



## Cindy Aillaud Delta Elementary School Delta Junction, AK

### ELEMENTARY: WELLNESS & SPORTS – PHYSICAL EDUCATION K-4TH GRADES

*"I teach games of love: love of life, love of health and love of learning. It is my goal to kindle a love of life in every student in our school. I encourage this love by creating fun and challenging activities during my time with each child. When students arrive at school, they look forward to each day's adventure in the gym. Every class period is filled with fun, physical fitness and essential skills for life. Cooperation, respect, honesty, trust, acceptance, tolerance and citizenship are woven into every lesson. My own enthusiasm is the key to student success, along with clearly defined expectations and the consequences of choices."—Cindy*



*"Cindy's awareness and experience in teaching the whole child is evident in her planning and instruction. The respect she has from the entire staff has allowed her the opportunity to work with teachers and integrate the lessons of the classroom into the gym. She aligns her physical education instruction to the Alaska State Standards in math and reading, thereby providing students an additional opportunity to become proficient and allows them relate the classroom to life. These diverse and linking activities are especially valuable for our at risk students."*

*Sandra M. Hill, Principal*

Cindy brings as much of the outside world as possible into her small isolated community. The Yukon Quest and the Iditarod dog sled races are very important events in Alaska. While the races are in progress, the students are divided into groups and given materials to construct a dog sled, complete with "dogs" to transport their team to the other side of the gym. During the Olympics, the gym becomes the scene of Winter Olympics with groups choosing countries (real or make-believe) that they represent for participation. Every year, she has her school participate in Jump Rope for Heart, sponsored by the American Heart Association to help raise money for heart research. To become more aware of people in need of their help, Cindy's classes participate in collecting donations and jumping rope for an afternoon. Their knowledge of leading a heart healthy life is increased through her lessons about the heart. Cindy encourages students to develop a lifelong love for health and movement. Living in rural Alaska where temperatures frequently drop to twenty below zero or colder is a challenge to be physically active. A much respected doctor once told her, "Motion is lotion!" Cindy shares this with her students, and believes that people must move to stay healthy. Most people need to enjoy moving to keep moving, so she makes moving fun.

#### Other Highlights:

- Fulbright Memorial Fund Scholar, 2000
- Delta/Greely Education Association Teacher of the Year, 1993
- Sister Maria in Fairbanks Light Opera Theater's production of "Tony and Tina's Wedding," 1997
- Photographs have been accepted & exhibited in state and juried shows including the Anchorage Museum of History and Art, 1999 – present
- Photographs on the cover of NEA-AK calendar, 2000, 2002, 2004
- Co-President Delta/Greely Education Association, 1999-2002, 2004-2005
- Chair of Steering and Rules Committee at NEA-AK Delegate Assembly, 2003- present
- Curriculum Management Committee, 2001-present
- NEA Read Across America School Coordinator, 1998 – present
- Jump Rope for Heart Coordinator, 1993 –present
- 5th grade Photography Club Sponsor, 2003-present
- Instructor for local Cub Scouts Summer Day Camp, 1998 – 2002
- Member of Tuesday Tappers Dance Club performing at many community events, 1998 - 2001
- Participant in Annual Community Cleanup Day
- Member of the following professional organizations – National Education Association, Delta/Greely Education Association, Alaska State Science Consortium, Alaska State Writing Consortium, Alaska and American Alliance for Health, Physical Education, Recreation and Dance, Fairbanks Arts Association, Camera Arts Club, and Alaska Photography Center
- Photo awarded Best of Show in American Association for Leisure and Recreation (AALR) 2003-2004 photo contest and will be the AALR Poster of the Year



## Charles (Chuck) Boucher Burrillville High School Harrisville, RI

### HIGH SCHOOL: APPLIED FIELDS – BIO-TECHNOLOGY, 3D ANIMATION, AND ENGINEERING DESIGN

*“I see my classroom as a portal to discovery, a place where students are encouraged to dream great dreams.”*  
—Chuck

*“Our boys are just two examples of what Chuck Boucher’s tireless efforts and commitment have done for students at BHS. In his persistence in being the best educator he can be, he demands excellence from his students. He pushes them to be the best that they can be, and in doing so instills confidence and self esteem beyond comparison.”*

*Robert and Kathleen Fontenault, parents of students*



Imagine in high school attending surgical procedures or working with doctors from Brown University on cadaver studies, constructing an ergonomic devise to assist a student in the school, creating animation or designing an eighteen foot float for the US Postal Service for a parade. These are but a few of things happening in Chuck’s classes. Each unit concludes with students interacting with professionals from neurosurgeons to NASA engineers to the creator of Popeye to heighten enthusiasm and reinforce relevance. Chuck’s approach to teaching is to utilize a variety of teaching styles in a dynamic environment that encourages questions and interaction. Mastery not mystery forms the basis of his teaching. In mastery learning, he strives to make expectations abundantly clear and then provide students with all the information, activities and support they need to not only understand the subject matter but also be able to apply it to a real problem and resolve it.

#### Other Highlights:

- Creation of a Culinary Arts and Arts and Entertainment Academies, 2001-02
- State of Rhode Island Teacher of the Year, 2003
- USA Today Top Teaching Team, 2003
- Burrillville School District Teacher of the Year, 2003
- Radio Shack National Science and Technology Award, 2001-02
- Wrote a grant to bring a \$30,000 solar lab to the High School for the Power & Energy offering
- The Learning Channel does a feature on the Bio Tech class, 1995-96
- Feature Presenter at NEA National Conference on Making Learning Relevant, 1996
- Published article in NEA Today magazine, “Developing New Initiatives and Making learning Relevant”
- Other interests include Big Brother Program, Raising a happy family, Instructor/Coach of Basketball, Ice Hockey, Baseball, and Archery



## Carol A. Boyer Elma Elementary School Elma, WA

### ELEMENTARY: INTERMEDIATE – 5TH GRADE

*“I believe teachers must not only use their own interests in teaching, they must exploit them. I am a unique individual and my classroom is unique because it reflects my interests and beliefs. Differences in teachers allow us to infuse enthusiasm into our teaching and foster it in our students. What we do as a class defines us as a community. Connecting student learning to what interests them reaps huge rewards for the child, community and environment.” —Carol*

*“Innovative, energetic, creative and inspiring are a few words to describe Carol’s teaching. Carol believes in integration and hands-on activities. Carol is always finding new ways to enhance learning in all subjects. She is a talented musician and speaks fluent Spanish and incorporates these into the students’ learning. She encourages us to expand our horizons.”*  
Angie Salvaggi, Colleague



One of Carol’s first classrooms was a 35-foot motor home parked on a hop ranch in the Yakima Valley of Washington State. She was fortunate to be involved in a project called La escuela en ruedas, The Little School on Wheels, emphasizing education for children of migrant farm workers. Their escuela followed the harvest around the state just as the students and their families did. Not only did they teach in their motor home, they slept in it! Beds folded into student tables and there was a small kitchen in the rear. Living in a migrant labor camp, Carol learned about loving families committed to bettering their children’s lives through hard work and education. She was honored to be invited into their homes, share meals with them, and be addressed as maestra, teacher.

#### Other Highlights:

- Toyota Tapestry Award in Science and Literacy, 2003
- Constitutional Rights Foundation, Robinson Service Learning Grant, 2003
- Intel “Teach to the Future” master Teacher, 2001
- Magic Apple Grant, Washington State Department of Ecology, 2001
- Bill and Melinda Gates Teacher Leadership project, 2000
- Conference presenter, NSTA, 2004, 2002; ASCD, 1995; Western States Migrant Education conference, 1981; National migrant Education Conference, 1997
- Other positions included – Special Education and Title I teacher, 3 years; Special Education resource teacher, 6 years; Migrant Resource Teacher, 3 years; Mini-Corps College Coordinator, 2 years; Title IV-A Indian education Teacher, 1 year; and Music Teacher, 2 years
- Member of National Science Teachers’ Association and Washington Science Teachers’ Association
- Choir Director at Montesano United Methodist Church
- Plays piano and cello
- Involved in Hispanic Ministry including building homes in Mexico
- Hobbies include sewing, quilting, and bird watching





## Mellie (Micky) Hamilton Cope and Sally Austin Hundley Waynesville Middle School Waynesville, NC

### MIDDLE SCHOOL: LANGUAGE ARTS, SOCIAL STUDIES, MATH & SCIENCE TEACHERS IN TWO-PERSON TEAM

*“Ownership is increased when students research & and prepare instruction for a technique called paradoxical teaching. Students cite goals from the state curriculum guides to support their choices, address multiple learning styles, and choose topics that will instruct us.” —Micky & Sally*



*Each year I'm amazed at what these students are learning. These teachers are facilitators – the students take responsibility for their own learning. They have a way of telling students what to look for without telling them what to see.*

*Debbie Davis, Asst. Principal*

*My son had been chosen for their program because he wasn't working up to his potential. I went several times to observe the class. Mrs Cope & Mrs. Hundley were working on all students' weaknesses by putting responsibility into the students own hands, having faith in the children and showing how to accomplish it by working in the areas they needed the most help in. What the students didn't realize, and honestly neither did most parents, was that as the students became more proficient in their “bad” subjects, the confidence went over to their good subjects and they excelled more.*

*Anna Hall, parent*

Micky and Sally's classrooms are innovative, and unique because they created an environment, the Saoi “see” Program, tailored to the needs of non-traditional learners. Saoi is the Gaelic word for wisdom and their motto states that they are “an innovative approach to learning and community.” Students join them in the eighth grade because of grades, test scores, attendance, free lunch status, and/or behavioral issues in previous years. These are the students at-risk to fuel our county's increasing dropout rate. Because of their background distrust of school, Micky and Sally have eliminated use of textbooks, homework, and teacher-made tests and created a program focused on both service- and experiential-learning.

#### Other Highlights:

##### Micky:

- Nationally Board certified, 2001 • Mentor to ILT (Initially Licensed Teachers) and student interns
- Published online lesson plans for the Library of Congress American Memory Project –An Adventure of the American Mind in collaboration with Western Carolina University
- Member of TARA (Teachers as Researchers Academy)
- Received \$3000 Learning and Leadership grant from NEA Foundation to aid in development of the Saoi Program of Waynesville Middle School, 2002
- Model Clinical Faculty Member at Western Carolina University, 2004
- Member of NCAE (North Carolina Educators' Association), 1990-present
- Recipient of the Margaret Kooiman Reeves Drop Out Prevention Teacher of the Year Award in Haywood County, 2002/2003
- B.S. & M.A. Ed. Middle Grades Education- College of Education and Allied Professions Western Carolina University
- Received \$35,000 HP Technology for Teaching grant

##### Sally:

- Nationally Board certified, 2001 • North Carolina Teaching Fellow, University of North Carolina-Chapel Hill
- Created the Saoi Program with teammate to meet the needs of at-risk students at WMS, 2002
- Creative Teacher of the Year at WMS, 1997
- 2002-2003 Mildred Kooiman Reeves Dropout Prevention Teacher of the Year
- NCAE Leadership Grant Recipient
- Blue Ridge Math and Science Grant Recipient
- HP Technology for Teaching Grant Recipient
- Digital Edge Program through NBPTS, ISTE, AT&T Foundation and Apple Computers, 2002-2003
- Member Teachers as Researchers Academy (TARA) in partnership with WCU
- Model Clinical Faculty Member at WCU, 2004 • Mentor to Initially Licensed Teachers and Student Interns



## Brian Freeman Peterson Elementary School Red Springs, NC

### ELEMENTARY: PRIMARY - SECOND GRADE

*“Are you ready for a G-rated kid’s action adventure? Then get ready to learn about the School Daddy’s classroom and you’ll see what makes this classroom practice and environment innovative and unique.” —Brian*

*“The main reason Mr. Freeman is so successful is because he sets high expectations for all his students regardless of their abilities. He is successful at motivating & inspiring students and their families to achieve greatness.”*

*Penny Gibson, Principal*



Brian’s teaching is shaped by the background and experiences of his multi-cultured and diverse rural North Carolina students. Brian sets high expectations for all students and when you step into this magical second grade classroom hold on to your book sack because it will be an action adventure made just for kids. Brian does whatever it takes to make sure his students are inspired to learn even if that means using dance steps to teach spelling words or dressing up as wacky characters to teach a math lesson. His classroom is captivating, bright, colorful, and inviting - filled with pillows, curtains, rugs, plants, games, learning centers and a clothesline of his students’ art. Brian makes school magical and comfortable for all students.

#### Other Highlights:

- Nicknamed the School Daddy by his students
- Former President, Vice-President and Treasurer of his local teacher association
- Serving a four year term as a Red Springs Town Commissioner
- Nationally-known motivational speaker and staff development presenter
- Former PTA Vice-President/Fundraising Chair and helped to raise \$38,000 for the school’s playground restoration project
- National Board certification
- 2003 NEA Foundation-Horace Mann Teaching Excellence Award recipient representing the 2.7 million members of the NEA. Used a portion of his prize earnings established a teacher education scholarship at his alma mater, The University of North Carolina at Pembroke.
- SDE’s National Second Grade Teacher of the Year after creating a unique learning project, “Celebrity adventures with Flat Stanley”. This project inspired his 25 students to read almost 7,000 Accelerated Reading books. His students became pen pals with over two dozen celebrities.
- Brian’s innovative teaching captured the attention of the First Lady of North Carolina, Mary Easley, who visited his class and read to his students. His class created a community quilt that represented their hometown, county and state and presented it to the First Lady. In return, she loaned it to the North Carolina Museum of History for all North Carolina citizens to view its beauty.
- Received a \$2,000 Innovation Grant from the NFIE that was used to fund Camp Writer’s Block: A Family Affair. This is a four-month family writing camp that teaches helpful writing strategies. Students write and illustrate their own books that are then professionally published and dedicated at a formal author’s reception.
- Twice named one of the top 40 teachers in the nation by USA Today
- Began a family partnership program, Second Grade Success Easy for Partners in Education authoring a family resource guide and visiting homes to share ways to reinforce at home what is being taught at school
- Established Project A.B.C. (All Businesses Care) taking outstanding class work or projects to local businesses to be displayed in the community
- Other Honors: District Teacher of the Year, Jiffy Lube Teaching Excellence Award, North Carolina PTA District 4 Outstanding Educator, Terry Sanford Award for Creativity in teaching, State Finalist for Presidential Award for Excellence in Math and Science Teaching



## Liz Gallego Moisés E. Molina High School Dallas, Texas

### THE ARTS: HIGH SCHOOL DANCE (SPECIAL FOCUS—INTERDISCIPLINARY AND MULTICULTURAL INSTRUCTION)

*"I grew up in Laredo, Texas, the poorest city in the United States. I received an education to leave the barrio and I never expected to return. In 1991, life's circumstance brought me to Oak Cliff, a barrio not unlike the one I had left behind. It was there that I discovered my life's purpose. I am a "coyote" I lead students on the path of art, creativity, and curiosity. But, before I could lead my students, I had to learn to follow. During those first three years in a barrio, my students taught me valuable lessons about life, culture, and happiness. Many of those students are still dancing today." —Liz*



*Through her leadership, Ms. Gallego, has become an integral part of many young students' lives. She has been an outstanding mentor with the foresight to assist them in setting meaningful goals and at the same time empowering them to make choices and take responsibility for their own learning. The students in her classes have benefited greatly from her enthusiasm and diverse expertise. Her leadership, energy, drive and innovative spirit has had a remarkable impact on students at Greiner Middle School and Molina High School proving them with a role model that may not be "at home."*  
Gladys Keeton, Associate Professor, Department of Performing Arts-Programs in Dance Texas Woman's University

Students enter the dance program at Molina without any prior exposure to dance as a fine art. Liz's goal is to not only expand their vision of dance, but of themselves & their world. Her most powerful tools have been interdisciplinary bilingual projects that include controversial topics, women's issues, history, current events, culture, technology and the power of the arts. Success is not something that can be measured with a score. Creativity is a shape-changer. Success ultimately comes from the students' ownership of projects. Each project has instruction, creativity, collaboration and controversy.

#### Other Highlights:

- Named to the committee to Revise the National Standards for Dance, National Dance Association, 2003
- First Dance Teacher Featured on the Center for Educator Development in the Fine Arts website, 2002
- Dance program featured on two videos, Portraits in Excellence (2000) and Dance for All Learners (2002) produced by the Texas Education Agency
- Vice-President, Texas Association for Health, Physical Education, Recreation, and Dance, 2001-03
- Dance Educator of the Year 2002, Southern Association for Health, Physical Education, Recreation, and Dance (13 states)
- Dance Educator of the Year 2000, Texas Association for Health, Physical Education Recreation, and Dance
- Popular presenter at regional, state, and national dance conferences, as well as a cultural and fine arts consultant, 1995-present
- Selected to the first Fine Arts Cadre to be a teacher trainer by the Texas Education Agency (Center for Educator Development in the Fine Arts), 1999
- Recipient of fifteen grants including two for Innovations in Education
- Founder and Director, Folkórico Festival of North Texas, the largest folklórico competition in the USA, 1991-present
- Published author, Winning: The Dance Competition Handbook for Teachers, Students, Parents, and Judges, 1999. Served as an education and cultural consultant for three dance text-books, 2002
- Presented nearly 400 community service performances since 1991
- Hobbies: Latin American history/current events and authentic Argentine Tango





## Robert Garry John J. Jennings Elementary School, Bristol, CT

### ELEMENTARY: INTERMEDIATE – 5TH GRADE

*"I am always a teacher – seeking out meaningful learning opportunities and experiences to bring to my students. Learning opportunities exist everywhere, and I take advantage of every occasion to present students with opportunities to make new discoveries and become inspired learners. In my classroom, the impossible becomes possible. Students and their families know when their teacher has made a personal investment in their success – this strengthens the bond between home and school and may contribute to a lifetime commitment to learning. I believe in what I do, and I know that great things will come for my students as a result of my efforts as a teacher. I can think of no other profession where you get to be a child's hero for 180 days – and in some cases much longer." —Bob*



*"Robert Garry is an outstanding educator who makes a difference in the lives of our children each and every day. His creative and innovative approaches to teaching make him an exemplary teacher and a positive role model for our school community. Bob believes in the power of teaching with Multiple Intelligences to reach the potential of every child he works with." ~ Gail Gilmore, Principal*

Teaching is as much an art form as it is a profession. Anyone can deliver information, but the key to good teaching is finding unique ways to get the students involved in the learning. In my classroom, learning is a journey not a destination – and it is one I travel with the students. Integrating curriculum, constant monitoring for understanding, differentiating instruction, and presenting students with opportunities to be "in charge" of their own learning is central to my effectiveness as a teacher. Keeping the students interested in the many topics they are presented with is a challenge – but an enjoyable one. Humor is a terrific resource in my classroom – learning (and teaching) should be fun. We laugh and we learn to enjoy learning everyday. I use any means available – props, tools, actions, voices, toys, and tricks – to involve students in the learning. The theme from "Jaws" often introduces our math class, kitchen utensils and student mannequins become valuable parts of many lessons, and rather than a strict discipline policy we have the town of "Garryville" where students earn weekly salaries based on academic and behavioral goals (they even pay rent, run businesses, and buy homework insurance!). I even use my background as a martial arts instructor to introduce new topics. My goal is to generate interest and enthusiasm – once I have their attention, my students can learn anything.

#### Other Highlights:

- Bristol Teacher of the Year, 2004-2005 • Southwest Elementary School Teacher of the Year; 2000
- Connecticut Association of Schools Outstanding School Project Award (2000) for "The Human Snowglobe Project – A unique winter experience through writing and the multiple intelligences.
- Connecticut Association of Schools, Student Leadership Conference; Annual Presenter (1997 - 2004)
- Minds in Motion; CT Assoc. for Gifted Education; Presenter (1997, 1998, 2001)
- Cystic Fibrosis Walkathon Participant; Annual Participant • Started "Breakfast Club" – Before school tutorial program for students needing extra academic assistance.
- Jennings School S.T.O.R.M. Team Advisor; S.T.O.R.M. stands for Special Team of Role Models.
- 4th Degree Master Black Belt - Tang Soo Do Karate • Tang Soo Do Masters Alliance Codes & Tenets Award Recipient (2002)
- Best of the Best Tournament Champion, 2001
- Head Instructor; Plymouth Karate Club; 1994 - 2003
- Tang Soo Do Masters Alliance Board of Directors, 1997 - 2004
- Kid Smart – Parent / Student Self Defense Seminar Series
- Southington Girl Scouts Sports Day; Martial Arts Seminars & Demonstrations • Piano Player / Singer – Performed professionally throughout Connecticut



Gillian King  
Woodworth Middle School  
Fond du Lac, WI

**MIDDLE SCHOOL: SCIENCE – 7TH GRADE  
LIFE SCIENCE & 8TH GRADE  
EARTH SCIENCE**

*“My beliefs are embedded in all aspects of my classroom environment. My students know I believe that all of them have the ability to learn and that I will do everything I can to help them achieve their full academic ability. I structure my classroom around my students; since I seldom use the textbook I can accommodate my students’ learning styles while still covering the required curriculum. While the structure of each period remains the same, I use a different approach in teaching each class in order to best accommodate the various learning styles of that particular group of students. I judge students individually and help them realize their untapped potential. People always tell me that, as a teacher, I have the power to shape the future. However, I have ultimately found that it is my students and the experiences they bring with them that shape me both as a professional and as a person, and I am infinitely grateful for it.” —Gillian*



*“Mrs. King has had a profound influence on both of my children. She uses a variety of methods to challenge and excite all of her students. My children retain and use the scientific methods they learn from Gillian in other classes, even 2 years later. Her students love inter-subject thematic units, such as a hands-on detective case. In addition, she initiated the science fair in the school and district-wide. Because of her, my kids love science, and they have learned skills they will use for many years. She is one of those incredible teachers that students will remember forever.”*  
Susan Sande, parent of current and former students

In order to help her students achieve their potential, Gillian runs a morning study program in which she helps students study for tests and aid with homework or anything else they need before school starts. Gillian also takes this time to help them organize their notebooks and folders, as well as their lockers. To help parents keep up with daily occurrences and assignments in class, she created a newsletter that lets them know what the assignments and due dates are for each unit. Gillian sends the newsletter via e-mail or the regular mail, depending on what is most easily accessible for the parent. The individual backgrounds of each of her students have a big effect on how she runs her class. Gillian encourages the students to become their own advocates and not to be afraid to ask for help. She challenges her students to reach their full potential through hands-on activities.

**Other Highlights:**

- Science Department Division Leader 2000- present
- Team Leader of the Puma Team
- Coordinate and facilitate Puma Team Power Hour [team-based morning study program]
- Founder and director of the school-wide science fair
- Participate in mentoring new teachers in the school district
- Provide training for student teachers 2000 – present
- Fond du Lac Teacher of the Year 2001-2002
- Who's Who Among Teachers 2004
- Other interests include spending time my husband, Ted, and 2 boys, Braden and Declan; as well as gardening, reading and riding ATV's





## Jason R. Harding Peebles Elementary School Pittsburgh, PA

### **ELEMENTARY: SPECIAL NEEDS – LEARNING SUPPORT FOR STUDENTS WITH VARYING EXCEPTIONALITIES**

*“Teaching is my passion, not my job.’ My parents were educators and the words of my late dad ring through my ears each day as I enter my classroom determined to inspire and teach my students. My teaching needs to be completely centered on each of my student’s individual backgrounds, interests and experiences.” —Jason*

*‘Jason exemplifies all that is good, right and noble about our profession. As a Special Education teacher, he works with children who look to him for extra measures of educational support, an encouraging smile and a bright bold tie that serves as an entrée to each day’s lessons.’*

*Linda Romito, Principal*



“Every student can and will be successful in our classroom. My students and I have worked to create a place where they can learn through ‘Structured Freedom.’” Jason’s structured freedom is like one, huge country made up of individual cities. There are no desks, but instead centers, dividers, tables, bean bags and other learning areas. Jason establishes tone through planning, open communication, and intense work habits encouraged by incentives and clear expectations for achievement. Jason’s instruction includes one-on-one and small groups, written practice, visual and auditory stimulation, and hands-on activities. Jason works to make learning fun! Many activities, games and centers are used to draw students’ attention to learning. New ideas flow easily because there is not the frustration or concern about expectation. Understanding the learning needs of his students and helping them better understand how they learn best is the lifeblood that pumps accomplishment into the veins of Jason’s classroom.

#### Other Highlights:

- Teacher in North Allegheny School District
- Special Education Adjunct Consultant for AIU#3 PA-Learners Online
- Bachelors of Science: Elementary Education (K-6)
- Bachelors of Science: Special Education (K-12)
- Masters Degree: Curriculum and Instruction
- Principal Certification Program (K-12)
- Superintendent Certification Program (In Progress)
- Doctoral Candidate-Educational Leadership (In Progress)
- Teaching Tolerance Magazine: Education Grant Recipient
- North Allegheny Distinguished Leadership Award
- Marie McKay Education Award
- Henry J. Furrie Scholarship
- Slippery Rock University Leadership Excellence Scholarship
- Golden Key National Honors Society
- National Residence Hall Honorary Scholarship



## Julie Harris Turtleback Elementary School San Diego, CA

### ELEMENTARY: INTERMEDIATE – 5TH GRADE

*“Mister Rogers said, ‘Learning and loving go hand in hand.’ Loving my students as if they are my own children is at the very heart of my beliefs about learning and human growth and development. In loving each child, I try to accept him or her as is: a complete person with strengths to build on and needs to fill. I want my students to know that even if school becomes very hard and shakes their confidence, I will care for them. They may shake, but they will not break. This can only happen with the support of love and the trust that grows from that. I look at children and see the possibilities, even if they don’t see them.”— Julie*



*“She has the unique ability to focus on the inner core of a child and pull out the very best in them.” Diane Callahan, parent of a former student*

Julie believes that fifth graders are at the golden end of childhood as they begin to face the academic and social challenges that come with the onset of adolescence in middle school. For this reason, she always begins her school year with the end in mind. On the very first day of class, Julie tells students, “I am not your 5th grade teacher. (Big pause.) I am your 6th grade preparatory teacher.” Eyes widen, sometimes there’s an audible gasp. Eventually, smiles break out on every face. These children realize they’ll be getting the inside scoop for success. She makes it plain that she expects them to be the best-prepared students in their 6th grade class next year. Also on that first day, Julie asks the students to record and share their hopes and dreams for the year. Knowing where they are and where they want to be helps her to plan according to their expressed needs. In beginning with the end in mind, she knows that she needs to do more than teach her students the required academic standards. Julie not only feels a responsibility to see that each child is secure in the ability to be literate with words and numbers, but also to allow each child to reach his or her full potential. She teaches students not just what to learn, but how to learn. Staying in touch with her students through the years, Julie has found that the most successful are those with not just secure academics, but also a strong work ethic, solid study and organizational skills, and the know-how to make and keep positive relationships with others.

#### Other Highlights:

- Over 28 years as a first-through-sixth grade educator, teaching in a wide range of school settings including five years working with socio-economically disadvantaged students in South Central Los Angeles
- Worked in a program “looping” with her fourth grade students to fifth grade
- Distinguished Teacher in Residence, College of Education, California State University, San Marcos
  - Served a two-year appointment as a Professor in the College, teaching foundation of education courses, social studies methods courses, and supervising student teachers in the elementary, middle, and high school levels
- Developed a parent education program called the “Smart Cookie Club,” a partnership between home and school, helping parents assist their children academically and behaviorally
- Served as Director and Associate Director of the California History-Social Science Project under the auspices of the University of California at San Diego
- Teacher Leader of the California Physical Education-Health Project, under San Diego State University
- Mentor and coach for literacy skills, Poway Unified School District P.R.I.D.E. (Poway Reading Instructional Development and Education) program
- Master Teacher with California State University, Los Angeles, Chapman University, and National University
- Member, Phi Delta Kappa
- Presenter, California Council for the Humanities Conference, University of Southern California
- Presenter, California Council for the Social Studies Conference
- Consultant, Project S.P.A.R.K. (Sports, Play, and Recreation for Kids) physical education program, San Diego State University
- Consultant, SIP (School Improvement Program) Program Quality Review, San Diego North County Consortium
- Facilitator, Poway Unified School District School Redesign Symposium
- Recognized as a California Mentor Teacher in both the Los Angeles Unified School District and the Poway Unified School District
- Recipient of the PTA Phoebe A. Hearst Educator of the Year award at Turtleback Elementary School
- Recipient of the Turtleback Elementary School Teacher of the Year award
- Master of Education – Reading, Loyola Marymount University, Los Angeles, California
- Contestant Champion, “Jeopardy!” TV game show
- Volunteer, KPBS Public Radio Reading Service



## John Hartzog Eyer Middle School Macungie, PA

### MIDDLE SCHOOL: MATH – 7TH GRADE MATH CONNECTIONS & PRE-ALGEBRA

***“I treat my classroom like real life. I promote the idea of learning a little bit more – the idea of satisfying the inquiring mind.” — John***

*“John is one of those teachers that children love, admire and remember all their lives. He brings to every class a love for math and an understanding of children. He makes lessons come alive with his unique way of involving students in their own learning. John devised a complex organizational system that promotes participation and involvement. Students are given responsibilities that place them in charge of their learning, and it works!”*

*Liz Drake, Principal*

John’s classroom is filled with posters, pennants, charts, game boards and polyhedrons hanging from the ceiling. Even his 7th graders learn how to figure what it will cost them to live on their own. They must figure apartment fees per month, food, bills, insurance, gas, car fees and present the information in a written report. John pays students for their jobs and their successes by using math moola. Challenges are given daily to introduce and reinforce objectives, to learn how to solve probability problems and to improve problem-solving strategies via real life puzzles. Former students and parents return to thank John for making math fun and meaningful to them.



#### Other Highlights:

- Coordinator of the Prime Factoring Contest at Eyer
- Coordinator of St. Jude's Hospital Mathathon-this year raised over \$1600
- Coordinated the Pennsylvania Math League Contest for eighteen years
- Coordinated the Eyer Trivia Contest for 25 years
- Coordinated the Lehigh Valley Junior Scholastic Challenge for 7 years
- Coached the Eyer teams to 4 grade-level titles
- Coordinated the Eyer Scholastic Challenge for twelve years
- President of Eastern Pennsylvania Council of Math Teachers 1992-1994
- Coached the Stock Market Game through Lehigh University
- Eyer took first place in its division in 1991
- Coordinated the March of Dimes Walkathon for ten years
- Judged local MathCounts competition at Lehigh University in 1990
- Coached Olympics of the Mind for four years
- first place regional in 1983 and second place regional in 1984
- Commencement speaker at Weatherly High School in 1997
- Nominee for the 1993 Presidential Outstanding Teacher Award
- Nominee for the 1992 Pennsylvania Outstanding Mathematics Teacher Award
- Recipient of the Outstanding Teacher of the Year Award from the East Penn School District in 1985
- Created and coordinated the Super Bowl of Trivia for 20 years. Contestants hailed from NJ, NY, Conn., Texas, Ohio, Wisconsin, and all over PA
- Hosted Trivia shows on radio stations WKAP, WSAN, WAEB, WHAM in the 70's and 80's.
- Met Clayton Moore, who famously portrayed The Lone Ranger on TV, and did 3 radio shows with him
- Performed as a DeeJay for about 7 years
- Hobbies include running, trivia, and attending events at Easton's State Theater and the Lehigh Valley's Civic Theatre
- HE LOVES TEACHING! HE LOVES HIS KIDS! HE LOVES LIFE!





## Deb Hurst Joe Dan Mills Elementary School Austin, TX

### ELEMENTARY: EARLY CHILDHOOD – KINDERGARTEN ENGLISH AS A SECOND LANGUAGE AND INCLUSION

*“My classroom reflects the real world. I want to celebrate the differences of each child and family. My ‘teaching’ job is to create a literate, problem-solving, risk-free, higher-level critical thinking, encouraging environment for all children taking into account their individual needs, and learning styles. But, I also want all children to be included, accepted and develop empathy for others. I want to set an atmosphere of trust and let each child develop a positive self-concept... to feel proud of who they are. The parents, children and I have learned, ‘we are all the same in different ways.’” — Deb*



*“Deb not only inspires her students, but also her parents and other teachers with her creative, child-centered approach. Deb is a master at building classroom community which she begins on day one by encouraging and modeling empathy and compassion for others. She encourages her parents to become a network by hosting family centered events.”*

*Lisa Leigh, Colleague*

Deb designs her teaching to help facilitate oral language development by using hands-on materials and concrete experiences. Real, rich and complex ideas and materials are the heart of the curriculum. The key focus of her kindergarten class is oral language development for ALL children. Deb has a vision that all children can be included in the regular classroom and works daily by modifying instruction for each child to make that vision a reality. Deb’s school developed the STAR program (Students and Teachers Always Reaching) to include children with disabilities in the regular classroom, and her previous inclusion program was awarded a state Promising Practice Award and was a model for the state.

#### Other Highlights:

- Nationally Board Certified by National Board for Professional Teaching Standards and an assessor
- Member of National Association for the Education of Young Children and attended many national conferences
- Region XIII’s Teachers Leading Teachers Program to explore current research & methodologies in Early Childhood Education; explore literature, develop workshops and present to others in the region, 1989- present
- Member, High/Scope certified teachers and has presented workshops in Austin and Texas as well as attending an international convention
- Trainer for New Teachers in her district and mentor to new teachers and intern teachers
- Member, Teacher Leadership Development Program
- Past President of Iowa Teachers of the Hearing-Impaired and set up a statewide conference
- Member of STAF committee (Area Teachers of the Year) to meet monthly with the Superintendent on educational issues
- Curriculum writer for her district and developing kindergarten benchmarks for math
- Teacher of the Year at Galindo and Mills Elementary and twice a semi-finalist in Austin ISD’s Teacher of the Year
- Twice semi-finalist in HEB Excellence in Education Award



## Hector Ibarra West Branch Middle School Iowa City, IA

### MIDDLE SCHOOL: SCIENCE – 6TH GRADE

### PHYSICAL SCIENCE: 7TH GRADE EARTH SCIENCE

*“Born in a one room school house... my mother a school teacher.....one could say I was born with teaching in my blood. But I was born in Mexico, coming to the United States when I was 5 years old. I was fortunate in that my parents came to a steady job. My family didn’t move crop-to-crop, season-to-season as so many Mexican families do. At a time before English as a second language was offered in school, I was in danger of failing in the school system. Were it not for my fourth grade teacher, Ms Myrtle Olson, I am sure I would have continued to struggle, with little true learning occurring. By the end of the year I had a solid grasp of the English language. I can never sufficiently express my appreciation for the time she took with me. Perhaps this was the start of my interest in becoming a teacher.” —Hector*



*“Hector is a unique person whose collaboration with teachers is not only in the school he teaches, but more importantly at the district, state, national and international levels. He realizes the importance of providing opportunities for his students but also students and teachers in other classrooms as well as collaborating with businesses and community members.”*

*Margaret Sadeghpour-Kramer, colleague*

Walk into Hector’s classroom and you find a beehive of activity and discussion as “young scientists” perform investigations. Simultaneously they are developing understanding of science concepts. Hector believes that students learn best by “doing” and that new learning builds upon past learning and experiences. Students answer “I think” questions about each investigation. I do not tell them an idea is right or wrong. This approach helps students learn there may be many views, some commonly shared as well as others they never thought possible.

#### Other Highlights:

- Ph.D. Candidate ABD; University of Iowa.
- Facilitates weather graduate course, DataStreme. The project was a 5 year NSF teacher enhancement initiative of the American Meteorological Society and is funded by the NOAA. 1996 to present
- Developed & presented Short Courses for the 1992, 1993, 1995, 2000, 2002, & 2003 NSTA Conventions; 100+ presentations
- Organized & coordinated PLESE (1992) and TIOS (1993) team of teachers, administrators, & professors from Iowa
- Board of Trustees, National Teachers Hall of Fame, 2002-2005
- President APAST 2000-2002; President NMLSTA, 1997-98; NSTA Board of Directors, 1997
- NMLSTA Board of Directors, 1993-96; NSTA Committee for Middle Level Education, 1992-94 & 1997
- Author—Solar Powered Racers: Racing with the Sun. Articles published in Science Scope, Science Teacher, Connect, Middle Ground, & AMS Bulletin
- Over 50 grant proposals accepted. Solar car grant has provided opportunities for over 20,000 Iowa middle school students to be involved in the project since 1995
- NSTA Distinguished Teaching Award, 2001; State Farm Good Neighbor national award, 2000
- West Branch Chamber of Commerce Community Member of the Year award, 1999
- Governor’s Community Involvement and Leadership Award, 1993 • National runner up in eCybermission award. Governor’s (Iowa) Environmental Excellence award, 2002
- Semifinalist in Bayer NSF Community Issues Award program, 2002, 2001, & 1998 • EPA President’s Environmental Youth Award, 2003, 1997, & 1993
- Presidential Award for Excellence in Science Teaching, 1993; Milken National Educators Award, 1993 • 1997 program cited by President Clinton in his address on Global Climate Change.
- United States Dept. of Energy Best in Category National Award for Energy Education, 1996
- Sea World’s A Pledge-Promise Environmental Award and Ohaus award for Innovations in Middle Level Science program, 1994
- Fulbright Memorial Fund Master Teacher Program, 2003-present; US WEST Outstanding Teacher Program, 1993
- Christa McAuliffe Fellowship, USA TODAY Teacher 1st Team, Runner up for Iowa Teacher of the Year, 2002
- Governor’s (Iowa) Environmental Excellence leadership award, 2000; Who’s Who (2000-1998, 1995-94)
- EPA Environmental Educator of the Year Award (Iowa), 2000; Alliance to Save Energy Star Award, 1996
- Inducted - National Teachers Hall of Fame, 1998 & recipient of Chemical Manufacturers Assoc. National Catalyst award, 2000
- Fulbright Memorial Fund Study Abroad, Japan, 1997; Fulbright Study Abroad fellowship, Russia, 1992
- National Wildlife Federation Conservation Educator of the Year, 1996 • NAGT Iowa State Outstanding Earth Science Teacher, an Iowa Renewable Energy Leadership Award, 1994
- Iowa Academy of Science Excellence in Science Teaching Award, 1991
- Selected to explain to President Bush NASA’s LASER unit, 1990 • Consultant for NRC; grant reviewer 1993 Eisenhower Program for Science Education State Curriculum Frameworks
- National judge: Duracell, Discovery Young Scientist Challenge, and Marteka awards • Member of NSTA, APAST, AMS, NMLSTA, IAS, Pi Lambda Theta, & NEA



## Tammy Haggerty Jones Strassburg School Sauk Village, IL

### ELEMENTARY: PRIMARY – 3RD GRADE

*“I see the world through the eyes of a child. I believe that the world is filled with wonder, that learning is exciting, and that anything is possible with a little imagination, tape, string, glitter and a box of crayons. I teach children that it is acceptable (and encouraged) to take risks, make mistakes, get messy, giggle, and have fun in the process. I promote a community environment that is nurturing, loving, creative, and forgiving.”— Tammy*

*“I would like to express my admiration for the teaching style of my child’s teacher, Mrs. Jones. From the beginning, I could see that things were different. For example, by trying to draw sprinkles out of a cup of water with a straw, the students learned how a seahorse eats plankton. Almost every-day my daughter comes home bursting to tell me what new and exciting things she learned.”*

*Shannon McKay, parent of a current student*



As you cross into Tammy’s classroom, you notice something exciting is happening inside and out. Every month, Tammy takes the state’s learning standards and creates a project-based monthly theme. She creates adventures for her classroom because the majority of her students have never experienced the culture around them. Field trips to near-by Chicago are not permitted, but that doesn’t stop Tammy. Through grants she brings Chicago museums and guest speakers to Strassburg School. The class takes imaginary trips. With no art classes, playground or budget for classroom supplies, Tammy asks and receives specific items for local merchants, and the students send notes and photos to thank those who donate. Tammy’s belief is, “We have something more valuable than gold – our imaginations.”

#### Other Highlights:

- School representative, The Field Museum of Chicago’s Ambassador program; liaison between the school and museum educators; gets to go behind the scenes with scientists and study the museum’s artifacts and bring educational experience boxes back to her school for the children to explore
- Hobbies and interests include playing in Chicago with her family and gardening

Honoring Creativity in Teaching





## Gail Janus Kreher Mill Springs Academy Alpharetta, GA

### **SPECIAL NEEDS: HIGH SCHOOL LITERATURE, WRITING, JOURNALISM TO STUDENTS WITH LEARNING DISABILITIES**

*"I wasn't always a teacher. Before I wrote lesson plans, I was a TV weathercaster on the nightly news. For ten years 'Partly cloudy with a chance of rain' was my curriculum, and the mission was to be creative...on cue! What terrific training for a career in education. But, eventually broadcasting lost its allure and I found my real career: teaching. For ten productive, challenging years I gave all I had to Georgia public school inclusion classes and resource rooms. Now, I am in an innovative academy that changes lives daily. We regularly celebrate Mill Springs Miracles, because "If a student can't learn the way we teach, we teach the way he/she can learn." I am grateful to be in a setting that provides flexible structure, community support, and responsive, challenging teaching." —Gail*



*"Gail has a distinguished professional history as an educator, a special educator in particular. She has worked for a number of years with students who struggle to read and to write. The success that students experience in her classes is second to none. Evidence of this success has been through the testimonies from her students who have graduated, gone on to college, and come back to say "thank you" to Gail for pushing them to do what they thought they couldn't do."*

*Bruce Brownlow, principal of the Upper School*

*"Children are like puzzles in scattered pieces and as parents, we cannot help them fit all their pieces together without substantial support. Gail painstakingly helped reshape our son, piece by piece with the patience of a saint. She gives of herself and imparts to her students not just knowledge but a belief that you can accomplish what you want and if, at times you don't believe – Gail is there to believe for you." Joyce and Howard Kaplan, parents of a current student*

Gail helps students realize that they - more than parents or teachers - have the power for their own success. She empowers each student by expecting him/her to be a problem-solver and an active participant in his own education. Students help to plan for and create their own learning environment by choosing materials; by negotiating in advance for more time if they need it; by regularly evaluating the difficulty of their assignments and then speaking up about it; and by helping to decide on grading criteria. Each student must ask a question about every assignment, and often students' suggestions are incorporated into the assignment, while those with low verbal comprehension get clearer information. Students log any excuses they may have for missing a deadline, so that they can track their own patterns, and strategize measures to tighten up. Each student is her only student, and each class is her only class. High energy, high expectations, and plenty of good humor produce student success.

#### Other Highlights:

- M.Ed. in Special Education – North Georgia College and State University
- B.A. English –Syracuse University, Burrstone Campus
- Ten years in Broadcast Journalism in Atlanta, GA; New Haven, CT; and Worcester, MA
- Published twice in a national women's magazine



## Jason Kuhlman Central Point Elementary Central Point, OR

### ELEMENTARY: PRIMARY – 2ND GRADE

*“As a twelve-year-old boy I thought that the most perfect job in the world would involve testing action figures for a toy company. But instead of playing with make-believe heroes, I have chosen to actually be a hero—I have chosen to be a teacher. There are many things that I live for in life. I live for the joy of being a dedicated husband. I live for the pride of being a daddy. I live for the inspirational awe that only 32 seven-year-olds can give. I live to be the role model that many kids crave. I live to cherish the hard moments in life along with the easy ones. I live to leave a piece of myself in all of my students, and to take a piece of them with me. I live to be a hero so naturally I live to teach.” —Jason*



*“Jason exemplifies the creative and highly motivated professional teacher that any principal would want to hire. His classroom is a warm and welcoming room with constant activities, creative instruction, and caring but firm guidelines. As a 4th year teacher, Jason has captured both the art and science of teaching. Jason takes our tiny budget and finds extraordinary ways to make lessons come alive. He takes time to get know his students as individuals and get their families involved.” Kirk Gibson, Principal*

Central Jason’s beliefs are to make learning an experience, make learning memorable and make learning fun. In his unique classroom, he makes the effort to transform not only the environment, but the students’ everyday lives - to bring the world to Central Point Elementary, and make it all come alive. Woven into this new life are the necessities of mathematics, language arts, fine arts, and scientific study. Everything is integrated through their study of the world. Whether that study involves the rainforests of South America, the Native American tribes of the United States, or the Rockhopper penguins wintering on the Falkland Islands—the class is making memories and those memories are creating learning hooks. Inside Jason’s classroom you can find parts of the world you never knew existed. Students learn how things work, and also why. They learn new and exciting things, then turn around and become part of it. In Jason’s class, learning is innovative, challenging, and fun for students because he believes that teaching sure is.

#### Other Highlights:

- Talented and Gifted site coordinator. Organized reinstitution of Talented and Gifted program at my school. Focused on identifying qualified students, enacting in-class modifications, and my teaching weekly after school enrichment meetings, 2004
- Tested new math curriculum. Then facilitated in teaching K-2 teachers in a multi-district setting how to use new adopted math curriculum, 2003-2004
- Organized and taught many classes on how to assess big ideas in primary reading skills, then use those assessments for designing lesson plans. Facilitator to training all primary staff members in district, as well as advisor to administration on testing use, 2002-2003
- Facilitator to training other teachers within school district how to use Star Lab, a portable planetarium, 2002
- Part-time children’s pastor at home church, 2001-Present
- Began Teaching, 2000

Earned Master’s of Arts in Teaching as well as teaching license from Southern Oregon University, 2000



## Jason M. Larison Holton High School Holton, Kansas

### HIGH SCHOOL: APPLIED FIELDS – AGRICULTURAL SCIENCES

*“The students I teach today are much different than the students of 1952 when my high school Ag Teacher began his career. I feel a duty and an honor to be ready for them when they enter my room in the year 2004 and beyond.” —Jason*

*in the eight years since Jason was hired to take over an Ag science program that was all but dead, he has turned the program around and established it as not only a state recognized program, but also a national one. He has made a difference and through numerous grants now teaches in a paperless classroom.” Alan Beam, Principal*



In Jason’s classroom, every student has a laptop computer for class. Instead of using an out of date textbook, each student uses their laptop to navigate on the web to resources that supplement the classroom lessons. The Ag Ed Department website serves as a gateway to everything going on in the program and students can even submit assignments over email. A wealth of learning resources is available at the click of a computer mouse. All testing for class is done online, and students receive a test score and the correct answers just seconds after they press submit. No longer do students wait a day or two to get their tests graded, but they receive instant feedback on incorrect answers while the subject is still fresh in their minds. Jason find that stepping into this high tech classroom of the 21st Century, the only limitation to teaching is one’s imagination.

#### Other Highlights:

- USDA Challenge Grant Recipient/Author “Paperless, Wireless Agriculture Classroom and Resource Library” (Secured 21 Toshiba Pentium 4 laptop computers, 20 Palm Handhelds and Digital Teaching Resources to redesign the agriculture education classroom), 2002
- FFA Agriscience Teacher of the Year – National Finalist (Top 4 in the Nation), 2002
- National FFA Model of Innovation Chapter in Community Development, 2003
- National FFA Model of Innovation Chapter in Student Development, 2002
- 1st Place FFA Chapter in the State (Kansas FFA Triple Crown Winner) , 2001, 2002, 2003
- National Finalist Gold Emblem Parliamentary Procedure Teams - 4th in 2000 and 3rd in 1999; 5th Place Parliamentary Procedure Team in 2002
- National FFA Farm Business Management CDE 11th Place National Gold Emblem in 2000
- Advised 50 State FFA Degree Recipients, 2 District Star Farmers, 3 District Stars in Agribusiness, 18 American FFA Degree Recipients, 8 District FFA Officers, 9 State FFA Officer Candidates, 2 State FFA Officers, 7 State Level Public Speaking Champions, 116 District and 24 State FFA Proficiency Award Winners
- Successful proposal to school board and supervised student construction of a 21 by 36 foot X-S Smith Gutter-Connect Greenhouse for Agricultural Education Department
- Kansas FFA Honorary State FFA Degree, 2003
- Kansas Association of Agriculture Education (KAAE), Ideas Unlimited Award, 2001
- Association for Career and Technical Education (ACTE), New Teacher of the Year Finalist, 1999
- National Association of Agriculture Educators (NAAE), Outstanding Young Member Region II, 1998
- Kansas Association of Conservation Districts, Secondary Teacher of the Year, 1998
- National Vocational Agriculture Teachers Association, Region II National Ideas Unlimited Award, 1997
- Kansas FFA Treasurer, 1991-92
- Kansas Association of Agriculture Education (KAAE) President, 2002-03

Website: <http://www.holton.k12.ks.us/staff/jlarison>

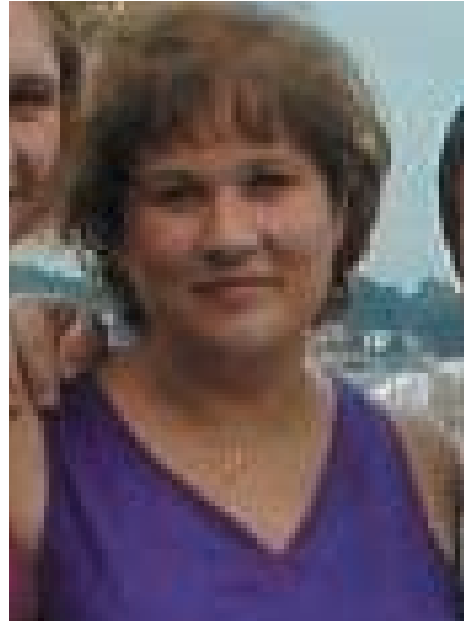




Casey LaRosa  
Mt. Hebron Middle School  
Montclair, NJ

## MIDDLE SCHOOL: HUMANITIES – 6TH – 8TH GRADE SOCIAL STUDIES

*“My classroom reflects the cultural diversity of the world. We are not all one color or one religion or one gender. Whether it is the activities, the decor, the subject matter, or where in the room we are learning, all students will see themselves and their classmates reflected over and over again. We even travel to ethnic restaurants in the area when we study a particular country. When that isn’t possible, I find portable food items to bring in for them. They have learned how to fold a sari, write their names in hieroglyphics and cuneiform, and a sentence in Chinese. While a few of my students will have the opportunity to travel and see these things first hand, most of them won’t. This might be their only chance to experience cultures outside of their own. I have had students come back to me years later to tell me that they’ve visited a particular museum or place because of something that started in my class. That is the greatest reward of all.”—Casey*



*“In a District touted for breadth of diversity and the depth of its innovative staff, Casey stands out. In my eleven years as a parent in the District, I had not previously had the privilege to witness so engaging a teacher. She brings history alive taking historical figures off the page and depicting their roles through literature, drama and art. The ancient world or the middle ages comes alive in the imagination of the child in a way no textbook can achieve.”*

*Judith McGhee, parent of a student*

Picture walking into a classroom filled with noisy students, some of whom are arguing about whether they, as obedient Egyptian children, should turn in an escaped Israelite slave, while others are discovering how many valuable Egyptian artifacts were hidden in an English Lord’s manor, unbeknownst to him, and almost lost to us forever. Others are making a game out of learning vocabulary words and another group is playing the ancient game of SEE GA, found in the tomb of dead kings. This is what happened in Casey’s sixth grade classes one day. After thirty-five minutes, the students switched to the next station, and the routine began again. Only the routine is far from routine.

### Other Highlights:

- Attended a teacher fellowship program in Poland and Israel to study Jewish Resistance During the Holocaust. Upon returning to New Jersey, wrote a 6th grade curriculum for my district
- Recently was published in the NETS (National Educational Technology Standards for Students) Curriculum Series.
- Received several MFEE (Montclair Fund for Educational Excellence) Grants
- Loves to read.
- I’m a singer
- My family is most important to me. I have a great husband, a kind, beautiful and talented daughter, and a kind, handsome and talented son. Additionally, I am close to my two brothers and two sisters. Between my husband and I, we have 30 nieces and nephews!!



Jane E. Layman  
Southmoreland High School  
Alverton, PA

**HIGH SCHOOL: APPLIED FIELDS –  
COMPUTER SCIENCES, BUSINESS  
MATH/ACCOUNTING, COMPUTER  
INTEGRATED PUBLICATIONS, BUSINESS LAW  
AND THE CORPORATION**

*“Coming from a family of teachers (my parents and sister are all high school teachers), I have never wanted to do anything but teach! I am the educational version of Donald Trump and Julie McCoy (from the Love Boat) all rolled into one! Just like the ‘Donald’ I try to give my students as much a taste of the real world as I can by involving them in fun projects and learning experiences to help them get as much out of high school and life as possible. I want my work to reflect the highest quality possible and I expect that of my students as well. Then there’s the Julie McCoy side of me who, just like Julie, gets so excited about what it is she’s doing that she tries to get those around her to jump in and do it too! I want my students to have a positive journey when they are a part of my class...and journey truly is the word. It’s really fun to involve the students in activities where together we work and they don’t even realize they are learning!”—Janey*



*“I have discovered through college experience that Mrs. Layman has educated me in the field of Information Science far beyond the high school level by regularly providing imaginative and inspiring opportunities.” Adam, former student*

*“Mrs. Layman does not allow the walls of a classroom or the space of a building to limit her students’ educational adventures. For her, the world is the classroom and the possibilities for student learning adventures are limited only by their imaginations. Her motto could very well be, ‘If you think it, we can do it, and it will be a lesson for life.’”*

*Carolyn Adams, Principal*

**Other Highlights:**

- Radio Shack National Teacher Award Recipient 2003
- Listed in Who's Who in Teaching 2002, 2003, 2004
- Chair the WalMart/Wendy's Frosty Open Golf tournament for the Dave Thomas Foundation for Adoption and the Children's Miracle Network
- Created the Frosty Open Golf Tournament (student run and managed)
- Successfully completed MOUS Master level of skills
- Teach twelve different courses ranging from Programming to Entrepreneurship
- Student Council Advisor
- Business/Computer Club Advisor
- DawgMag.org (our student internet magazine), Advisor and creator
- Provide support to teachers for all applications, including Microsoft Office
- Editor of the Parent Teacher Student Association newsletter
- Senior Systems Analyst/Programmer/Network Administrator, Danieli Corporation, 1994- 1998
- Computer Specialist/Consultant, Radio Shack Corporation, 1992-1994
- Corporate Trainer, Professional Services Group, training corporate executives in the use and technical skill required for application and system software for IBM PCs, Macs 1991
- Instructor, Penn State, Shenango Valley Campus, teaching management information systems and advising students, 1991
- Assistant Professor, Grove City College, Business Education/Computer Systems, Taught and developed 11 courses in the areas of computer systems and business education/office technology, 1983-1990
- Past President, Danieli Corporation Activities Committee
- Past Chairperson, Youngstown Area YMCA Corporate Cup Challenge
- Director, Covenant Senior and Junior Bell Choirs
- Executive Loaned Officer, United Way of Mercer County
- Past Director, KidCompute Summer Computer Camps
- Past Grand Deputy, State of PA, Music Director, International Order of the Rainbow for Girls



## Glenn Lid Proviso East High School Maywood, IL

### HIGH SCHOOL: SCIENCE – 10TH -11TH GRADE HONORS CHEMISTRY; 11TH – 12TH GRADE ADVANCED PLACEMENT CHEMISTRY

*“Over the past twenty-five years, I believe I have made a positive impact on many of my students. One of the most important aspects of teaching is to help students choose the right path, and I am very gratified I had the opportunity to do that for a number of students. I am honored to have two of my students as my colleagues now in our science department, another one just moved to another district, and another former student coaches with me in our wrestling program. Because of their love for the sciences, three students have become chemical engineers and three are medical doctors.”—Glenn*



*“Mr. Glenn Lid uses his creativity to make learning more appealing. He has the best interest of his students at heart. Mr. Lid uses his sense of humor and relates his lectures to things in everyday life to make the lessons more interesting. His projects, labs and demonstrations make it exciting to learn. He is one of the greatest teachers I have ever had.”*

*Chadana, former student*

Glenn thinks of his classes as exocharmic, a catch phrase from a mentor. His mission is to exude as much positive energy, humor, creativity and inspiration into his lessons as possible. Students may find themselves rolling marbles on the floor, looking through rainbow glasses, shaking a box of skittles, making smores or ice cream, determining the percent of sulfate in an unknown compound, using a spectrophotometer, graphing their data on a computer, participating in a science fair, working on research at Hines Veterans Hospital, working in a science workshop at Fermi Laboratories or participating in medical forums. As a baseball and wrestling coach, he strives to convey to all students that mental toughness is as important in the classroom as on the field of play. His students enter his room knowing that they can succeed and that Glenn really cares about their futures.

#### Other Highlights:

- Graduated from Elmhurst College with highest honors in Biology and Physical Education, minor Chemistry; PHI KAPPA PHI, academic honorary and OMNICRON DELTA KAPPA, leadership academics
- Masters in secondary school administration and taking classes in chemistry since graduated from college
- Assistant Coach, 1986 and 1991 state wrestling teams
- Head coach, regional and state champions in baseball • Sponsor, Letterman's Club, Amateur radio Club, Junior Engineering Club
- DeBruine Award in Biology, Elmhurst College
- Illinois State Teachers Association Presidential Award in Science
- Nominee for Tandy Award
- Assistant Coach of the Year in Illinois
- Chemistry industrial Council Award
- Semi-pro baseball player, Westchester knights and Maywood Montereys
- Vice president, 1 year and Recording Secretary, two years, Proviso P.T.S.A. and helped organize political forums, raffles, science demonstration nights and flea markets
- Union Executive Board Community Outreach Coordinator, 7 years
- Involved in amateur radio, WB9HGK since age of 13 even talking to direct descendent of Fletcher Christian on Picarin Island in the Pacific
- Loves bass fishing, walking and gardening with his wife; golfing with friends and watching old movies
- Climbed Long's Peak • Wrestles in "old timers" tournaments





## Danny Magráns Clarksville High School Clarksville, TN

### HIGH SCHOOL: HUMANITIES – SPANISH II, III, IV

*“I became a teacher because of the influence of my eighth grade art teacher, Mr. Richard Smith. In everything I do, his dedication and generosity lives. I am a teacher because of him. I teach because I want to honor him and accept the same responsibilities that he accepted. He carried, sharpened, pointed and released me so that I one day would continue passing love, challenges, and assistance to those I would have the honor of carrying in my quiver.” —Danny*

*“Since I have known Mr. Magráns, he would always allow me a second chance to correct my mistakes in order that I would learn something from the experience. He answers our questions without giving us the answers by allowing us to answer them on our own in order that we will develop independent minds. Mr. Magráns always gives his students the benefit of the doubt, allowing them opportunities to build their responsibility, character, and confidence.”*

*Anna, current student*



Communicating with orphans in Mexico through technology, translating letters to and from these orphans along with other Latino cultures, and traveling to Spain and Mexico are methods used by Danny to encourage personal ownership in student's learning. Applying the higher order thinking skills are objectives each student is expected to meet to fulfill the requirements of the class. Evaluating each student individually at the beginning of the school year gives him a sincere understanding of their prior knowledge in Spanish as well as their personal background and interests. Personal conversations, information sheets, and various pre-assessment instruments allow Danny to assess each individual and build a curriculum that is effective for each student.

#### Other Highlights:

- Creator and Sponsor of the HOPE CLUB – HELPING OTHERS PROGRESS EVERYDAY; this club consists of 130 students, and our mission is to raise money with the purpose of assisting those in need. Our goal is to help those in need by doing things that challenge us physically, mentally, emotionally, and spiritually and by doing things that people claim “to be impossible.” Our accomplishments so far:
- Guinness World Record (GWR) 1999 and 2003 – Longest paperclip chain (20.44 miles long) Guidelines = 60 students, 1 continuous chain, solid 24 hours
- 1900 mile walk – 64 students and I walked 30 miles each to equal the distance between Clarksville High School and the Orphanage we sponsor. 2002
- Bike across Tennessee – 4 students and I biked across the state to benefit the American Diabetes Association. This year 11 of us will do it again, 2004
- Partnered with a community organization called Families First to teach welfare to work recipients the financial program created by Dave Ramsey called Financial Peace University. 13 week program, 2003
- Sponsored a Fantasy Prom for 2 high school seniors in need by raising money to pay for all of their Prom needs, 2004
- Created a scholarship to assist a HOPE member's family whose father was recently diagnosed with Cancer. This scholarship will assist with her college tuition. 2003-2004
- Since 1997 we have sponsored an orphan from an Orphanage in Mexico called Nuestros Pequeños Hermanos. Many of my students have visited the orphanage.
- Sponsored a local family and raised Christmas gifts for the entire family, 2003.
- Created a Quilt of HOPE for the fire fighters in New York after the 9-11 event; 60 students constructed a 12"x12" block depicting their support and prayers for the victims, 2001
- In the process of creating a computer center for the orphanage in Mexico. Purpose = to create a study abroad through technology program. Sponsored many community dinners to promote cultural awareness and support for the orphanage
- Working to supply clothes to students in need through a program created by a guidance counselor at CHS, called “The Cats Closet.”
- We raised money to purchase THOR-LO socks for soldiers stationed in Iraq, 2003
- “Cookies for Courage” partnered with a local Girl Scout unit to send over \$1500.00 worth of cookies to soldiers stationed in Guantanamo Bay, Cuba, 2003



## Janet Maguire Nashoba Brooks School Concord, MA

### MIDDLE SCHOOL: MATH – 6TH AND 7TH GRADE

*“There are significant benefits to teaching at a small school. The learning curve is high because each adult has to fill many roles. The environment here is so supportive of innovative teaching that my practice and the practices of my colleagues are constantly growing and changing.”—Janet*

*“At this school, Jan’s students see themselves as successful mathematicians. They consistently list math as their favorite subject. Jan alters her students’ self-concepts as learners. When they first enter her class, they seek a different way of knowing. When they depart, they have within their grasp enhanced skills and a mentality that thwarts boundaries in all disciplines.”*

*E. Kay Cowan, Head of School*



Janet’s Middle School math practices are innovative because she writes her own textbook for each math topic. The structure of these textbooks incorporates specific skill goals and allows for individualizing instruction. Developing students are offered enough practice and review to become competent while high flyers move quickly through mastery levels and on to enrichment work. Enrichment work is available to all students as time and pace are never a prerequisite. Janet values all learning styles and is wedded to the notion of real life mathematics. Whether, scouring grocery circulars to comparison food shop or filling out tax forms, mortgage and credit card applications to learn about loans, students are connecting learning to the real world. The class is loud, active and energetic, with every student actively participating. Math is learned; math is joyful in Janet’s world.

#### Other Highlights:

- Head of the math Department, 1986 –present
- Head of the Middle School at TASIS in Surrey, England, 1979 – 1985
- Principal, Pelham Elementary School in Pelham, MA, 1997-1979
- Founder and Director of Summer math Lab for students ages 4-14 while integrating math with Science and Art, 1992
- Evaluator on ECIS accreditation team evaluating The Anglo-American School in Moscow, 1981
- Frequent Presenter at IAM, NCTM conferences
- Massachusetts Software Foundation Award for leadership in technology
- National CRIS Award for school wide Community Service Programs, 1991
- Outstanding Teacher Award, London Independent Schools Association, 1984
- Fellowship, National Arts and Humanities Council for graduate work at Harvard University on Moral Development, 1977



## Darlene M. Martin Grafton High School Grafton, WV

### HIGH SCHOOL: MATH – GEOMETRY, HONORS ALGEBRA II, ALGEBRA II

*“Being sensitive to the backgrounds and interests of high school students can provide a basis on which to build lessons that engage and appeal to students in mathematics. I have enjoyed incorporating the arts with mathematics. It has been an avenue of excitement, exploration, and enrichment in my life as well as my students’. I have aimed to instill in my students that mathematics is in everything and is everywhere. Mathematics is in the design of a Frank Lloyd Wright window, the pattern of an English knot garden, the silhouette of a Fabergé egg, and the structure of a musical score.”—Darlene*



*“Mrs. Martin’s commitment to excellence in terms of the whole student is second to none. She has been a leader on our staff in implementation of a work-based component to complement students’ academic preparation for future employment.”*

*David Knotts, Asst. Principal*

From a knot garden to a garden pathway, from musical bars to racing cars, geometry is a subject to which all students can relate. This describes Darlene’s classroom. “Plain Walls to Plane Walls” is a project that she has used to define her classroom environment since 1991. Previously, when it came time to introduce the concepts of points, lines, and planes, she would use a cardboard box to illustrate the various ideas. One day it occurred to her: the classroom could illustrate the box, and the class could be inside the model. She painted each of the walls in the classroom a different color. It was easy to refer to the pink plane, the blue plane, and so on. In addition, she put tape down the corners of the room to illustrate that two planes intersect to create a line. Ping-pong balls were suspended with fishing line representing points. From the students’ desks, the points appeared to be suspended in midair. Two retractable clotheslines were pulled from mounts across the room and fastened on hooks to illustrate intersecting lines, parallel lines, and skew lines. This activity motivated students from the moment they stepped into the classroom. When students walked into her geometry class, instead of being greeted by four “plain walls” they saw four “plane walls” and discussion began immediately.

#### Other Highlights:

- Grafton High School Teacher of the Year, 1981
- Milken Family Foundation National Educator, 1999
- Grafton Wal-Mart Teacher of the Year, 2000
- Grafton Rotary Honor Teacher
- Published article “Plain Walls to Plane Walls,” Mathematics Teacher, 1995
- Presented “Plain Walls to Plane Walls,” Milken Family Foundation National Education Conference, 2000
- Wright Angles, WVCTM State Conference, March, 2001
- America’s Math “Score”, WVCTM State Conference, March, 2003
- Recipient of the following grants: Plain Walls to Plane Walls, WV Education Alliance, 1990; Building Self Esteem in Mathematics, WV Education Alliance, 1991; Par for the Math Course, WV Education Alliance, 1992; Wright Angles, WV Education Alliance, 1993; Stepping Stones, WV Education Alliance, 1994; Math Thyme, WV Education Alliance, 1999; Focus on Fabergé, WV Education Alliance, 2000; America’s Math “Score”, WV Education Alliance, 2001; DECALculations, WV Education Alliance, 2002; COGNitive Math, WV Education Alliance, 2003
- National Education Association member
- West Virginia Education Association member
- West Virginia Council of Teachers of Mathematics (WVCTM) member
- Alpha Delta Kappa member





## Susan Menkes Cantiague Elementary School Jericho, New York

### THE ARTS: ELEMENTARY VISUAL ARTS

*A large sign on one wall reads, "You're the artist, so you decide!" (How you want your art to look). It reflects my philosophy that the joy in making art is in the freedom of creative expression. Decision-making and a feeling of confidence play important roles in my students' development, maturity, and growth. I want my children to realize there are no "mistakes" in making art and to create art to please them, not to please me. My goal is to inspire all my students to LOVE art and believe in themselves. My goal is to empower them. Whenever I hear adults proclaim that they "can't do art", I am sure that someone or something along life's road made them feel this way. Come into our magic art room and ask, "Which of you are artists?" All will raise their hands!—Susan*



*"Susan is the most gifted and talented teacher and artist I know! Her art room is always humming with the sounds of eager children who have fallen under her spell and are creating their newest original masterpieces. Each child paints as if he is Matisse, and believes he is. Susan reaches all her students who have different learning styles and abilities by providing unusual opportunities in which to express themselves with confidence. Her unique teaching style combines charisma, honesty, dedication, and respect or individuality. Susan's passion, positive energy, and compassion allow students to dig deeply and dig freely into their imaginations and hearts." —Lisa Palmieri, colleague*

Envision yourself as one of Susan's students about to embark on a unique adventure – a magical journey through art. You enter the room through a castle façade where Mrs. "Magic" Menkes has a student pull something from a magic bag that pertains to the week's lesson. What she is trying to make appear is an interest in the learning material and getting their enthusiastic involvement. Her teaching shaped by the diversity of the multi-cultural backgrounds that her students bring with them. Susan infuses the art of world cultures in her lessons to teach about respect, tolerance, and understanding differences. Collaborating closely with other classroom teachers and their social studies programs, she continually seeks to design art projects that make book learning about word cultures come alive!

#### Other Highlights:

- Fulbright Memorial Fund Scholarship-chosen by the United States and Japanese governments to visit Japan with a select group of teachers, 2002
- New York State Art Educator of the Year Award for Professional Excellence in the Field of Art Education/Long Island, 2000
- The Robert Rauschenberg Foundation Power of Art Award, 2001 • New York State Art Teachers' Art Exhibit- First Place Winner, 2000
- New York State Standards Based Art Curriculum Committee, 2001-2004 • Content Advisory Committee for New York State Certification Exams, 2003
- Appointed by the New York State Education Department to the Peer Review Committee For Learning Standards, Goals, 2000, 1998, 1997
- Appointed Charter Member, New York State Academy for Teaching and Learning by The New York State Board of Regents and The State Education Department with lessons chosen as exemplars that best meet the Visual Arts Standards in art education, 1996
- Board Member, New York State Art Teachers' Association, 1999-2002
- Vice-President, Long Island Art Teachers' Association, 1996-present
- Workshop Coordinator/ Long Island Art Teachers' Association, 1995- present
- Lesson published in The New York State Education Department Curriculum Guide and distributed to all public schools in New York State, 1996
- Lesson on The New York State Education Department website, 1997
- Created "Piece by Peace; A Japan Connection", a cooperative project between American and Japanese students, shared with the Japanese Consulate and the White House, 2002-2003
- Cantiague Compact Committee/Shared Decision- Making Team, 1999-2001
- Co-Chairperson, Schneider Children's Hospital Annual Elementary Schools Art Exhibit, 1998-2003
- Workshop Presenter- Local, State, and National Conferences, 1994-present
- Teachers' Center Grant: "From Russia With Love; An Exchange of Art and Writing"- children from the former Soviet Union and my students, 1997
- Foster Mother (certified 1996) • Mother of the Year Award- 1999



## Warren G. Phillips Plymouth Community Intermediate Plymouth, MA

### MIDDLE SCHOOL: SCIENCE – 7TH GRADE INTEGRATED SCIENCE; TV TECHNOLOGY

*“My favorite teacher was Mr. Bleakney, my 7th grade science teacher. After teaching 7th grade science for 28 years, many of my students have gone on to become teachers. At least 3 have become middle school science teachers, thus preserving the species. One student is teaching at my school and I was assigned to be her mentor. We have shared many ideas and lessons, and this summer, we will be co-teaching at summer science camp!”—Warren*

*“A trip to Warren’s classroom is a celebration of respect for important learning, a great study in teaching methodology, a love for all kids and the greatest display of energy and fun that a school could ever dream of.*

*Warren will do just about anything to give his students opportunities to learn science.” Lyman Goding, Principal*



Warren’s science environment is exciting, authentic, and experiential. He calls it “emotional learning.” Students rush to his room to play with “science toys.” Warren uses a wide range of teaching tools to answer students’ questions. His spontaneous response includes specific demonstrations, songs and stories that cement their facts, ideas and scientific concepts while creating for them unforgettable experiences.

#### Other Highlights:

- Time For Kids/Chevrolet Excellence in Teaching Award, 2002 Teacher of the Year • Finalist Mass. Presidential Award in Secondary Science, 2001, 2002, & 2003
- Above and Beyond Award Winner, 2002, 2003 (Mass. Software and Internet Council)
- Semi-Finalist Ed Tech Teacher of the Year, 2003 (Technology & Learning Magazine) • Jason Project Curriculum Trainer, 1997-present, Certified trainer 2001
- National Board for Professional Teaching Standards (NBPTS) certified in Early Adolescent Science Education, 2000
- Pilgrim Summer Science Camp instructor, 1999-present • Curriculum writer for Prentice-Hall’s Science Explorer textbook series, 1997-2002
- Project SEED curriculum writer and in-service trainer, 1994-2000
- Curriculum writer for the Plymouth Public Schools, 1995-present
- Teacher at College Gate Easton Campus Program for gifted/talented students in science, 1990-1992
- Naturalist at Ponkapoag Outdoor Center in Canton, MA, 1975-1976
- Involved in producing, directing and editing 180+ television shows broadcast on local cable in Plymouth, MA.
- Producer of weekly P.C.I.S. school news show shown on local cable, 1990-present
- Initiator and coordinator of a three-day outdoor education field trip at Camp Bournedale for 600+ students annually, 1983-present
- Initiated business-school sponsorship program for needy students to attend Camp Bournedale, 1990– present
- Grant winner and participant in Growlab program. Have done class experiments using Wisconsin Fast Seeds, M.W.R.A. sludge pellets, NASA Apogee wheat seeds, Soil Moist polymers, and many others, 1993-present
- Teacher Mentor Program participant, 1996-present
- Science Fair organizer and judge at P.C.I.S. and regional Science Fairs, 1985-present
- Worked on science curriculum frameworks including Internet related sites; 1995-present
- Webmaster for the Plymouth Public Schools On-Line, K-12 Science Curriculum available at <http://pilgrims.net/plymouth/schools/Science/index.htm>
- Webmaster for the Blake Planetarium <http://pilgrims.net/plymouth/schools/Science/Planetarium/dailypa.htm>
- Advisory Board Member for Docutek (classroom web portal site) <http://www.docutek.com/company/advisors.html>
- Organizer of the annual P.C.I.S. student Olympics, 1990-present
- Produced 2 CD’s of science songs entitled “Mr. P’s Sing-A-Long Science.” These songs reinforce science standards and information learned in the classroom, 1999 and 2002
- Worked with sewing and chorus teachers with Periodic Table project (quilt, T-shirts, and music), 1994-present
- Science web page with lessons and class info online at <http://wphillips.com> (more than 60,000 visitors)
- Workshop presenter at Bridgewater State College, Revere Public Schools, Plymouth Public Schools, and M.A.S.T., N.S.T.A., JASON, and M.A.S.S. conventions, 1988-present
- Coordinated construction of four gardens at P.C.I.S. by organizing and maintaining a Garden Club, 1995-present
- Initiator of the construction of a Millennium nature trail in Halifax, MA. - the Halifax Historical Society, 1999-present
- Volunteer entertaining (keyboard) at annual church suppers, 1995-present
- Initiator and organizer of McDonald’s Restaurants annual fundraising activities for seventh grade students
- P.A.L.M.S. Science and Technology Teacher Leader, 1999
- Recipient of an N.S.F. Grant in Mathematics & Sciences, 1992-1993, 1998
- Winner - the Plymouth County Education Association Honor Award for Contributions to the Teaching Profession, 1994
- Grant winner from the National Gardening Association, 1995, 1998, 2000
- Web page awards: Golden Web Award, Busy Educator Award, Cutting Edge Educator, MiddleSchoolScience.com



## Gary Piercey Westbury Christian School Houston, TX

### HIGH SCHOOL: MATH – ALGEBRA I, II; ADVANCED MATH; ADVANCED PLACEMENT CALCULUS

*“While my philosophies regarding education are always progressing, my top four convictions are – diversity brings opportunity, curriculum needs to be relevant to students’ lives, interpersonal relationships with students are essential and students must be held to a standard of excellence. Teaching a culturally widely diverse group of students provides wonderful opportunities. I am always ‘on the prowl’ for an appropriate application lesson to tie to the curriculum.”—Gary*

*“Gary brings dignity and respect to our profession and daily examples a life of high standards and commitment to his students as he walks into a classroom where more than Math is taught. On any given day, he transforms himself with poise, skill, and focus from master teacher to proficient counselor, to big brother, to life changer. Is he the teacher that every parent prays for? Is the future bright in education with men like him? Undoubtedly, the answer is a resounding YES!”*

*M. Susan Woodward, Colleague & Administrator*



Building around mathematics, Gary provides a series of service-oriented activities connecting his students to the community by helping others. Working on an instructional video sharing project with the prison education system within Texas and developing mathematically derived games for children’s organizations around Houston are a few examples of what Gary and his students do to help the community. Whether showing how math relates to nutrition or painting a house, students in Gary’s classes learn through hands-on applications. Not one to abandon his former students after graduation, Gary tries to visit them on campus and send care packages during final exams. Gary wants his students to meet their potential and become architects of a better future.

#### Other Highlights:

- USA Today All Star Team, 2002 • Crystal Apple Award for Outstanding Teachers in Houston, 1998
- Texas Christian Schools Association Teacher of the Year, 1998
- Westbury Christian School Teacher of the Year, 1996, 2002
- Radio Shack Teacher of the Year, 2003 Wal-Mart Teacher of the Year, 2003
- La Madeleine Teacher of the Year, 2003
- Developed and produced an instructional video library for mathematics (120 hours+), 1997 - present
- Lead Teacher – curriculum coordinator, 1996 – present
- Toyota TIMES Grant Judge, 2004
- Grant recipient from the following: Toyota TIME, \$10,000, 2002; USA Today, \$2,500, 2002; ING –Northern Life, \$2,000, 2002; Abilene Christian University Grant, \$500, 1998; First Colony Church of Christ Educational Learning Grant, \$500, 2000
- Featured on Houston, ABC Channel 13, 2002
- Featured on Houston radio, SUNNY 99, 2002
- Published “Creativity in the Math Classroom,” FINE, a Harvard based publication; and “A Missionary Who Happens to Teach Math,” Family Connection
- Harris County Judge, Robert Eckels Proclamation, “Gary Piercey Day”, 2002
- Member of National Christian Schools Association, Texas Christian Schools Association, National Council of Teachers of Mathematics, Texas Council of Teachers of Mathematics, Association for Curriculum and School Development





## Elizabeth Pumala Laremont School Gages Lake, IL

### SPECIAL NEEDS – ADAPTED PHYSICAL EDUCATION AGES 3-21

*“We run, we play, we swim and scream, but we are quiet when we golf. We roller skate, we ride bicycles, we play competitive games, and we forget. We forget that we are ‘disabled,’ and we even forget that we are ‘handicapped;’ sometimes we even forget that we cannot walk, and so we walk. We take the energy and excitement that surrounds us, and we run.”—  
Elizabeth*

*“Liz is a member of each child’s educational team and works hard to orchestrate activities to meet individual goals. Liz honors students with awards for outstanding achievement. On any given day, one might see roller skating, bowling or skiing by children who do not have the physical or mental ability to participate in ‘normal’ childhood activities. Liz sees capabilities not disabilities with each student. She has transformed a traditional gymnasium into an Olympic stadium of individualized sport and team events and every student into an Olympian.” Julie Rohrbach, Colleague*



Elizabeth teaches adapted physical education to severe, profound, medically fragile students ages 3-21 years of age. She teaches each student with the same energy, using fun as a motivator; however, each student requires individual considerations. Some have a desire to learn, some do not, but Elizabeth believes every student can learn. She believes that they should win, lose, struggle and accomplish goals. She wants them to learn to handle happiness, sorrow and the excitement of life. Elizabeth wants them to play on teams and learn what a teammate is, and she wants them to celebrate a victory and learn from defeat. She believes every student should learn.

#### Other Highlights:

- Beeper Baseball, Head Coach, 2000 – 2001
- Director, Future Kidz Sportz Program 2000 -2001
- Member, Council for Exceptional Children
- Carthage College Softball, 1997 -2001
- Volunteer GLASA Coach, 1999 – 2001
- Volunteer, Special Olympics, 1998 -2001
- Carthage Athlete of the Year Nominee, 2001
- Carthage Scholar Athlete Award, 2000
- Carthage Athletic Director’s Honor Roll, 1997 - 2000



## Cindy Rosser Creekside Park Elementary Anchorage, AK

### ELEMENTARY: EARLY CHILDHOOD – KINDERGARTEN/1ST GRADES MULTIAGE

*“I believe that my job is to lead and guide the children to discover the exciting world we live in. On the first day of school the children are asked what things they would like to learn about this year. Their interests shape our units of study for the year. Children learn by being active participants. The room reflects my conviction that each child should be allowed an opportunity to use their imagination and creativity. Our class is full of child-oriented space and projects.” —Cindy*

*“As you enter Ms. Rosser’s room you go under an arch of learning to join the K-1 family. The classroom is transformed to the theme of learning for the month where students are immersed in the world of early literacy and math. She creates an atmosphere of warmth, acceptance and curiosity that supports children as they explore, expand and become confident learners.” Robyn Rehmann, Principal*



In Cindy’s K-1 family, the arts remain an integral part of the curriculum. Children are given the opportunity for expression and growth participating in dance, art, theater and music. Cindy believes that the arts are innate and that children only need to be given direction. They will then take it from there and soar to great heights. Standard curriculum dictates what Cindy teaches but not how. Children excel as they absorb new information and develop fluency of skills through a thoughtful mixture of imaginative play, repetition of skills, laughter and fun.

#### Other Highlights:

- Presenter at Alaska Science and Technology Conference, 2000
- Recipient of ASD Technology Award for Integration, 2000
- PTA Treasurer, 2000-2001
- Authored, Produced and Directed a School-wide Musical, 2001
- Recipient of Phi Beta Kappa Golden Apple Award, 1999
- Co-wrote school Technology Plan, 1997
- Co-wrote a Science and Technology Grant on Alaska Animals, 1996
- Presenter at Alaska State Bilingual Conference, 1992-95
- Presenter at AAEEYC – Using Music to teach Math Concepts, 1993
- Presenter at AAEEYC – Using puppets in the classroom, 1994
- Served as a Missionary in Hong Kong, 1982-1984; speaks Cantonese
- Coach - Nunaka Valley Little League, 1996-present; Championship teams include: State Champions 2003, Alaska District One Champions 2001 ( 9-10 year old girls fast pitch), Alaska District One Champions 2002 ( 9-10 year old girls fast pitch), Alaska District One Champions 2003 (11-12 year old girls fast Pitch)
- Creekside Science Fair Coordinator, 2001-2004; Nuanka Science Fair Coordinator 1996-2000
- Wrote and produced yearly science based musicals for multiple classes.
- Organized class performances for the annual Spirit of Muldoon Parade 2002.2003
- Served on Cheney Lake Preservation Committee
- Bilingual Resource Teacher, 1988-1990
- Supervised Eight Bilingual Tutors, Recipient of 2 grants to write Multicultural plays; wrote, produced and directed a School-Wide Musical, 1988-1990
- National Award winner in Peace Contest (Student sang and wrote about peace in different languages, 1988-1990)
- Hobbies include spending time with her family, gardening, sports, riding bikes, playing the guitar, bird watching, reading, writing plays and stories and reading



## Michael Schaffer Central Campus Des Moines, IA

**HIGH SCHOOL: HUMANITIES – 12TH GRADE AP  
US GOVERNMENT, AP COMPARATIVE  
GOVERNMENT, AP MACROECONOMICS, 9TH  
GRADE WORLD CIVILIZATIONS AND HUMANITIES**

*"Make it real! Make it alive! Make it relevant! These are the deeply held beliefs that guide what I do in my classroom everyday. I try to bring the world to the classroom and take the kids to the world."—Mike*

*"Michael is distinguished from his peers, a scholar, adventurer and risk-taker. He not only brings the world into his classroom through his own international experiences, he also creates opportunities for his students to experience the world beyond the classroom." Carol Brown, Supervisor & Judith Schneebeck, Deputy Director of Curriculum*



The sound of African drums booming into the hallway lured the curious ninth-graders inside Michael Schaffer's classroom. Wearing a blue-and-ivory African dashiki shirt, he was eager to begin a unit on African civilizations with his history students. He blended tales from his personal travels -which have spanned all the continents except Antarctica -with artifacts he had collected into a 55-minute adventure for 22 eager students. He wants students to come away from his classes knowing the world is open to them. He said he's always thinking of ways to use artifacts, such as African spears, Chinese coal and pictures from his travels, to make history real. Mike's travel stories give history life say his students. His history students describe him as inspiring, effective and modest. They say his firsthand knowledge of foreign lands is impressive.

#### International Highlights:

- Created with two colleagues the Global Youth Institute, an annual 3-week workshop of 40 students from around the world who discuss international issues & write problem solving resolutions for an Assembly of Nations
- Lobbyist for the National Council for the Social Studies; secured funding for six programs in international education as part of the Elementary and Secondary Education Act
- Under the CloseUp Foundation led a delegation to Japan to the study educational system and hosted Japanese educators who came to Iowa and Washington, D.C., to study the U.S. system
- Best Internet Project of the Year (multi-country project pertaining to South Africa's first free election), International Society for Technology Education, 1994
- Fellowship from the National Council for the Teaching of Asia to study in China
- Established a sister school relationships with Cherkasy (Ukraine) School No. 27
- Board Member of the Iowa Council for International Understanding, which hosts over 400 foreign visitors to Des Moines yearly; initiated two programs for the Council
- World Food Prize Youth institute – 80 students from around the state present papers on food security to Norman Borlaug and World Food Prize winners and thus become eligible for a summer internship at one of eight research facilities around the world
- Global Youth Leadership Conference – 200 foreign exchange students and 200 Iowa students gather in Des Moines annually to learn from one another and discuss global issues

#### Other Highlights:

- Rotary Club Teacher of the Year for Des Moines, 2003
- Teacher of the Year for the State of Iowa, Grinnell College, 2000 & 1985
- National Board Certified Teacher, 1999
- Mentor to an inner-city youth as part of the I Have a Dream Program, 1990-present
- Outstanding Teacher Award, University of Chicago, 1990
- Requires students to volunteer 20 hours to a candidate or party of their choice
- Developed programs for student visitors to the Smithsonian and National Geographic Museum
- Climbed Mt. Kilimanjaro, hiked in the Sahara Desert, and canoed in the Okavango Swamp





## Sue Stinson Apache Elementary School Overland Park, KS

### ELEMENTARY: WELLNESS & SPORTS – ELEMENTARY PHYSICAL EDUCATION

*“In 1st grade we drew pictures of what we wanted to be when we grew up. I knew then that I was going to be a teacher. It took me a few more years to realize I was going to be a Physical Education teacher but I knew that before I was in high school. I never even considered becoming a comedienne although my students will all tell you how funny I am. Humor is the gateway to my classroom. I firmly believe that if you are having fun, you are learning for a lifetime. Everyday people choose to participate in activities, which they enjoy, while avoiding activities that they consider unpleasant. I make moving a fun experience for my students so that they will choose to lead a physically active lifestyle.”—Sue*



*Sue Stinson is an amazing teacher!! She has an extraordinary gift of being able to make each child believe in his or her own ability. Her love of her job and the children of the school is very clear to see. It is amazing to me how a teacher can touch the lives of so many children and expect nothing in return. I feel blessed to have Sue Stinson as my child's teacher.”*

*Beverly Baker, parent of a current student*

There is something special about the gymnasium at Apache Elementary with its unique, fun, educational and motivational paint job. The entire gym is painted and used in games to help students integrate reading, math and spelling into Sue's classes. Physical Education activities extend beyond the use of traditional equipment. Cans, feathers, balloons, scarves, stuffed animals are just of a few of the creative learning tools students use in this physical education class. Also, characters painted on the walls reinforce the school's values. Humor plays a large part of Sue's teaching. Sue believes that children are more attentive to the activities when they are enjoying it, so she strives to make learning a fun process. Skills are taught using a variety of manipulatives to keep students actively engaged and challenged. In Sue's PE class, students are encouraged to reach beyond themselves to excel.

#### Other Highlights:

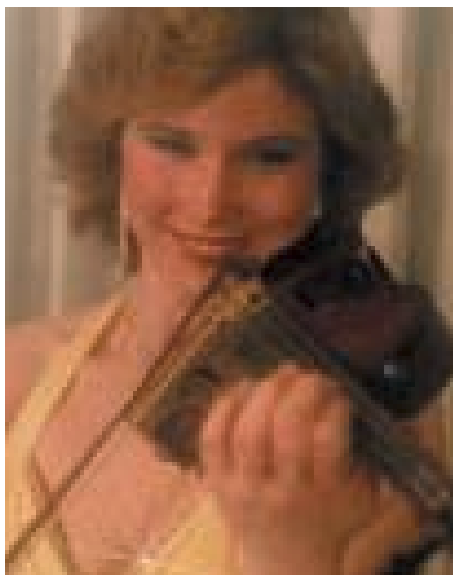
- Grants Chair, KAHPERD Council, 2002-present • Member, KAHPERD Council, 2001-present
- Vice President, Apache School PTA, 2002-present • Member, Apache School PTA, 1998-present
- Member, S.M. School District Curriculum Council, 1998-present • Member, KAHPERD, 1998-present; Member, AAHPERD, 1987-present
- Intramurals: Team/Individual Sports, Cup Stacking, Ice Skating, Running Club, Juggling, Bowling, 1996-present
- Cultural Arts Night Presentations, Cup Stacking, Lunastix, Yo-Yo, Juggling, and Parachute 1996-present
- Teacher Walking Program, 2001-present • PE Central Challenge, 2000-present
- Fit the Deck All School Game, 2003-2004 • Fit for Life Challenge, 2003-2004 • Running and Reading Marathon, 2003 • Fit-opoly All School Game, 2002-2003
- Coast to Coast Race, 2002; Junior Marathon, 2000 • Home-WORK-out Challenge, 2001-2002
- Jump Rope Challenge, 2001-2002 • Lunastix grant from KAHPERD, 2003 • \$10,000 for Apache School from CBA, 2001
- AAHPERD convention, New Games, 1989; MAHPERD convention, New Games, 1988
- Freshman Volleyball Coach, Notre Dame de Sion High School, Kansas City, MO, 1996
- Junior High Softball Coach, Hommocks Middle School, Mamaroneck, NY, 1994
- Junior Varsity Volleyball Coach, Pelham Memorial High School, Pelham, NY, 1993
- The Ursuline School, New Rochelle, NY, Varsity Volleyball Coach, 1990-1992; Junior Varsity Softball Coach, 1991; Junior High Basketball Coach, 1990-1991; Junior High Volleyball Coach, 1990
- Lifetime PTA Membership Award, Apache School, 2004 • KAHPERD Model Merit School Award Winner, 2003
- Outstanding Employee Apache School (Shawnee Mission Schools), 1999



Brigitte Tennis  
Stella Schola Middle School  
@ Rose Hill Junior High  
Redmond, WA 98052

**MIDDLE SCHOOL: HUMANITIES (HISTORY,  
LANGUAGE ARTS, LATIN, SCIENCE, MATH)**

*"Carpe Diem is my motto, so that is how I teach. Every moment is utilized; every opportunity to make a connection is grasped! When students see the relevance of what they are learning and that their newly-gained knowledge helps them understand and successfully live in their world today, both student interest in the subject matter and the retention of it, is increased. For example, students become excited when, as we study Ancient Rome, the language of Latin is taught. When Latin is connected with history and then that connection is extended into science, math and the English language itself, the language comes alive and they begin to recognize the roots of Latin in thousands of words which they see every day!" —Brigitte*



*"Although my sons are very different, especially in their learning styles, each of them has responded enthusiastically to Brigitte's inspired and creative teaching. She provides truly unique and engaging learning opportunities which include Roman bridge building, building medieval castles with tiny bricks, an overnight stargazing activity, and even fencing lessons! I am personally grateful that both of my sons had the opportunity to experience learning in this fashion thanks to this creative and dynamic teacher." Janet Truselo, parent*

Brigitte is the founder and head teacher of Stella Schola, a small choice-option Middle School in Redmond, Washington. The school is based on the principle that all students can learn, and that during the often-tumultuous middle school years, students need stability and structure while retaining their wonder of learning. The curriculum is unique because it flows over three years, centering around chronologically based historical themes spanning from Pangaea and Early Man in the 6th grade all the way through to World War II in the 8th grade. The curriculum is supported with classic literature and hands-on projects, and subjects are integrated as much as possible. Brigitte feels that it is essential that teachers themselves demonstrate an excitement of learning and a healthy work ethic. In her classroom, students know that learning is hard work, but that it is also enjoyable. There is a balance of seriousness & humor, paper and pencil work & hands-on projects, repetition & novelty, individual reflection & social interaction, and teacher directed lessons coupled with freedom for students to choose their own learning paths.

Other Highlights:

- Jefferson Award Nominee at the Regional Level for Public Service ("to create a Nobel Prize for Public Service in America and to reinforce volunteerism in our local neighborhoods. The idea that each individual can make a difference - "Unsung Heroes" - and "Neighbors Helping Neighbors" represent the backbone of our democracy"), 2004
- National Latin Honor Society Membership 2003, 2004
- Developed units and lessons integrating with year-long historical themes for 6th grade, 7th grade, and 8th grade, 1998-present (new lessons ideas are emerging all the time, so this job is never finished!)
- Head Teacher at Stella Schola Middle School, 2000-present
- Initiated Stella Schola Chess Club, 2001
- Initiated school-wide mentoring program for 6th & 8th graders at Stella Schola, 2003
- Outstanding Educator Award for dedication and service to children, given by Rose Hill Junior High PTA, 2002
- Lawrence Hall of Science-Foss District Science Trainer for 6th Grade Teachers, 1992
- Included in Who's Who of American Teachers, 1998, 2002, 2003
- Designed and orchestrated creation of a landscaped courtyard for local junior high school, 2003
- Participated actively in Seafair, an annual Seattle celebration of the city's founding and diverse cultures, 1980 – 1981, served as a judge for the scholarship event two subsequent years
- Musician (violin) for retirement homes in the greater Seattle area
- Initiated of Spring Fling for Moms, 2002 - present
- Volunteer instructor at Bonny Lake Swiss Camp (12 to 15 year-olds) for the education and enrichment of Swiss culture and language, 2000 - 2002
- Coordinator of school-wide pen-pal support of a United States marine squad in stationed in Fallujah, Iraq (2nd MP Battalion, 1st Platoon), 2004
- Outside Interests: playing the violin, reading, snow skiing, gardening, spending time at her cabin in Birch Bay, Washington; married and has two boys, ages 13 and 15



## Robert F. Thomas III Dueitt Middle School Spring, TX

### **MIDDLE SCHOOL: SPECIAL NEEDS – COMMUNITY-BASED CLASS FOR STUDENTS WITH EXCEPTIONALITIES INCLUDING MENTALLY RETARDED AND OTHER HEALTH IMPAIRED**

*“My classroom is run like a television variety show. I am the host and all performing acts combined in one person. I have no discernable talent, but I attempt to sing, dance, perform comedy and play instruments. These allow me to make learning fun, but every performance is based upon current educational themes, student IEP goals and state and school district standards. The variety show technique is used so that students will acquire more knowledge through a series of multi-sensory activities.”—Robert*



*“Robert teaches the community based program called Building Bridges, Helping Others While Helping Ourselves. I consider him the most innovative, creative and caring teacher that I have encountered in 19 years. His high expectation for student learning has encouraged his students, building their self esteem to the point where they feel comfortable working with ‘regular’ students in regular classrooms. The empathy, excitement and understanding gained by on and above grade level students. They often learn information that exceeds lessons taught in my classroom.”*

*Susan Gregurek, Colleague*

In Robert’s classroom, multiculturalism is not just celebrating different cultures during Hispanic heritage Month or black History Month, but is a celebration of cultures all year. He continually brings the sights, sounds and people of many cultures into his classroom. Students write questions for three guests, and during the week, Robert has a talk show called, “I am ....” He dresses in native costumes, brings in native foods, and plays music to commemorate a holiday in a selected culture. This talk show format helps teach students about their and other cultures.

#### Other Highlights:

- Greensheet Salute to Teachers Award, 2003
- Wal-Mart Teacher of the Year, 2003
- Philadelphia High School Educator of the Year, 1999
- Step by Step Community Worker of the Year, 1997
- Teacher of the Year – Salem County Special Services, 1994
- Step by Step, 1997 – 2000
- Special Olympics, 1984 – 1990
- Big Brothers, 1986 - 1990
- Professional memberships, Council for Exceptional Children, 1984-2000; MH/MR of Philadelphia Support Council, 1997-2000





## Jeffrey Thompson Evergreen Elementary Fort Lewis, WA

### ELEMENTARY: EARLY CHILDHOOD - KINDERGARTEN

*"I am lucky in that I don't only teach children, but I have the opportunity to teach adults as well." I teach classes on classroom management to middle school and elementary teachers as well as parenting classes to military families. I help the parents develop skills that will enable their children to make good behavior choices and become responsible adults. I also help military parents, which are now temporarily single parents, focus on the one thing in their lives that they can influence, their children's educations." —Jeff*

*What sets Mr. T's thematic teaching apart from other classrooms is that, in the midst of fun, he never loses sight of the learning targets. Each moment of the school day is purposely designed to support reading and problem solving. He imparts the joy of teaching and learning to our entire community. He inspires our teachers to challenge their own standards and expectations; he inspires parents to join in their children's learning."*



*Christine Hinds, Principal*

After nearly ten years in the business field, Jeff could no longer ignore his call to teaching. While still employed full time, he began two separate education endeavors. He attended classes toward his teaching credentials during his lunchtime and weekday evenings while he worked toward his Masters in Education on the weekends. After a year of study, he took a "leap of faith" and quit his job so he could complete his student teaching. Little did he know where his journey in education would lead him. For the last 6 years, Mr. Thompson, "Mr. T." as his students call him, waves his badge and passes through an armed security gate to teach Kindergarten at Evergreen Elementary School, located on the Fort Lewis US Army Post in Washington State. Mr. T's goal is to shift the paradigm for how Early Childhood education is perceived and taught. His Learning Lab is vastly different from the experience most adults had in Kindergarten. Mr. T sets high standards for both his students and parents. He has shifted the focus from exposure of learning skills to mastery of reading and writing and offers a stable place for the students to immerse themselves in their learning. Mr. T believes that setting higher standards in Early Childhood can significantly impact the future academic success of our youth. At the conclusion of each year, Mr. T. creates a digital slide show on a CD so children have a permanent record of their year and can also share it with parents serving in Iraq.

#### Other Highlights:

- Bachelors of Business Administration degree
- Masters in Education, Curriculum and Instruction, Creative Arts in Learning
- Teaches 9 Essentials of Teaching with Love and Logic courses to Elementary and Middle School Teachers
- Teaches Parenting with Love and Logic courses to military parents
- Site Council Facilitator
- Core Committee Facilitator
- Former music and art specialist



## Joe Underwood Miami High School Miami, Florida

### THE ARTS: HIGH SCHOOL TELEVISION & MEDIA PRODUCTION, FILMMAKING

*"Giving my students an opportunity to prepare for life after high school comes with a high price based on my teaching philosophy: their work must meet higher expectations than those of other students in the school. My kids have shown they are willing to meet these expectations. Instead of rebelling, they thrive." —Joe*

*"Mr. Underwood encourages involvement in school and the community, and he himself is greatly involved. He is a wonderful educator who can laugh with his students and never gives up on an apathetic one; sooner or later, they are bound to give in." Nadya, former student*

Imagine a classroom where creativity abounds. In Miami's "Little Havana," luxuries are few ... especially for students at Miami High School. Students often must return home immediately after school to take care of younger siblings while parents work several jobs. In the past, student engagement was often compromised, and progress on school projects was sporadic at best. But Joe has found the ideal solution: Students can now check out computers to complete their video projects at home. He is the guiding force behind the school's Arts Related Technologies for Entertainment Careers program (ARTEC). Launched nearly 20 years ago and enhanced in 2001 with the ARTEC Academy, the TV production program gives students hands-on experience in film, video, and multimedia production. With approximately 150 of the school's population of 3200 enrolled in ARTEC, Underwood is happy to report that interest in the initiative is high.



#### Other Highlights:

- Lead Teacher ARTEC, Miami Senior High School Academy, Television & Film Production, Music Production, Media Arts, Entertainment Law (new in FL), 1984 – present
- President, Greater Miami Athletic Conference Football Officials Association. 19 years officiating high school football.
- Greater Miami Athletic Conference, Football Rules Clinic Instructor, for High School Officials 8 classes per year, 1998 – present
- Television, Film, Radio Performer/Producer, 1975-present
- Nationally Board Certified 2003
- Member, National Council for Teachers of English 2003 – present
- Referee, Southern States Football League, 2003 – present
- Florida Film Educators, 2001 – present
- ASCD: Association for Supervisory And Curriculum Development Member, 2000-present
- Leadership Team, High Schools That Work, Aligning Academic and Workplace Skills, 1999-present
- Pilot Site Coordinator, V-TECS: Vocational-Technical Education Consortium of States, United States Department of Education, 1999-present
- Summer Institute Coordinator, University of Florida Alliance, developing a plan and coordination of activities for the 5th annual summer meeting in conjunction with the UF College of Education, 2004
- Host: Miami International Film Festival at Miami High film: Silver Wings and Civil Rights: The Fight to Fly Story of the Tuskegee Airmen of World War II, 2004
- Grammy's in the Schools Career Day, ARTEC students were invited to spend the day discussing the business aspects of the music and music video industries with professionals from the field, 2004
- Haiti Bicentennial Celebration Committee, ARTEC students were involved in creating music videos to commemorate this 200 year anniversary, 2003-present
- Curriculum Development: Entertainment Law, collaboration between the ARTEC Academy and the Legal and Public Affairs Magnet programs at Miami High. This will be the first curriculum of its type in the state, 2004
- Presenter – National Reading Conference; "Reading Rocks" – Instituting a reading program in high school, 2002
- Executive Producer/Student Volunteer Coordinator; "Volvo Ocean Race – Miami Stopover" documentary, 2002
- "World Link", an ARTEC project. World Link was a United Nations initiative focusing on HIV/AIDS Awareness. As the ARTEC Lead Teacher, I teamed up with educators from Science, Computers, Food Production, Social Studies, and Law to toward the goal of developing a cross-curricular web site for the "World Link" project. 2001
- "Get Involved" Community Service by teachers. This project was designed to show students that their graduation requirement of community service was not to be looked at as a burden; rather it is something that many people, including teachers, are involved in. 1998-1999
- Created Video Bulletin Board for better communication for learning; Improved communication through the school's closed-circuit television system using the computer graphics system in place in the television studio, and program it so it will repeat itself over and over, all day long. 1989-present
- City of Miami Certificate of Appreciation, Mayor Diaz, Commissioner Sanchez, Enhancing diversity through artistic endeavors in the making of the feature length documentary, Dear Mr. President, 2004
- Teacher of the Year – Miami Senior High School, 2002



## Claude F. Valle, III Weston Middle School Weston, MA

### MIDDLE SCHOOL: MATH – 6TH GRADE

*“As teachers, we need to give our students opportunities to learn what they have within. There are discoveries and abilities inside kids waiting to emerge that we as teachers see, but kids often don’t know are there. The key is helping our students believe and trust in themselves so these things can come out. Teaching is a lot of tending, watering, and patience with sometimes no visible growth, but the roots established by students can help them grow to be independent, life-learners.”— Claude*

*“When you walk into Claude Valle’s sixth grade math room, you know that students will see and look at math differently for the rest of their lives. From the ceiling of his room hang a hundred Mobius strips; a large aquarium filled with dead calculators displays a history of math technology; lists of every student Claude has ever taught cover the walls; math manipulatives fill storage bins; student math art provides color and excitement. The world of mathematics is alive and waiting for a talented teacher like Claude to bring it alive.”*

*Linda Butler, Asst. Principal*



To get kids engaged in learning math, Claude works hard to make math interesting, fun, varied and connected. Noting that the human brain took over three million years to develop and that formal mathematics has only existed for several thousand years, Claude believes all people have the brainpower to "do math", the key is unlocking it. Claude tries to do this by connecting math to daily life. Movement, writing, history, pop culture, art, games and family involvement also play an important part in his students learning math. His room reflects his philosophy of connectedness in math. Projects abound; math is creative. In Claude’s class, ‘math is motion, art, writing, people, life and entertainment. Math is not a spectator sport.’

#### Other Highlights:

- Educational/Math Consultant, SchoolWorks, LLC, Beverly, MA; Created and delivered one-day training workshop to a group of Princeton Review Trainers on implementation of the Impact Math text series. In turn, they trained teachers in NYC public schools, 2003.
- Multiple-time Massachusetts Teacher of the Year nominee.
- National Council of Teachers of Mathematics (authored "Teaching Tips" article in their magazine)
- Association of Teachers of Mathematics in Massachusetts (Conference Speaker - "Game Show Mathematics").
- Swim Coach - Two-time NISCA National High School Dual Meet Champions, 14 State Championship Team Titles in 16 years, 2002 AFLAC National Coach of the Year, 2001, Boston Globe All-Scholastic Coach of the Year, 1999 EMSCA Meritorious Service Award, 1997 Weston Boosters Community Service Award, 1994 DCL Bob Chruz Sportsmanship Award, 1991 NIFCA Massachusetts State Outstanding Coach, 1988 Runner-up, Maine State Coach of the Year.
- Two-time Weston High School Commencement Guest Speaker.
- Weston War Memorial Scholarship Fund Committee member.
- Runs Saturday Morning Detention at Weston High School.
- Weston Recreation Department, Weston, MA, Founder/Coach of Catfish summer swim team, 1997-present.
- Enjoys running, pick-up basketball, walking with wife, playing with three children, and reading anything on personality or brain research.
- Is a long-suffering Red Sox fan.





## Pamela Caldwell Vaughan Fordyce High School Fordyce, AR

### HIGH SCHOOL: SCIENCE – 10TH GRADE BIOLOGY, 9TH GRADE PHYSICAL SCIENCE

*"My destiny may have been written in the stars or at least guided by them. I was born in 1957, a pivotal year for space exploration with the launching of Sputnik. I can remember the excitement as a little girl when my father would take me outside during the night to view astronomical events. I felt this same excitement years later as I proudly gazed with a student as we watched frogs being launched on the space shuttle. The NASA frog experiment was so like one proposed by this student that the scientist in charge had invited us to be present for the launching. This past year I was filled with the same exhilaration as I watched my students as they led our community in viewing Mars. Because I have always taught in small rural schools in southern Arkansas, I have attempted to expand my students' thinking beyond their small town borders throughout the universe. In the past three years, sixteen students from the small town of Fordyce, Arkansas, have been nationally recognized by NASA because of their efforts. Today my students are the stars. It is with continued excitement that I watch these students join with me as we pursue the adventure of learning."*—Pam



In this unique science classroom, some are writing a song, some are acting, some are building, some are calculating, and some are creating artwork. Students do not appear to be afraid of making mistakes. Students are working together. This classroom honors the diversity within the classroom. Students learn to draw on each other's strengths and learn to appreciate individual differences and contributions. On the first day in this classroom, students hear two things that many have never heard at school. Pam tells them that she loves teaching and that in this class, learning from mistakes is a goal, not a failure. Students are then invited to join the adventure. Just what exactly goes on in this room? Learning.

#### Other Highlights:

- NASA Student Launch Initiative Program – One of three schools selected nationwide to participate in a hands-on, inquiry-based learning opportunity for students to experience first hand "rocket science" by designing, building, and launching their own reusable rocket and payload.
- Team Leader, NASA Explorer School, Fordyce School District – One of fifty schools in the nation selected to partner with NASA to bring engaging mathematics, science, and technology learning to educators, students, and families
- National Second Place & third place winners NASA Student Involvement Program, 2004 Space Journalism
- Featured speaker with 2 students, NASA national Turning Goals into Reality Conference Awards Dinner, 2003
- National First Place Winner NASA Student Involvement Program, 2003 Watching the Earth Change
- National Field Test Teacher for NASA's Earth to Orbit Program, 2003 – 4
- National Field Test Teacher for NASA's Earth to Orbit Program, 2001 – 2003
- Cornell CONTOUR Comet Challenge National Student-Teacher Team Winner, 2002 – National competition to devise a program to educate and involve communities about the Contour's goal and space science.
- National Space Club Space Educator Award, 2002
- National First Place Winner NASA Student Involvement Program, 2002 Watching the Earth Change
- National Second Place Winner NASA Student Involvement Program, 2002 Space Journalism
- National Second Place Winner NASA Student Involvement Program, 2002 Watching the Earth Change
- National First Place Winner NASA Student Involvement Program, 2001 Watching the Earth Change
- National Third Place Winner NASA Student Involvement Program, 2001 Watching the Earth Change
- First, Second, and Third Place Arkansas State Winners NASA/NSTA Mission to Mars Project, 1994
- Southwest Regional Student Winner NASA/NSTA Space Shuttle Student Involvement Program, 1985
- National First Place Student Winner NASA/NSTA Space Shuttle Student Involvement Program, 1984 (Ten Projects chosen nation-wide to actually be performed on the space shuttle. At that time, this was the only winner ever chosen west of the Mississippi River.)
- Regional Student Winners NASA/NSTA Space Shuttle Student Involvement Program, 1983 & 1984
- Arkansas Education Association Human Relations Award 2003 – Statewide award based on teaching efforts and success of students in a field perceived to be dominated by males or those from more urban areas.
- Governor's appointee, Arkansas Governor's Advisory Council for the Education of the Gifted and Talented, 2003
- Arkansas Science Teachers Association Certificate of Outstanding Achievement, 2002
- Arkansas AGATE, Arkansas Gifted and Talented Education, Educator Award presented because of significant contributions for creativity in the education of gifted and talented students, 1996
- NASA Student Involvement Program Presenter, National Science Teacher's Convention, 2004
- NASA Student Involvement Program Presenter, Regional and National Conference of Math Teachers Convention—serving as a science resource for teachers in other disciplines, 2003
- NASA Student Involvement Program Presenter, National Science Teacher's Convention, Philadelphia, PA 2003
- NASA Student Involvement Program Presenter, National Science Teacher's Convention, 2001-2003
- Sponsor of Comets on the Cottonbelt Committee (Volunteer committee of students who promote space education throughout the community), 2002-2004
- Married, two children, and enjoys Historical Preservation



## Darrell S. Woods North Canton Hoover High School

### HIGH SCHOOL: SCIENCE – 12TH GRADE ADVANCED PLACEMENT PHYSICS, 11TH – 12TH GRADE CONCEPTUAL PHYSICS

*“The important thing is not to stop questioning.’ These words of Einstein guide the daily routine in my physics classes. Whether solving logic puzzles, designing recycle cars or mousetrap cars, testing balsa wood bridges and gliders, or building K’Nex roller coasters, my scholars are constantly being challenged to think beyond their normal boundaries. Through enthusiastic dialogue and team interactions, learning of science and life is definitely not a routine experience in physics. As shared by a former scholar, my physics class allows students to explore science and be assessed in so many different ways that failure is only an option to those who fail to try.”—Darrell*



*“Mr. Woods has more than 125 students taking a fourth year elective course in physics. Today, most seniors would shy away from such a class. But because of Mr. Woods’ non threatening style, even non-science students are able to learn and achieve along with students who plan on majoring in science.”*

*Anthony Pallija, Principal*

Darrell is curious as to why the scientific curiosity of elementary students seems to fade as they get into high school, and so he begins the school year with survey looking at previous lack of success in science and frustrations with school. He tries to rekindle the spark of science curiosity and create a desire for them to learn science. Darrell challenges himself to create a safe, diversified, challenging learning environment that allows scholars to become involved in their own learning while still having fun. As one of his former students commented (sharing her goal of becoming an elementary teacher), “You didn’t teach just science, you taught us to love it.”

#### Other Highlights:

- National Board Certification in Science for Adolescents and Young Adults, 1998, (one of only 27 in State of Ohio to receive this certification in Science in 1998)
- Presidential Award for Excellence in Mathematics and Science Teaching (PAEMST), 2003
- NASA Educational Workshop for Mathematics, Science and Technology (NEWMST) Program, 1995
- Pathwise Level I & Level II Training, 1998
- Governor Taft’s Ohio Teacher Advisory Committee, 2000 – 2001
- NSTA Regional Conference Presentation, 2001
- Jackson-Belden Chamber of Commerce Teacher of the Year, 1996
- Ashland Oil 2000 Teacher Achievement Award, 2000
- Chevy Malibu Teaching Excellence Awards Winner, 2001
- Subaru National Science Teaching Awards Honor Roll for Ohio, 2002
- Inaugural 2002 Akron Global Polymer Academy Institute, 2002
- Jackson High School Teen Institute Advisor, 1994 – 2001
- Hoover High School Co-Advisor of Teen Institute, 2001 – present



Aimee L. Young  
Loudonville High School  
Loudonville, OH

**HIGH SCHOOL: HUMANITIES – ENGLISH  
(10TH GRADE), ENGLISH/US & WORLD  
HISTORY, HOLOCAUST STUDIES, CREATIVE  
WRITING (11TH & 12TH GRADE)**

*“Room 110 contains your basic classroom “stuff”: chalkboards, desks, windows, technology—you know, typical. And then there’s what gives the room personality: a map of Nazi-Occupied Europe, a brilliant collection of Hallmark cards my sister created, a poster of Northern Hemisphere constellations, death camp photos from my trip to Poland, student and family photos, and oh, yes, my Ricky Martin poster collection. It’s a terrifically eclectic assortment for someone who teaches 10th, 11th, and 12th graders, isn’t it? My room is real though, and it’s about me—a place where I want to be; and if the number of students coming through my door at any given time of day is an indication, it’s where they want to be, too. My room is simple, serious, thoughtful, and organized, yet intriguing, laid-back, fun, and dreamy—like me and the way I teach.”—Aimee*



*“A teacher can captivate her class and lead them to discoveries never dreamed possible; tightly held prejudices can melt away and paths can be illuminated with knowledge and confidence. A teacher can be incredibly powerful in rescuing and shaping disheartened and disillusioned young lives. A teacher can put a sparkle in an eye and a smile on a face. A teacher can shape tomorrow and make it better. Aimee Young is such a teacher.” Ben Blubaugh, Principal*

Students soon find out that no undying passion for literature or writing inspires Aimee to teach; it’s a love for teaching itself. That devotion allows her to put herself in their desks to consider what she would want to learn, how she would want to learn about it, and why it is significant to her; considering students’ viewpoints and feelings to frame Aimee’s teaching can still be done within the perimeters of state curriculums or district improvement plans. Once she engages them as learners, their ownership is inevitable, and their understanding is ultimate.

**Other Highlights:**

- Advisor of high school drill team, third year
- Member of district’s Local Professional Development Committee, third year
- District mentor teacher
- Presenter/facilitator for: The Belfer National Conference for teachers, United States Holocaust Memorial Museum, June 2003 and 2004; The Second Annual Northern California Forum on Holocaust Education, USHMM, March 2004; The National Council of Teachers of English panel presenter on partnering with museums to help teach, 2003 annual convention in San Francisco; various community organizations, such as the Loudonville Public Library, Lion’s Club, Rotary Club, Progressive Women’s Club, Loudonville-Perrysville School Board, and staff in-services, 1998-current.
- Recipient of Ashland County Community Foundation mini-grant to bring Holocaust survivor from the USHMM’s Speaker’s Bureau to Loudonville, OH, March 2004
- Recipient of Belfer Exemplary Lessons Initiative award (USHMM) for a lesson on pre-WWII European Jewish life, February 2003; the lesson is currently up on the website for access, was filmed in the classroom to be included, and will be in print form this spring (<http://www.ushmm.org/education/foreducators/prodev/beli/2003/>)
- Named to Ohio Council on Holocaust Education curriculum advisory board, 2002
- Mandel Teacher Fellow, USHMM, 2001-2002
- Former advisor to the high school’s award-winning newspaper, The Redbird, ten years
- Participant/graduate of the Jewish Labor Committee’s Summer Seminar in Poland and Israel: Yad Vashem and the Ghetto Fighters’ House, July 1998
- Developed a Holocaust studies elective; curriculum is based on the Ohio model, Prejudice Unleashed