Alyssa, Caitlin, and Tot, and Lonnie's wife, Margie, and their children, Jessica and Lauren.

We would also like to recognize our own "Inspirational Teachers," those who inspired us to become educators, Barbara Thornton in Pinellas County, Florida, and Ed Duffield in North York, Ontario. These two legendary educators believed in and valued every one of their students and challenged students to reach their potential every day.

Although many great leaders and teachers have contributed to the shaping of *The Inspirational Teacher*, we would like to especially thank Sean Covey, Muriel Summers, Stephen M. R. Covey, Erin Gruwell, Dr. Stephen Uebbing, Tony Contos, Susan Leger-Ferraro, Jon Gordon, Michael Fullan, Shelly Catrino, Jeff Tolson, Linda Crain, Chuck Farnsworth, and Annie Oswald. We would also like to thank the thousands of students and educators we have been privileged to work with over the past two decades.

Last, our deepest gratitude goes to our true inspirational teachers—our parents, Dennis and Edith McGuey and Lonnie Sr. and Jane Moore.

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Part I

The Foundation of the Inspirational Teacher

The mediocre teacher tells. The good teacher explains. The superior teacher demonstrates. The great teacher inspires.

—William Arthur Ward