

WELLS FARGO
Principal of the Year

2012

THE UMSTEAD | CARY, NC



PUBLIC SCHOOLS OF NORTH CAROLINA
State Board of Education | Department of Public Instruction

ABOUT THE PROGRAM

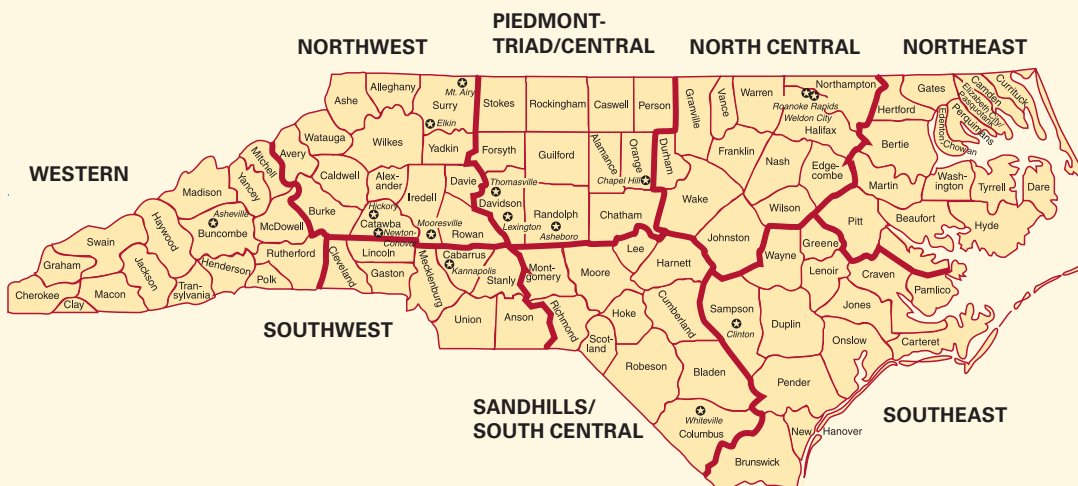
The Wells Fargo Principal of the Year Award was introduced in 1984 to recognize the role of the principal in establishing an environment conducive to the pursuit and achievement of academic excellence in North Carolina's schools. The Wells Fargo Foundation sponsors the award in conjunction with the North Carolina Department of Public Instruction. Since the inception of the program, there have been 32 Wells Fargo North Carolina Principals of the Year, 202 regional award recipients, and 2,590 local Wells Fargo Principals of the Year.

The awards program recognizes principals at the local, regional, and statewide levels. Candidates are initially nominated by their school district. Following their nomination, each candidate prepares a comprehensive portfolio for review by a regional selection committee and participates in an interview before this committee. From this screening process emerges one leading representative from each of the state's eight regions. Once the regional finalists have been determined, a state-level selection team visits each of the candidate's schools and conducts interviews with the principal, faculty, staff, students, and parents. In addition, the team also reviews the portfolios and data from the Teacher Working Conditions Survey to identify who will be named the Wells Fargo North Carolina Principal of the Year.

Candidates for the awards program are judged on many criteria. They are expected to merit the respect and admiration of students, teachers, and other professional coworkers, parents, community leaders, and constituents. Community involvement as well as local, regional, and state professional development activities are other factors considered. One of the most important qualifications, however, is the demonstrated ability to improve the achievement of all students from various backgrounds and different capabilities.

Selecting the individual who will represent North Carolina's principals and serve as a spokesperson for administrators and educators in our state is a difficult and critical task. As an ambassador for public education, the Wells Fargo Principal of the Year will participate in a myriad of speaking engagements and serve on a number of committees across North Carolina throughout his or her tenure. The state designee serves in an advisory capacity to the State Board of Education and is expected to chair the following year's Principal of the Year state selection committee. He or she also receives an appointment to the State Superintendent's Principals Advisory Committee and serves a one-year term on the Board of Directors of the North Carolina Public School Forum.

The Wells Fargo North Carolina Principal of the Year receives \$3,000 for personal or professional use, and his or her school receives \$3,000 for educational equipment, materials acquisition, or other uses designated by the principal. Each regional finalist receives \$1,000 for personal use and \$1,000 for the school. Each district-level candidate who participates in the regional interview process receives a \$150 cash award for personal use as well.



AGENDA

WELCOME AND GREETINGS

BRANDON PATTERSON • Assistant Director, Educator Recruitment and Development
North Carolina Department of Public Instruction

JACK CLAYTON • Executive Vice President, Wells Fargo

DR. JUNE ST. CLAIR ATKINSON • State Superintendent
North Carolina Department of Public Instruction

GOVERNOR BEVERLY PERDUE

INTRODUCTIONS

BRANDON PATTERSON

INVOCATION

DR. REBECCA GARLAND • Chief Academic Officer
North Carolina Department of Public Instruction

LUNCHEON

RECOGNITION AND REMARKS

KIMBERLY MOORE • Relationship Manager, EF Educational Tours

DR. WILLIAM C. HARRISON • North Carolina State Board of Education Chairman

LIEUTENANT GOVERNOR WALTER DALTON

ROB JACKSON • 2011 Wells Fargo Principal of the Year

ANNOUNCEMENT OF THE 2012 WELLS FARGO PRINCIPAL OF THE YEAR

JUAN AUSTIN • Community Affairs Manager, Wells Fargo

ACCEPTANCE REMARKS

2012 Wells Fargo Principal of the Year

ADJOURNMENT

BRANDON PATTERSON

SPECIAL ACKNOWLEDGMENTS

We would like to thank everyone who participated in the nomination and selection process at all levels. Our special appreciation is extended to the following:

- WELLS FARGO** • Wells Fargo is a nationwide, diversified, community-based financial services company that has 318 stores and more than 25,000 team members in North Carolina.

Wells Fargo's vision is to satisfy all of its customers' financial needs and to help them succeed financially through its banking, commercial real estate lending, insurance, investments, mortgage, and consumer and commercial finance products and services.

Wells Fargo is honored to sponsor the North Carolina Principal of the Year program and to support educational initiatives in communities across the state. This past year in North Carolina, Wells Fargo provided more than \$15.7 million to nonprofits and schools. These contributions were channeled into areas such as neighborhood revitalization, education, mortgage counseling, small business development, human services and financial literacy.

Wells Fargo and you – together we'll go far.

Visit a Wells Fargo store today or visit wellsfargo.com to learn more about the company.

- EF (EDUCATION FIRST)** • Founded in 1965 by entrepreneur Bertil Hult, EF is a privately-held company with 16 divisions that offer a range of educational programs from language training, educational travel, and academic degrees to cultural exchanges. With a mission to break down barriers in language, culture and geography, EF has helped people of all ages and nationalities become citizens of the world.

From Berlin to Beijing, Moscow to Mexico City, Dubai to Denver, EF operates 400 schools and offices in over 50 countries. EF's global network includes 9,000 staff and 25,000 teachers and guides. To date, EF has helped over 15 million people to learn a new language, discover the world, or earn an academic degree.

2012 STATE SELECTION COMMITTEE

- ROB JACKSON** • 2011 Wells Fargo North Carolina Principal of the Year, Cuthbertson High School, Union County Schools

- TYRONNA HOOKER** • 2011-2012 North Carolina Teacher of the Year, Graham Middle School, Alamance-Burlington School System

- SONJA LEATHERS – EX-OFFICIO** • Professional Development Consultant, Educator Recruitment and Development, NC Department of Public Instruction

- YVETTE STEWART – EX-OFFICIO** • Race to the Top Project Coordinator for Professional Development, NC Department of Public Instruction

2011 WELLS FARGO REGIONAL PRINCIPALS OF THE YEAR

2011 WELLS FARGO NORTH CAROLINA PRINCIPAL OF THE YEAR



Rob Jackson
Cuthbertson High School
Union County Public Schools

Rob Jackson is the Wells Fargo North Carolina State Principal of the Year. He serves as the Founding Principal of Cuthbertson High School in Waxhaw. Previously, Mr. Jackson has served as the principal of Parkwood High and Marvin Elementary Schools, both located in Union County Schools. Additionally, he has served as an assistant principal, an elementary teacher, a SIMS Secretary, a bus driver, a summer custodian, and an afterschool associate. A native North Carolinian and a product of the North Carolina Public Schools, Mr. Jackson is honored to represent the principals of his home state.

"As I have travelled the state this year, I have truly enjoyed the opportunity to speak with and learn from fellow school administrators. In addition, I have developed a greater appreciation for how vast our state is geographically. Despite the great differences in distance and terrain, I have found a universal desire among the principals I meet to give their all for their school community. The North Carolina Standards for School Executives call for principals who are 'a driving force behind major initiatives that help students acquire 21st century skills.' Regardless of whether the principals I have met are from the mountains or the coast, the foothills or the piedmont, rural areas or inner-cities, each has been obviously committed to the success of their students."

– ROB JACKSON



Diane O. Newbern
Currituck County High School
Currituck County Schools



Lisa Denning Tart
Grantham School
Wayne County Public Schools



Elizabeth V. J. Shearer
City of Medicine Academy
Durham Public Schools



Cory Satterfield
Richmond Senior High School
Richmond County Schools



Anna C. Brady
Grimsley Senior High School
Guilford County Schools



Sandy B. George
Mount Airy High School
Mount Airy City Schools



Marcia Perry
Haw Creek Elementary School
Buncombe County Schools



CLAY WAGNER

MARTIN COUNTY SCHOOLS

ASSIGNMENT:
RIVERSIDE HIGH SCHOOL,
3.5 years
22.5 years in education

If you have watched the news in the past few years, you may have seen some news clips about the consolidation of schools in Martin County. I have spent the last two years working to bring together the communities of Jamesville and Williamston. This has been a tough task considering that both schools and communities are very proud and have rich traditions that go back further than I know. No one wants to lose their past. It was my job to assist all stakeholders in focusing on the future.

This process of bringing staff members, students, parents, and communities together began with the focus totally on the students. Student leaders from both schools were brought together to discuss things such as school colors, mascots, and other details. It was amazing to see how the students eventually grew into ambassadors and were able to go back to their schools and share their ideas and get input from other students. These students worked for almost a year leading the consolidation process.

Prior to the consolidation year, I took time to go to Jamesville to meet with the staff as a whole and enter into some discussion with individuals to try to answer some questions that just related to the fear of the unknown. Combined staffs met a couple of times early during the year to talk about general concerns and get to know one another. I tried to meet with individual teachers to discuss strengths and weakness and what curriculum they were most comfortable teaching. While I knew that I could not satisfy everyone, truly listening helped in the overall process.

The first day came and went without a hitch, as did the first month. Lots of support from both communities was evident, everyone was trying to do their very best to be positive and make sure that the children did not suffer through this transition. You could tell that it was going to be a different type of year. The colors and mascots had changed, but overall, the year started great.

The time had come to start talking about our mission and vision for Riverside High School. This was not a short process. Discussions started about the second month of school and through a series of meetings that focused on change and core values, we began to form ideas that would later become our actions. This process included meetings with student government, the local advisory board, and the School Improvement Team. We were determined to develop a mission and vision for Riverside High School that was staff, student, and community-driven. The new mission and vision statement for Riverside High School was voted on by the staff at the end of January 2011. The RHS mission and vision statements have been communicated throughout our school and community. You will find it posted in every classroom, on our website, and hopefully, in the day-to-day actions of our school.

Northeast • REGION 1



Andrea Adams
Sheep-Harney Elementary School
Elizabeth City-Pasquotank Schools



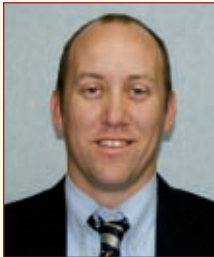
Julie Cary
South Central High School
Pitt County Schools



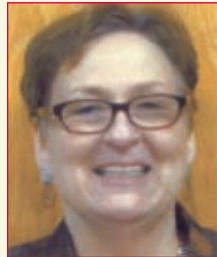
John E. Donlan, Ph.D.
First Flight Middle School
Dare County Schools



Rhonda James-Davis
Currituck County Middle School
Currituck County Schools



Timothy Lazar
Grandy Primary School
Camden County Schools



Sallie Ryan
Gatesville Elementary School
Gates County Public Schools



Alicia Vosburgh
Chocowinity Primary School
Beaufort County Schools



Tanya Turner
Chowan Middle School
Edenton-Chowan Schools



Joanne Jones
Hertford County Early College High School
Hertford County Public Schools

“[Clay Wagner] is a people person of the finest magnitude, and he has an energy level that is envied by many—and yet surpassed by none.”

– JIM LAMMERT, PRINCIPAL COLLEAGUE



GLENN REED

ONslow COUNTY SCHOOL SYSTEM

ASSIGNMENT:
BLUE CREEK ELEMENTARY
SCHOOL, 4 years
20 years in education

Three years ago when I became principal of Blue Creek Elementary, I knew I had been given quite an opportunity to exercise my strategic leadership skills. The school was in dire need of transformation, and I was ready for the challenge. It was the last year of the school's three-year strategic plan, and this gave me time to get to know my school community and help lead them out of the unfortunate situation that they were in. State end-of-grade testing results placed Blue Creek's proficiency level as the second lowest in the county. Teacher Working Conditions Survey results were all well below state and district averages. The fifty-five-year-old building was in a state of disrepair and neglect. Parents and stakeholders were frustrated and absent from events at school. Pride in the school had all but dissipated as no one even remembered what the mascot was supposed to be. Blue Creek Elementary was ripe for restructuring.

At the end of my first year, I had a fairly good grasp of our challenges and how to address them. We began a new two-year strategic plan and revisited everything about the way we did business at Blue Creek. The staff's newly elected School Leadership Team, in conjunction with administration and parent representatives, developed a new school vision and mission with supporting belief statements. We created our strategic plan to support these goals and objectives. We began our work to become a themed elementary school after surveying staff, students and stakeholders to determine which theme would best fit the needs of ensuring our students become successful citizens in the 21st century. We even developed a new logo and mascot for the school. The globe represents our globalized curriculum and 21st century "Future Ready" focus, the stars are our students, the dragonfly is flying upwards to represent the soaring hopes, dreams and futures of our students and the multi-colored wings symbolize the diversity of the stakeholders. It is on the wings of diversity that our student success will take flight. We began the very difficult task of reorganizing a forgotten school for the sake of the children within our district lines.

Here are the results of our work:

Vision Statement: Equity and Excellence in Education

Mission Statement: It is the mission of Blue Creek Elementary to enhance student achievement and foster leadership through inquiry methods of instruction.

Belief Statements:

- Educators, students, parents, and community share in the responsibility for successful learning.
- Students have the right to attend a school that prepares them for academic, social and personal success in a safe and supportive environment.
- All decisions must be made in the best interest of children.
- Student engagement is the cornerstone of effective instruction.
- All students can learn and experience success.
- Students should be provided with a variety of instructional and experiential approaches to support their learning.
- Inquiry models of instruction will be integrated in a rigorous and relevant curriculum.
- A commitment to continuous improvement will drive decision making and provide the focus for student achievement.

Southeast • REGION 2



Helen Davis
Town Creek Elementary School
Brunswick County Schools



Cheryl Wilson
Trent Park Elementary
Craven County Schools



Felicia Brown
Duplin Early College High School
Duplin County Schools



Kristie W. Brennan
LaGrange Elementary School
Lenoir County Public Schools



Stephen Buchanan
Malpass Corner Elementary School
Pender County Schools



Gaynor Hammond
Plain View Elementary School
Sampson County Schools



Lee Johnson
Wayne Early Middle College High
Wayne County Public Schools



Carolyn Heller
West Carteret High School
Carteret County Public School System



Henry Rice, III
Pamlico County High School
Pamlico County Schools



Chris Furr
New Hanover High School
New Hanover County Schools

“Students sit down with Mr. Reed one-on-one twice a year to share their data notebooks...Students not only feel important to sit down with the principal, but they want to improve because Mr. Reed cares.”

– TIFFANY PAYNE, FOURTH GRADE TEACHER, BLUE CREEK ELEMENTARY



DREW COOK

WAKE COUNTY PUBLIC SCHOOL SYSTEM

ASSIGNMENT:
GARNER MAGNET HIGH
SCHOOL, 2½ years
14 years in education

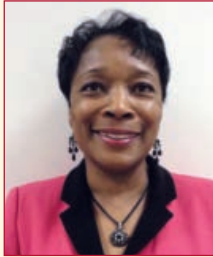
Upon moving into the role of principal in April of 2009, it was immediately clear to me that there was a strong desire for improvement among staff, students, and parents. Suspension rates were high, student achievement was low, and the general morale of the faculty was sagging. While the need and desire for improvement was clear, less clear were exactly *what* needed to be improved, *who* would do it, and *how* it would be done. It is vital that each of these questions be sufficiently answered in order to set about the work of successfully re-imagining a school's vision, mission, and goals.

The first of these questions that must be answered is, "Who will be involved in the work of setting the school's new course?" In my view, my role as principal is to clearly set the vision and direction of the school. However, this process cannot be done arbitrarily, and certainly, not by myself. Systems and structures must be put into place that ensure all stakeholders - teachers, support staff, parents, students, and community members - have a role in determining what needs to be changed and how it can be done. At Garner Magnet High School, this means regularly consulting with the School Improvement Team, department chairs, Professional Learning Team (PLT) leaders, administrative team, Parent Teacher Student Association (PTSA), and student government. Providing opportunities for feedback and ownership among these groups is important, but it is even more important that these opportunities be authentic and practical. Stakeholders who see that their input and ideas are being used and implemented are much more likely to continue their involvement in the future, which of course, serves to sustain a continuous process for improvement and growth. The power of being able to stand in front of a faculty and reference "*our*" vision and "*our*" goals is absolutely invaluable in the process of successfully re-imagining a school.

Once a process to distribute leadership has been established, the school can go about the business of answering the *what* and the *how*. In order to do this, it is important to assess where we are and where we are going before deciding how we are going to get there. This assessment must involve a detailed analysis of relevant school data, including information on student achievement, graduation rates, discipline data, as well as the Teacher Working Conditions and Continuous Improvement surveys. With this information, much of which again is gathered by multiple stakeholders, we can begin to develop a snapshot of where we are as a school. Then of course, we can begin the work of developing a clear vision for the school and creating clear, measurable goals to help us get there.

The final piece of the puzzle in creating and/or re-defining a school's vision and goals involves developing the actual strategies to bring about the desired changes. Just as important, creating systems to ensure these changes are sustainable and permanent are essential. Otherwise, after the initial excitement of moving in a new direction wears off, any gains made could be short-lived and fall well short of expectations. Regular progress checks that ensure a constant focus on the school's vision and goals are critical, not just from one year to the next, but within the school year. These updates allow for adjustments to be made when adequate progress towards goals are not being made and, perhaps more importantly, provide wonderful opportunities to celebrate success and/or progress towards reaching the school's short-term and long-term goals.

North Central • REGION 3



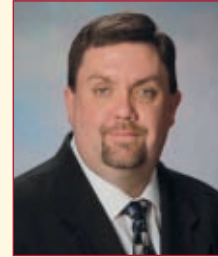
Barbara Parker
Spring Valley Elementary School
Durham Public Schools



Marc Whichard
SouthWest Edgecombe High School
Edgecombe County Public Schools



Roosevelt Alston
Bunn Middle School
Franklin County Schools



Chris (Roland) Ham
Granville Early College High School
Granville County Schools



Chip (Michael) Hodges
Northern Nash High School
Nash-Rocky Mount Public Schools



Kelvin Edwards
Belmont Elementary School
Roanoke Rapids Graded School District



Michael Bullard
Vance County Early College High School
Vance County Public Schools



Dr. Monica Smith-Woofter
Roanoke Valley Early College
Weldon City Schools



Kirk Denning
Princeton High School
Johnston County Schools



Melissa Dancy-Smith
Forest Hills Middle School
Wilson County School District

(Upon reflecting on a witnessed student interaction) "...As every day... this young man, because of Mr. Cook, knew he was the most important person on our campus; he, just as all 2,362 of our students, knew he was the reason that we are here to serve, teach, and inspire..."

– JANE M. HOUSE, TEACHER, GARNER MAGNET HIGH SCHOOL



SARA BIGLEY

MOORE COUNTY SCHOOLS

ASSIGNMENT:
PINEHURST ELEMENTARY
SCHOOL, 8 years
19 years in education

My first year as principal, I led the staff through the process of evaluating our beliefs system. Along with my staff, we reflected, analyzed and developed our collective beliefs about education. Throughout this process, we realized that inconsistencies existed between our actions and core values. As a result, we had to take a hard look at our practices and make meaningful adjustments in our collective work at the school. Based on this process and other major changes that have occurred over time at Pinehurst Elementary School, I have led the school in re-imagining who we are, how we meet the needs of our diverse learners, and how we ensure that parents and community members are active stakeholders in the lives of our children.

Two years ago, due to overcapacity issues (we had 680 students in a building that had a capacity for 450) a new elementary school was built and approximately half of our staff had to go to the new school. Last year, the year-round school building in our district was retired and the K-2 portion of the program was moved to Pinehurst Elementary while the 3-5 year-round grades went to a neighboring school. Needless to say, these two transitions have caused anxiety and unrest among children, parents, and staff members.

At the beginning of this year, we began the process of reevaluating our core beliefs in order to unify two staffs from multiple tracks coming together under one school roof. I led the staff through various exercises focusing on value clarification, as well as having them examine their own respective beliefs. This process has enabled the professionals at Pinehurst Elementary School to engage in powerful conversations and to prioritize next steps.

From our self-reflection, a School Design Team has been developed as a part of our re-imagining process. This group of teachers works hand-in-hand with our School Improvement Team, as well as with the total school to include all staff and parents. While I believe a large part of my strategic leadership is to develop leaders, the Design Team is focusing on moving instruction away from lesson plans to lesson designs. Through this distributive leadership, we are transforming students from compliant workers to truly engaged learners.

Another focus of the staff is the review and analysis of the Teacher Working Conditions survey from both Pinehurst Elementary and Academy Heights Elementary (as we are now one school). Teachers are conferring and providing constructive feedback to the School Improvement Team (SIT). This input is being gathered during monthly half-day planning time so that meaningful discussions can occur and viable proposals can be forwarded to the SIT for consideration toward continuous improvement.

Finally, the compass for my strategic leadership is our School Improvement Plan. Our team, including parents, teachers and classified staff, has developed a strong plan that is guiding our direction and closing the gap between current and desired outcomes. We are primarily focused on three areas for improvement and student learning through responsive teaching. First, we are learning how to incorporate design qualities in order to create more engaging instruction. Second, we are working on quality two-way communication with our parents and community. Third, we are developing the leadership skills of our staff.

Sandhills/South Central • REGION 4



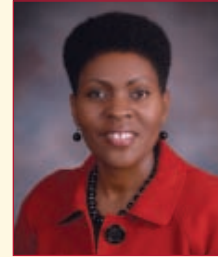
Jonathan Blue
Prospect Elementary
Public Schools of Robeson County



Joan Frye
East Middle School
Montgomery County Schools



Shirley Gamble
Westover High School
Cumberland County Schools



Mary McLeod
West Hoke Middle School
Hoke County Schools



Linwood Smith
Western Harnett Middle School
Harnett County Schools



Pamela Sutton
B.T. Bullock Elementary
Lee County Schools



Jamie Synan
Wagram Primary School
Scotland County Schools



Cheryl White-Smith
Elizabethtown Primary School
Bladen County Schools



Marsha Porter
Washington Street Elementary School
Richmond County Schools

“If the ability to adapt and embrace change while remaining focused on the school district’s mission is the sign of a good principal, then Sara Bigley is a **great** principal.”

– DR. SUSAN PURSER, SUPERINTENDENT, MOORE COUNTY SCHOOLS



PATRICE FAISON

GUILFORD COUNTY SCHOOLS

ASSIGNMENT:
OAK HILL ELEMENTARY
SCHOOL, 2 years
15 years in education

In 2009 after consistently scoring low on state assessments, Oak Hill was labeled as a *tier one* school. *Tier one* is designated for the lowest schools in the state. District leaders wrote a School Improvement Grant tailored to the turnaround model and received \$2.8 million over three years. Oak Hill is a Title I school with 98 percent of its students receiving free or reduced lunch and 50 percent of the students speaking English as a second language. The majority of the students come from single-parent households often facing economic hardship. Even with these difficult and pressing issues, these parents still wanted and deserved the best for their children. In 2010 when I became the principal of Oak Hill, it was one of the first schools in the country and the only school in Guilford County to receive the new School Improvement Grant.

During the summer the school received a new look. Our maintenance and custodial staff cleaned the building inside and outside. My art teacher painted a warm mural on the wall welcoming parents and students as they entered the building, and another staff member painted signs in English and Spanish to assist parents with locations in the building. Once school began we displayed student work throughout the building to give students a sense of pride. The biggest necessity in *re-imagining* Oak Hill was identifying a quality staff that understood the vision, mission, and goals for the school. I articulated my vision for Oak Hill continuously for all to hear, "Oak Hill should be a place where we as educators would bring our children." I work hard to create an atmosphere of high expectations and no excuses; everyone including myself was held accountable. Staff, students, and parents knew what was expected and that goals and expectations would be revisited as part of our growing process. Teachers convened with students to set goals and develop a plan to improve their achievement. In addition, a number of programs were created to allow students to demonstrate leadership such as student council, "Gentlemen of Oak Hill," and safety patrol. Providing students with avenues to be role models and gain leadership ability is critical in their development and success.

Along with high expectations, we worked hard to show parents and the community that their opinions were valued and necessary for our success. We utilized our community resources to provide English as a Second Language and General Education Degree (GED) classes for parents through our local community college. Following in the footsteps of these programs, next year we plan to invite parents to teach staff conversational Spanish. The goal of this program is to provide parents with a sense of self-worth and empowerment. We have also implemented the "All Pro Dads" program created by Tony Dungy, former head coach of the Indianapolis Colts. This program brought our dads together with their children for breakfast once a month and covered a variety of topics. Breakfast and door prizes were donated by a variety of businesses in our local community. The success of this program has initiated the need for an "I-Moms" program, Coach Dungy's program for mothers. We have also established a parent resource center for our parents at Oak Hill. The resource center is a place where parents can check out parental books and use computers to fill out job applications, complete schoolwork, or any other computer needs they may have. Each month there is at minimum of one parent workshop provided by our local community or North Carolina Parent Information Resource Center to assist parents.

The change in school culture and climate under my strategic leadership has garnered much notice from our community. Upon entering our school one parent remarked, "You guys got me thinking I'm at Jefferson!" Her comparison of Oak Hill and one of our district's more affluent elementary schools highlights that we are on the right path. The path will end when one day all parents and students view Oak Hill as the new standard for success. My community deserves nothing less.

Piedmont-Triad/Central • REGION 5



Tammie Abernethy
Ramseur Elementary School
Randolph County Schools



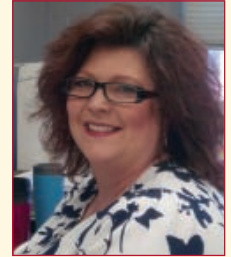
Deboy Beamon
Thomasville High School
Thomasville City Schools



Julie Brady
McCrary Elementary School
Asheboro City Schools



Barbara Brown
Central Elementary School
Rockingham County Schools



Jennifer Brown
South Lexington Primary School
Lexington City Schools



Darkarai Bryant
North End Elementary School
Person County Schools



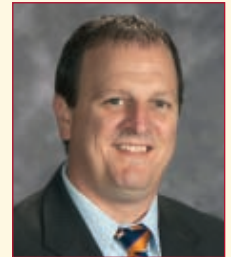
Christopher Johnston
Central Davidson Middle School
Davidson County Schools



James Kirkpatrick
Walnut Cove Elementary
Stokes County Schools



Cynthia McKee
Alexander Wilson Elementary School
Alamance-Burlington School System



Chad Morgan
Silk Hope School
Chatham County Schools



Anne Purcell
C.W. Stanford Middle School
Orange County Schools



Ray (Michael) Reagan
South Elementary School
Caswell County Schools



Richard Watts
Winston-Salem Preparatory Academy
Winston-Salem/Forsyth County Schools



Amanda Hartness
McDougle Elementary School
Chapel Hill-Carrboro City Schools

*"Perhaps, a community volunteer described Ms. Faison's impact best:
'She took a broken and hurt school and built a strong and optimistic academy.'"*

– MO GREEN, SUPERINTENDENT, GUILFORD COUNTY SCHOOLS



HILDA BATTS

CABARRUS COUNTY SCHOOLS

ASSIGNMENT:
A.T. ALLEN ELEMENTARY
SCHOOL, 5 1/2 years
19 years in education

Although no one has a crystal ball to see into the future, educators are challenged to prepare our students for their unknown future. Our response is often tied to our personal memories of our own educational experiences. However, just as our lives are unlike the lives of our parents and grandparents, this next generation will live in a dramatically different world that requires skills useful to a transformed global society. As the educational leader, my task is to strategically focus our school to prepare students to face the unknown with the knowledge, the skills, and the confidence to be contributing citizens in the twenty-first century. This challenge begins with building a culture within our school that models and promotes constant self-assessment and continual growth. We are in our second year of reorganizing our school after moving to a new site and adding students and staff from three additional schools. One of the “constants” from the original A.T. Allen is the belief that we are never finished. As a school community, we are evolving and changing in response to the needs of the students we serve, changes in society and cultural norms, advances in technology, the shifts in the regional, national, and global political scene, and the economic realities of working in public education. The school’s vision and goals must be clear but flexible enough to evolve as the needs of our students change. Purposeful change has become our constant at A.T. Allen Elementary School.

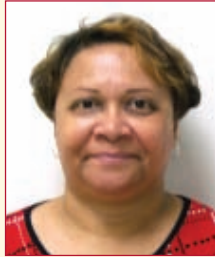
One of the most critical elements of a successful school is having a common set of beliefs which translate into action. No matter how a school vision or mission statement is worded, unless we internalize the message, it is simply words on paper. Communication of a common purpose begins with me. The skills that I used as a school counselor have enabled me to be open to listening to staff and parent concerns and to facilitate focused and purposeful responses. Every word and every action that I take must be aligned with preparing students to be positive, contributing citizens. In turn, my words and actions must be replicated throughout the school. Clarity of purpose and ownership of our educational mission is critical. Therefore, communication of our purpose is frequent, personal, and intentional. Embedded in our schedules, staff development, budget decisions, distribution of duties, communication tools, meetings, common expectations, and evaluation of data is the belief that we must create conditions in our school designed to maximize student success. A key to success is our strategic response to the changing needs of students and staff.

The move to the Common Core has created an energized atmosphere at our school. As we have stepped up our efforts to prepare students for a climate of inquiry both of self and the world around them, our professional conversations have become more focused and our responses to teacher needs more intentional. Our School Improvement Plan has evolved to be more strategic and aligned to a continuum of growth. The quarterly “touch points” along the way are as telling as the end result. Classrooms are beginning to look different. Through staff development, we have challenged our teachers to dramatically shift their style of teaching to reflect the learning needs of their students. During Professional Learning Community (PLC) time, we have asked staff to evaluate student learning, to make adjustments based upon that data, and to reflect on both successes and opportunities for growth. We are actively responding to the need for improved accountability, rigor in learning, and intentional actions. As we challenge students to reach higher, we must inspire and empower staff to dig deeper. Our mission reflects a school community dedicated to preparing students to be productive and contributing citizens in an unknown but exciting future.

Southwest • REGION 6



Kevin Garay
A. L. Brown High School
Kannapolis City Schools



Dr. Joslyn Allen
Morven Elementary School
Anson County Schools



Jackie Menser
Randolph Middle School
Charlotte-Mecklenburg Schools



Henry Gilmore III
Kings Mountain Intermediate School
Cleveland County Schools



Donna Cook
Rea View Elementary
Union County Public Schools



James Montgomery
Bessemer City High School
Gaston County Schools



Rhonda Harrill
Rock Springs Elementary
Lincoln County Schools



Dr. Sandra Carter
North Stanly High School
Stanly County Schools

“There is an old quote about leadership that I find true in considering Hilda Batts, ‘Leaders don’t create followers; they create more leaders.’ This is certainly true of her vision for her staff and for the children, our future leaders.”

– SUSANN NASH, ASSISTANT PRINCIPAL OF INSTRUCTION, A.T. ALLEN ELEMENTARY



KELLY WITHERS

ROWAN-SALISBURY SCHOOL SYSTEM

ASSIGNMENT:
JESSE CARSON HIGH SCHOOL,
1 year
11 years in education

The Jesse C. Carson High School mission and vision statements were developed utilizing our Professional Learning Communities (PLCs) and School Improvement Team. All of our teachers are part of individual PLCs. As a part of their discussion, each PLC was to poll students, discuss and submit a mission and vision statement. The school improvement team reviewed these statements as we collectively decided what would represent our beliefs and drive our decisions. Out of this process, the school agreed upon the vision of our school as “an environment where students, staff and community work together to achieve each student’s maximum potential.” The mission statement of our school is simply stated, “Students First.”

“Students First” drives every decision we make at this school. We constantly ask if the decision we are making is what is best for our students. The lens through which I ask every student, teacher, guidance counselor, custodian, secretary and all other members of our staff to examine school issues is colored with our students’ best interests. We work diligently to treat every student as an individual and create conditions of success.

Examples of those conditions are as follows:

EDU 2.0 – I created and maintain an administrative EDU 2.0 site in which all staff members have registered. This site is used for regular administrative announcements as well as correspondence with the PLC groups throughout the school. Each week as the PLC groups meet, they submit weekly feedback logs as an assignment on the site. I review the assignments and provide feedback and directed questioning to guide PLC discussions such as examining the failure rates, most frequently missed questions on formative and summative assessments or early intervention referral possibilities. This tool enables regular, frequent feedback and interaction to drive daily instructional decisions that impact student success.

Fine Arts Academy – We established a Fine Arts Academy for Rowan-Salisbury Schools at JCHS. The academy was born out of feedback from middle school students on their areas of interest. We offer instrumental music, choral music, visual arts, theatre and dance on our campus. We have numerous art shows and performances throughout the year, including a spring musical. The establishment of this commitment to the arts in a public school allows us to tap into our students’ interests and keep them invested in school. This year our six fine arts instructors have over 1,000 contacts (some students are counted multiple times) during both semesters.

Early Intervention Team/Night School – Beginning last year, I established an Early Intervention team. The team was comprised of our intervention specialist, various staff members with a reputation of thinking outside the box, and me. This group of people meets to review staff referrals of students displaying at-risk behaviors to come up with alternative strategies such as reduced day, alternative diploma programs, class changes, parental intervention, or explore activities that may appeal to the student to get them involved at JCHS. In addition, I volunteered my school to be one of two pilot high schools to offer a night school program for students in need of an alternative day. Nine out of eleven students who had stopped attending or were marginally attending school graduated through this alternative opportunity.

Thanks to our willingness to think outside the box and make decisions based on the individual needs and interests of our students, at Jesse C. Carson High School we are truly working to put “students first.”

Northwest • REGION 7



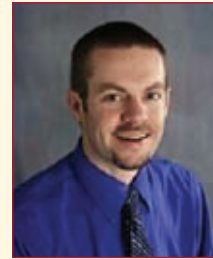
Bob Acord
Hildebran Elementary School
Burke County Public Schools



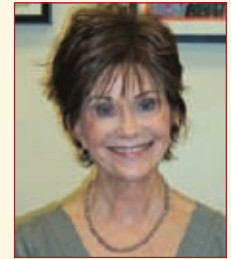
Donna Heavner
River Bend Middle School
Catawba County Schools



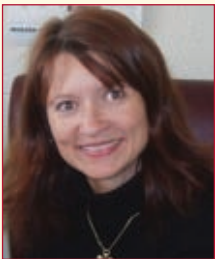
Pamela Helms
Northview Middle School
Hickory Public Schools



Jonathan Ribbeck
Celeste Henkel Elementary
Iredell-Statesville Schools



Robin Melton
East Mooresville Intermediate School
Mooresville Graded School District



Mary Brown
Wittenburg Elementary School
Alexander County Schools



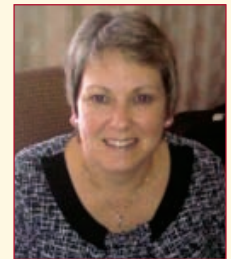
Lydia Lovell
Tharrington Primary School
Mount Airy City Schools



Lynn Marrs
Mocksville Elementary School
Davie County Schools



Rebecca Mastin
Mulberry Elementary School
Wilkes County Schools



Julia Styers
South Newton Elementary School
Newton-Conover City Schools



Ralph (Randy) Bentley
Bethel Elementary
Watauga County Schools



Bill Goins
North Surry High School
Surry County Schools



Doug Sheek
Forbush Elementary
Yadkin County Schools



Jennifer Robinson
Westwood Elementary School
Ashe County Schools

OTHER LOCAL WINNERS WHOSE PICTURES WERE NOT AVAILABLE INCLUDE THE FOLLOWING:

Ruth Shirley –
Crossnore Elementary
Avery County Schools

“Excellent leadership, professionalism, dedication, courage to face obstacles, innovative ideas, curriculum knowledge, and a positive outlook truly set Ms. Withers above the many fine administrators across the state. She is an excellent role model for us all...”

– DR. JUDY GRISSOM, SUPERINTENDENT, ROWAN-SALISBURY SCHOOLS



BRAD TEAGUE

RUTHERFORD COUNTY SCHOOLS

ASSIGNMENT:
EAST RUTHERFORD MIDDLE
SCHOOL, 5 years
13 1/2 years in education

Our school has gone through a major shift in the past year with our Going G.L.O.B.A.L. (Growing Learning Opportunities Beyond All Limits) initiative. Our staff has been asked to embrace new ideas and resources like never before. This has provided us with our fair share of struggles and obstacles to overcome. As we were asked to embrace this move by our district-level administrators, I felt that buy-in from the teachers was the single most important aspect of this initiative. While I am blessed with a well-qualified and hardworking staff, I knew that simply providing them with the tools, listing the requirements, and passing out deadlines would not be enough. There are two major factors that I feel allowed us to thrust forward with this initiative and redefine our vision, mission and goals.

The first obstacle to overcome was ensuring that the staff felt safe in communicating with me their vision and fears about the new initiative. We have staff members who are first-year teachers and staff members who are thirty-year teachers. It was imperative that they all be able to talk with me and know that I was here to support them as they move forward and grow with the integration of technology. In order to accomplish this, my Technology Facilitator and I met individually with each teacher in the building. The purpose of the meeting was simple. I asked teachers to share with me their vision of technology integration in their classroom. I also asked that they share with me their fears. After discussing both of these, I asked them what they needed from us to overcome their fears and make their vision a reality. Reflecting on this now, I feel that this was what set the tone for our teachers to try new things and not be afraid of failure. Each teacher was at a different point with technology. Some were very comfortable and eager. Others were clueless and scared to death. Being able to share their feelings allowed teachers to be comfortable no matter where they were. I have a buzz word each year for our faculty, and knowing that this year would be challenging for all of us, we adopted "comfort zone" as our annual term. I explained to our staff that it was my desire that they become comfortable working outside of their comfort zone. I am happy to say that we accomplished that and more.

Another key factor in redefining our school vision involved me modeling the skills I was requesting the teachers to embrace. We had all moved from the PC world to the MAC world, and this was understandably difficult. I felt that it was important for the staff to see me using my MAC in faculty meetings and learning along with them. It was crucial for our staff to witness me connecting my MAC to the Promethean Board and conducting meetings and delivering presentations. Modeling the use of our new learning management system, Angel, was equally as important. Our staff was able to witness me succeed and fail in the use of these new tools. This allowed them to realize that I too, was in the fray with them and was not simply throwing out lofty expectations. Being able to learn enough about the technology provided me several opportunities to assist the teachers with trouble shooting and delivering instruction. I am far from a technology expert, but I have learned and grown as much as anyone during this process.

Western • REGION 8



Andrea Allen
Bee Log Elementary School
Yancey County Schools



Jim Brown
Clyde A. Erwin High
Buncombe County Schools



Raylene Bryson
Jackson County Early College
Jackson County Public Schools



Greg Carter
Rosman Middle School
Transylvania County Schools



Todd Gibbs
Macon Early College
Macon County Schools



Natalie Gouge
West Marion Elementary School
McDowell County Schools



Barry McClure
Murphy Middle School
Cherokee County Schools



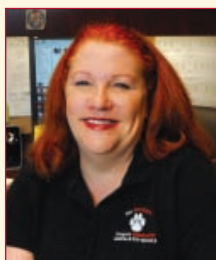
Dale McDonald
Tuscola High School
Haywood County Schools



Gary Moore
Deyton Elementary School
Mitchell County Schools



Kelly Schofield
Dana Elementary School
Henderson County Public Schools



Mary Margaret Sullivan
Asheville Middle School
Asheville City Schools

OTHER LOCAL WINNERS WHOSE PICTURES WERE NOT AVAILABLE INCLUDE THE FOLLOWING:

Daniel Metcalf – Brush Creek Elementary
Madison County Public Schools

“His enthusiasm, passion, and dedication are both inspiring and motivating. In all that he does, it is evident that he cares about us, and more importantly, he cares about meeting the needs of the students we teach.”

– KIM CARPENTER, TEACHER, EAST RUTHERFORD MIDDLE SCHOOL

PREVIOUS WINNERS

“People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them; in effect, they approach their life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning.”

– PETER SENGE

2011	Rob Jackson	Cuthbertson High School, Union County Public Schools
2010	Jan King	Glenn C. Marlow Elementary School, Henderson County Schools
2009	Vann Pennell	South Brunswick High School, Brunswick County Schools
2008	Debra Morris	Kannapolis City Schools, A.L. Brown High
2007	Craig Hill	Lenoir County Schools, Kinston High
2006	Marian Yates	Charlotte-Mecklenburg Schools, South Mecklenburg High
2005	Margaret Hyatt	Buncombe County Schools, Avery’s Creek Elementary
2004	John R. Black	Hickory City Schools, Longview Elementary
2003	Nina René Corders	Cumberland County Schools, E.E. Smith High
2002	Lloyd G. Wimberley	Charlotte-Mecklenburg Schools, Myers Park High
2001	Peggy Smith	Johnston County Schools, East Clayton Elementary
2000	Gail T. Edmondson	Greene County Schools, Snow Hill Primary
1999	Daniel A. Piggott	Winston-Salem/Forsyth Schools, Carver High
1998	Pandora M. Bell	Guilford County Schools, Jesse Wharton Elementary
1997	Judith H. Budacz	Pitt County Schools, Wahl-Coates Elementary

PREVIOUS WINNERS

“Briefly, leaders challenge the process because they are risk takers who capitalize on opportunities. As idealists they inspire a shared vision. They... instinctively nurture the talents and energy of colleagues. Leaders enable others to act... by serving as coaches and cheerleaders they encourage the heart.”

– WARREN BENNIS

1996	Mary D. McDuffie	Cumberland County Schools, Seventy-First High
1995	Jo Ann Bowman	Lee County Schools, J. Glenn Edwards Elementary
1994	David C. Burleson	Burke County Schools, Freedom High
1993	Ann B. Clark	Charlotte-Mecklenburg Schools, Alexander Graham Middle
1992	Jane B. Burke	Hertford County Schools, Hertford County High
1991	John M. Schroeder	High Point City Schools, Fairview Elementary
1990	John R. Griffin	Cumberland County Schools, E.E. Smith High
1989	Barbara M. Ledford	Charlotte-Mecklenburg Schools, Northeast Jr. High
1988	Dan A. Jones	Guilford County Schools, Erwin Open Elementary
1987*	Karen H. Campbell Dale J. Metz	Buncombe County Schools, W.W. Estes Elementary Greensboro City Schools, Gateway Education Center
1986*	Patricia F. Gibson Janie E. Manning	Newton-Conover City Schools, Newton-Conover Middle Pitt County Schools, Bethel Elementary
1985*	Alice H. Hart Beverly S. White	Buncombe County Schools, Glen Arden Elementary Hickory City Schools, Jenkins Elementary
1984*	Robert A. Clendenin Alexander Erwin	Guilford County Schools, Paige High Wilkes County Schools, Wilkes Central High

* Prior to 1988, two statewide winners were named each year. Since then, one statewide winner has been selected.

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