

WELLS FARGO Principal of the Year

2011

THE UMSTEAD | CARY, NC



Public Schools of North Carolina
State Board of Education | Department of Public Instruction

WELLS
FARGO

ABOUT THE PROGRAM

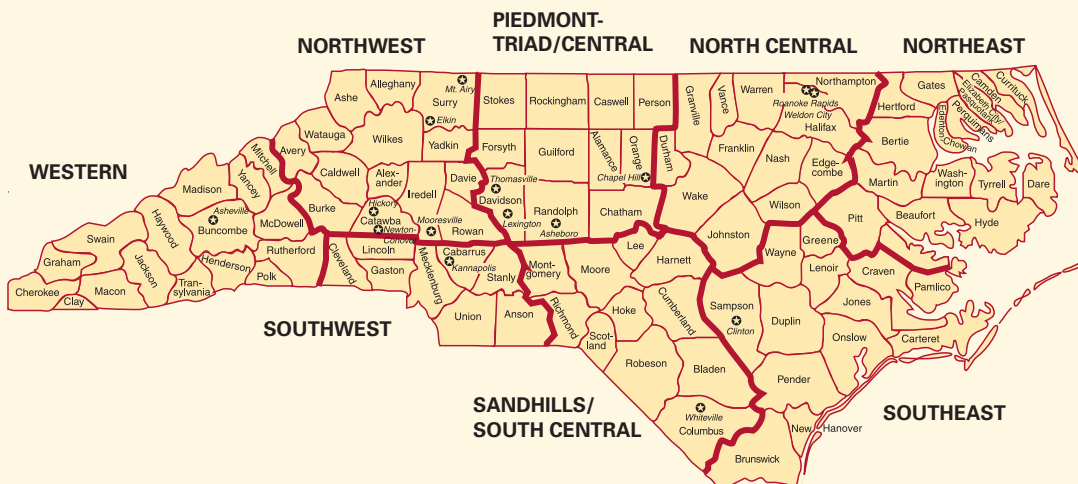
The Wells Fargo Principal of the Year Award was introduced in 1984 to recognize the role of the principal in establishing an environment conducive to the pursuit and achievement of academic excellence in North Carolina's schools. The Wells Fargo Foundation sponsors the award in conjunction with the North Carolina Department of Public Instruction. Since the inception of the program, there have been 31 Wells Fargo Principals of the Year, 194 regional award recipients, and 2,500 district-level designees.

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 state team also reviews the portfolios and data from the Teacher Working Conditions Survey to identify who will be named the Wells Fargo 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. Other factors include community involvement as well as local, regional, and state professional development activities. One of the most important selection 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 the 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 the state throughout his or her tenure. The state designee serves in an advisory capacity to the State Board of Education and receives an appointment to the State Superintendent's Principals Advisory Committee as well as a term on the Board of Directors of the North Carolina Public School Forum. One additional responsibility of the Wells Fargo Principal of the Year is to chair the following year's state-level committee to select the next person to receive the honor.

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

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

INTRODUCTIONS

BRANDON PATTERSON

SCHOOL DISTRICT REPRESENTATIVES

INVOCATION

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

DINNER

RECOGNITION AND REMARKS

ALEX LUTHER • Director of Professional Development, EF Education First

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

JAN KING • 2010 Wells Fargo Principal of the Year

ANNOUNCEMENT OF THE 2011 WELLS FARGO PRINCIPAL OF THE YEAR

JANE MITCHELL • Senior Vice President, Wells Fargo Bank

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** • For more than 25 years, Wells Fargo has dedicated its resources to promoting exemplary leadership in North Carolina's public schools, and we are grateful for their unwavering commitment to education and positive community involvement.

Wells Fargo is a nationwide, diversified, community-based financial services company with \$1.3 trillion in assets. Founded in 1852 and headquartered in San Francisco, the company provides banking, insurance, investments, mortgages, and consumer and commercial financial services through more than 9,000 stores, 12,000 ATMs, the Internet (wellsfargo.com and wachovia.com), and other distribution channels across North America and internationally. Wells Fargo wants to help all of their customers succeed financially and create long-term economic growth and quality of life for everyone in their communities. In 2010, the company invested a record \$16.7 million in nonprofits in North Carolina, up 17 percent over 2009. In addition, Wells Fargo team members contributed more than \$7 million and 134,226 volunteer hours to help their neighborhoods and communities succeed.

- 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.

2011 STATE SELECTION COMMITTEE

- JAN KING** • 2010 Wells Fargo North Carolina Principal of the Year, Glenn C. Marlow Elementary School, Henderson County Public Schools

- JENNIFER FACCIOLINI** • 2009-2010 North Carolina Teacher of the Year, Midway High School, Sampson County Schools

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

2010 WELLS FARGO REGIONAL PRINCIPALS OF THE YEAR

2010 WELLS FARGO NORTH CAROLINA PRINCIPAL OF THE YEAR



Jan King

Glenn C. Marlow Elementary School
Henderson County Schools

Jan King received an Associate of Arts degree from Peace College in 1990, a Bachelor of Science degree from Western Carolina University in 1992, and a Masters of School Administration from Gardner Webb University in 2007. In her career, she has served as a classroom teacher, high school instructional coach, assistant principal and then as the principal of Glenn Marlow Elementary School in Henderson County. In 2003, King also earned the designation of Teacher of the Year for Henderson County Public Schools, and her aptitude for effective teaching has served her school community well in her role as the instructional leader.

Henderson County Superintendent David Jones stated, "Mrs. King is an effective leader because of her character, knowledge, and relationships. She has the ability to communicate and build relationships across a wide spectrum. It is clear that she is genuinely concerned about the well-being of her students and staff. Mrs. King gives people hope, and when you give them hope, you give them a future."

Dr. Jan Webster, Director of the Western Region Education Service Alliance noted, "Creative, engaging, and innovative are strong attributes for Jan King. Whether in the classroom or as an administrator, I have seen her engage students and teachers with innovative practices with a definite focus on the curriculum."

King shared, "In the role of Wells Fargo Principal of the Year, I have had the privilege to serve as an ambassador and advocate for public schools in our state. I will forever treasure the experiences and relationships that I have forged on this journey."



Dianne Hawkins Meiggs

Hertford Grammar School
Perquimans County Schools



Dr. Julie L. Duclos-Greenwood

Murrayville Elementary School
New Hanover County Schools



John A. Wall Jr.

North Garner Middle School
Wake County Public Schools



Dr. Reneé LaHuffman-Jackson

Lake Rim Elementary School
Cumberland County Schools



Chris Blice

Northwood High School
Chatham County Schools



Kirby Oldham

G. E. Massey Elementary School
Lincoln County Schools



Todd Wirt

Mooreville High School
Mooreville Graded School District



DIANE O. NEWBERN

CURRITUCK COUNTY SCHOOLS

ASSIGNMENT

Principal, Currituck County High School,
Currituck County Schools, 2 years

EXPERIENCE

30 years, 11 years as a principal

2008-2009 Principal, Jarvisburg
Elementary School, Currituck
County Schools

2005-2008 Principal, Dr. W.T. Griggs
Elementary School, Currituck
County Schools

2000-2005 Principal, Currituck County
Middle School, Currituck County
Schools

1989-2000 Curriculum Coordinator,
Currituck County Middle/Knapp
Junior High School, Currituck
County Schools

1985-1989 Language Arts and Social
Studies Teacher, Knapp Junior High
School, Currituck County Schools

1981-1985 Elementary Teacher, 5th and
6th grades, Central Elementary
School, Currituck County Schools

1980-1981 Migrant Education Teacher,
Knapp Junior High School, Currituck
County Schools

EDUCATION

Candidate Ed.D, Regent University, 2004

Certificate of Advance Studies,
Regent University, 2004

Certificate of Advance Study,
Old Dominion University, 1998

Master of Arts in Education,
East Carolina University, 1985

Bachelor of Science in Education,
Elizabeth City State University, 1980

The initial step in assessing the culture of the school is to get to know the constituencies by establishing open lines of communication, primarily listening to what the members of the school community have to say and through day-to-day interactions and observations. It cannot be done from afar; one must be “in the trenches” to be informed. Being a lifelong member of the community and my involvement in the district for many years gave me the advantage of knowing people: staff, students and family members as well as their community connections.

While my “roots in the community” helped in being accepted as the leader initially by staff and the community, it did not, however, negate the sense of uncertainty of my leadership because difficult conversations had to occur. The tough part of leading the change at Currituck County High School was the need to make staffing changes based upon observations of teacher and other staff performance over the course of the year. As a result, the teacher turnover rate was slightly higher than the district average at the end of the school year.

Knowing the culture also requires doing your homework. For example, prior to transitioning from the middle school to the elementary school in 2005 and again when I moved from the elementary level to the high school in 2009, I offered to meet face-to-face, have a phone conversation, or email every member of the staff as well as the Home School Association executive committee members. Three questions were posed and the answers guided my actions. From those conversations I learned areas to promote, targets for improvement, and who the “movers and shakers” were. The questions and their corresponding answers were the following:

- What is the best thing about this school? “A qualified and caring staff” was the number one strength at both of these schools. Established traditions were also considered strengths.
- What area is most in need of improvement? Morale was low upon my arrival at Griggs Elementary School as evidenced by the Teacher Working Conditions Survey (TWC) of 2004 and staff input, but the 2008 and 2010 TWC surveys documented significant improvement. For Currituck County High School, improving teacher morale is a focus for our School Improvement Plan and we are implementing strategies to address this concern.
- Describe your involvement in the school. For each school the response to this question pointed out the “go-to people.” This gave me insight into what was important to the individuals in the school – the instructional leaders, the coaches, the club sponsors, those who tutored after school, those who sat the fence, and those who needed to be nudged to get involved.

Opportunities to influence the culture of the school have included sharing the *FISH! Philosophy* and its underlying principles: “Play! Make Their Day! Be There!” and “Choose Your Attitude!” I also shared the book *Have You Filled a Bucket Today?*

At the end of the year, an “in-house” intent form is used to gather staff feedback about what worked, what did not work, and what needs “tweaking.” Areas addressed include recommendations for changes, identification of the individual’s professional strengths, including their desire/willingness to conduct in-house or district level staff development activities, staff development interests, and what would make the job easier, more enjoyable and more productive. This information guides planning discussions as well as decisions for the next year regarding schedules, teaching assignments, teacher assistant duties, professional development needs, and resources needed.

Northeast • REGION 1



Richard "Rick" Anderson
Southside High School
Beaufort County Schools



Mary Carter
D.H. Conley High School
Pitt County Schools



Sheila Evans
D.F. Walker Elementary School
Edenton-Chowan Schools



Amy Fyffe
Pasquotank County High School
Elizabeth City-Pasquotank
Public Schools



Don Gregory
Buckland Elementary School
Gates County Schools



Sandra Hardy
Bertie Middle School
Bertie County Schools



James Lammert
Jamesville Elementary School
Martin County Schools



Ina Lane
CamTech High School
Camden County Schools



Margie Parker
First Flight Elementary School
Dare County Schools



Linda White
Perquimans Central School
Perquimans County Schools

"When I think of Mrs. Newbern's qualities that make her a good principal, the one word that keeps coming to mind is 'inspiration'. She inspires the teachers and students to do their best."

— KIMBERLY MAWHINEY, CURRITUCK COUNTY HIGH SCHOOL SCIENCE TEACHER



LISA DENNING TART

WAYNE COUNTY PUBLIC SCHOOLS

ASSIGNMENT

Principal, Grantham School,
Wayne County Public Schools, 5 years

EXPERIENCE

15 years, 9 years as a principal

2002-2006 Principal, Rosewood Middle
School, Wayne County Schools

2000-2002 Assistant Principal,
Rosewood Middle School,
Wayne County Schools

1996-2000 Teacher Language Arts and
Social Studies, Rosewood High
School, Wayne County Schools

1994-1996 Teacher Language Arts and
Social Studies, Forest Hills Middle
School, Wilson County Schools

EDUCATION

Curriculum Instruction Specialist,
East Carolina University 1994

Masters in Middle Grades Education,
East Carolina University, 1994

Bachelor in Middle Grades Education,
East Carolina University, 1992

I have always preferred obtaining direct knowledge of what is going on throughout the school community I am charged to lead. Therefore, the culture of our school is determined by observing all constituent interaction and analyzing observations and survey data. I feel our school has experienced a cultural change over the past four years.

This positive change has led the way to fulfilling shared vision, values and goals. Consequently, the School Improvement Team, Parent Advisory Council and Standing Committees play a vital role in the continued growth of Grantham School. Each committee is responsible for gathering input from constituents to positively impact the school's environment, student learning, and practices. The School Improvement Team reviews initiatives and/or suggestions from all other standing committees and constituents. The team is charged with evaluating whether or not the suggestions are viable, research oriented, and will positively impact the school. The task of the School Improvement Team to uphold and determine strategies to fulfill the vision, stay true to our core beliefs and values, and make strides in accomplishing goals is weighty. This team is voted on by their peers, and they have been entrusted to positively impact the overall welfare of the school community. The School Improvement Team members are required to meet with their Professional Learning Community to communicate established goals, monitor progress, report goal attainment and gather viable suggestions to continuously improve.

The culture of high achievement is bolstered through recognition of school community members. Staff members completed a survey regarding their interests, "favorites," and ways they like to be recognized. I have had the opportunity to "sweeten" the day of multiple staff members so far this year. Unlike my attempts to recognize achievement in the past four years, I have heard nothing but positive comments regarding this individualized process. In an effort to individually recognize student achievement or encourage improvement in achievement level, each child receives a handwritten note on their report card from me, the assistant principal or the instructional specialist. Recognition for staff and students may also be provided during School Improvement Team Meetings, on the school or county website, in local newspapers, at Board of Education meetings, during student achievement programs, Parent Teacher Organization meetings, during morning announcements and/or other celebratory gatherings. Parents are recognized during PTO meetings, and volunteers are recognized during an annual volunteer celebration.

I strive to nurture continuous improvement in a reflective environment focused on recognition of excellence, progress, and understanding that failed attempts are simply stepping stones to future success. I feel the culture of a school is greatly impacted through capitalization of available human resources. This occurs by effectively utilizing individual and collective strengths to accomplish established goals. At Grantham, there is a visible commitment to providing on-going support of constituents in a professional and impartial environment as evidenced by the comprehensive network of distributive leadership. Empowering others and recognizing the impact of monitoring staff efficiency has been essential in ensuring continuous improvement.

Southeast • REGION 2



Terrie Beeson
Bogue Sound Elementary
Carteret County Schools



Debra Bryan
White Oak High School
Onslow County Schools



Jennifer Daughtry
Hargrove Elementary School
Sampson County Schools



Lynn Fulton
Winter Park Elementary
New Hanover County Schools



Debra Hunter
North Duplin Jr./Sr. High School
Duplin County Schools



Vivian Maynor
Langdon C. Kerr Elementary
Clinton City Schools



Jeffrey Murphy
Havelock High School
Craven County Schools



Henry R. Rice, III
Pamlico Middle School
Pamlico County Schools



AnnaMaria Romero-Lehrer
South Topsail Elementary
Pender County Schools



Dr. Vicky L. Snyder
Brunswick County Early
College High School
Brunswick County Schools



Felicia Solomon
Southeast Elementary School
Lenoir County Schools

“Working with Mrs. Tart, I have found her to be the most knowledgeable principal that I have ever worked with in the area of curriculum. She makes her staff development decisions based on assessment data that she has thoroughly analyzed and evaluated.”

— MARY P. EDWARDS, EDUCATIONAL CONSULTANT



ELIZABETH V. J. SHEARER

DURHAM PUBLIC SCHOOLS

ASSIGNMENT

Principal, City of Medicine Academy,
Durham Public Schools, 3 years

EXPERIENCE

20 years, 12 years as a principal

2005-2008 Principal,
Lakewood Elementary School,
Durham Public Schools

2002-2005 Program Administrator,
Hillside High School, Durham
Public Schools

1996-2002 Principal, E.K. Powe
Elementary School, Durham
Public Schools

1993-1996 Assistant Principal,
Holt Elementary School,
Durham Public Schools

1975-1993 English and Special Education,
Elementary and Secondary Schools,
London, England and North Carolina

EDUCATION

Doctoral Program – Educational
Leadership, NC State University,
dissertation in progress

Administrative Certification,
NC Central University

Masters in Special Education,
University of NC at Chapel Hill

Certificate in Education, Westminster
College, Oxford, England

Bachelor of Art in English and
Philosophy, University of York,
York, England

In the summer of June 2008, Dr. Carl Harris, Superintendent of Durham Public Schools, conferenced with me and told me he had selected me to become the principal of the new City of Medicine Academy (CMA) because I had a strong leadership record, had a K-12 perspective, and I was an innovative thinker. In addition, he expected me to think “outside of the box” as far as the direction this new school was to take. He expected me to create a model school; it was to be a state and perhaps a national model. A program that had started life in 1994 as a specialization within a comprehensive high school was to become an independent high school. CMA was born that summer.

For the past two years, I have had the privilege of working to fulfill that mission. During the first year, with little planning – two months – I hired more than a dozen faculty members and staff. We took 150 students from the program at the high school and several faculty members who taught them. That high school has been a low performing school and for the first year, drastic transformation of the transferring students, teachers, parents and wider community’s expectations of school took place. I did this through articulating some big ideas and acting on them. First and foremost, students became the center of all decision making. I worked with all groups to share the vision of the school as a model, as a place where excellence is the expectation. I was highly visible and accessible. I modeled the kinds of professional behavior I expected. Professional development opportunities that spoke to excellent teaching and learning were planned.

In our first spring, the faculty worked as both a whole group and in teams to identify our shared core values and what is the desired reality, the vision, for CMA. During the second year, a strong New Schools Project instructional coach worked with the faculty to move them towards that target of excellence – that all students will graduate and be ready for the world of work or ready to complete post-secondary college programs. Our mantra has become:

Excellence + Healthcare + Service = CMA

It’s in our DNA!

Initially, the parent community had conflicted feelings about the move from their base high school to an independent school, as did many students. It took time, much dialog and **doing** the work versus **talking** about it for the many to see and believe that the work being done was good and the new principal, faculty and staff were indeed committed to each of their children’s best educational interests.

The leadership work of aligning vision, mission and decision-making continues.

North Central • REGION 3



Linda Bulluck
Enfield Middle School
Halifax County Schools



Lisa H. Cooke, Ed.D.
Tarboro High School
Edgecombe County Public Schools



Dr. Tony W. Cozart
South Warren Elementary School
Warren County Schools



Dr. Steven J. Ellis
Fike High School
Wilson County Schools



Carolyn Harris
New Hope Elementary School
Vance County Schools



William A. Harris
Louisburg Elementary School
Franklin County Schools



Dana King
Millbrook High School
Wake County Schools



Elizabeth Myers Lee
J.F. Webb High School of
Health and Life Sciences
Granville County Schools



Ann Mitchell
S.C. Baskerville Elementary
Nash-Rocky Mount Public Schools



Nancy Nettles
Powhatan Elementary
Johnston County Schools

“Principal Shearer has already influenced the trajectory of reform and innovation in Durham Public Schools and she is fast on her way to becoming a beacon for North Carolina. She is a remarkable and gifted leader and I am proud to speak on her behalf.”

— TONY HABIT, ED.D., PRESIDENT, THE NORTH CAROLINA NEW SCHOOLS PROJECT



CORY SATTERFIELD

RICHMOND COUNTY SCHOOLS

ASSIGNMENT

Principal, Richmond Senior High School,
Richmond County Schools, 5 years

EXPERIENCE

18 years, 10 years as a principal

2001-2006 Principal, Ellerbe Junior High
School, Richmond County Schools

1999-2001 Assistant Principal,
Richmond Senior High School,
Richmond County Schools

1994-1999 Physical Education Teacher,
L.J. Bell Elementary School,
Richmond County Schools

1992-1994 Physical Education Teacher,
Hamett County Public Schools,
Hamett County Schools

1992-1994 Professional Baseball,
St. Louis Cardinals

EDUCATION

Masters in School Administration and
Supervision, East Carolina
University, 1999

Bachelor of Science, Physical
Education, Campbell University, 1988

During my first year at Richmond Senior, it did not take long to understand the culture of the school. Through observing the school setting and talking with stakeholders, it was evident that a change was necessary. At the first faculty meeting prior to school starting, I had a section of the meeting devoted to my educational philosophy. I used terms and examples of high expectations, relationships, and a “whatever it takes” experience at RSHS. During the year, I would continuously use these terms when collaborating with faculty.

In 2006-07, Richmond Senior High School was not a learning environment. It was an environment that allowed students to walk the halls and check out of school at anytime. It was known as a “football powerhouse” and not a successful academic institution.

I knew from school observations, this had to be the first thing I addressed. I addressed the culture of the school in phases:

- Phase One: I met with my administrative team to discuss what I envisioned would be a successful learning environment. Without my administrative team knowing full well what was expected I would not have the support of the faculty.
- Phase Two: The administrative team met with the School Improvement Team to survey what was needed at RSHS to be a successful learning environment.
- Phase Three: I met with the faculty during PLCs to come up with our beliefs, mission, and vision concerning student learning. This took many planning periods as we wrote a new SIP, planned needed staff development, and came up with a three-year budget to support technology purchases in the classroom.
- Phase Four: I met with the Superintendent and the Board of Education and implemented our new SIP. This plan had initiatives in dealing with safety, discipline, staff development, but most of all high expectations for all stakeholders of RSHS.
- Phase Five: Once the plan was in place, I had to begin the hard conversations with faculty members and students that were not buying in. Conversations were brief but very supportive and specific. The discussions were always focused on high expectations and student learning for all.

During the past 5 years, I am very happy to report that our school culture has drastically changed from a “day camp” atmosphere to a learning environment atmosphere filled with student learning. The culture of the school is a subject that the School Improvement Team continuously discusses. Our school is always looking at new innovative ideas that will help our school culture continue to grow and prosper. One initiative this year is to broaden the discussion of the college experience to all of our students and the community. We will continue to do “Whatever It Takes” to give students the opportunity to be successful.

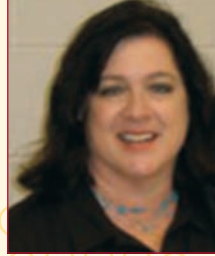
Sandhills/South Central • REGION 4



Jeremy Batchelor
East Bladen High School
Bladen County Schools



Mark Bridgers
East Columbus High School
Columbus County Schools



Brookie Ferguson
Boone Trail Elementary School
Harnett County Schools



Hoyt McCormick
St. Pauls High School
Robeson County Schools



Heather Seawell
Robbins Elementary School
Moore County Schools



Vance Thomas
Star Elementary School
Montgomery County Schools



Cal Violette
Gray's Creek Elementary School
Cumberland County Schools



Kenna Wilson
SanLee Middle School
Lee County Schools

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

Cindy Goodman – Laurel Hill Elementary School
Scotland County Schools

“Everyone on the team is held to the highest expectations which was most recently realized when our school became a School of Distinction. All of this is due to [Cory Satterfield] high expectations and commitment to our school. He is without question an AWESOME leader!”

– DAWN TERRY, ASSISTANT PRINCIPAL, RICHMOND SENIOR HIGH SCHOOL



ANNA C. BRADY

GUILFORD COUNTY SCHOOLS

ASSIGNMENT

Principal, Grimsley Senior High School,
Guilford County Schools, 3 years

EXPERIENCE

22 years, 6 years as a principal

2005-2008 Principal, Weaver Academy
for Performing-Visual Arts, Guilford
County Schools

2005 Assistant Principal, The Academy
at Lincoln, Guilford County Schools

2004-2005 Assistant Principal, Page High
School, Guilford County Schools

2000-2004 School Counselor, Weaver
Academy, Guilford County Schools

1999-2000 School Counselor,
Northeast Guilford High School,
Guilford County Schools

1994-1999 School Counselor,
Eastern Randolph High School,
Randolph County Schools

1989-1994 At-Risk Teacher/School Social
Worker, Randolph County Schools

EDUCATION

Master of Science, School Administration,
NCA&T University, 2006

Master of Science, School of Counseling,
NCA&T University, 1996

Bachelor of Science, Social Work,
University of North Carolina at
Greensboro, 1990

Bachelor of Arts, Sociology,
High Point College, 1984

I spent the greater part of the past two summers assessing the current state of the school through one-on-one conversations, School Based Leadership Team (SBLT) meetings, and student-group sessions, the PTSA Board and individual parents, and the school alumni. I reviewed the school test and safety reports, school improvement recommendations, and the discipline data. I toured the campus and looked for a clean, appealing and inviting atmosphere. The 2008 *Teacher Working Conditions Survey* reported difficult setbacks due to leadership and staff turnover, safety concerns, low morale, and teacher isolation the previous four years. Increasing incidences of violent acts and undisciplined students raised community concerns and affected the overall teaching and learning environment. My work became a balancing act of meeting and greeting, observing and listening, embracing and growing, and celebrating and planning. I found teachers, students, and parents hungry for direction out of a place of despair and chaos. I realized that my immediate impact as the new principal had to be devoted to re-culturing the school for all stakeholders.

Developing connections with SBLT members when I came on board in July, 2008 was critical. I developed a feedback document to give them opportunities to tell me "their truth" about the current state of the school, potential barriers to my success as a leader, and recommendations on how they could assist me. Survey results determined critical elements in improving Grimsley High School. The overarching revelation was Grimsley's need for a transformation of the school climate and culture to reflect more positive school spirit, mutual respect, and high expectations. Within this broad goal other important targets were identified. I then developed my 50 and 100-day plans to address the targeted areas and identified key stakeholders to address each challenge.

My 50-day plan was designed to prepare us for the opening of school. Each morning I emailed out an inspirational message to all SBLT members and any new key person I had met who appeared committed to our success. The 100-day plan was strategically created to transition us into a phase of trust and established expectations for success; it included governance and procedures to help everyone optimize opportunities for success.

Keeping the goal of transforming our school culture continued to be a top priority for me as principal well past the 100-day plan. I wrote inspirational messages to the staff periodically the first two years, often at strategic times to encourage them to rely on all that was within them to do the job they had been called to do. We began to provide more opportunities for student engagement and promoted the students' responsibility in transforming our school culture. Several clubs and special programs were established to capture student interests and student involvement increased.

We developed a school motto which was reiterated and modeled each day: "Expect and demonstrate excellence every day." Banners were hung to display our motto across campus. I held "One-on-One Sessions with Ms. Brady" with all students and created several scheduled opportunities for parents to hear the vision of how we could collectively support their child. The "Expect and Demonstrate Excellence" campaign promoted a new, positive climate and belief on campus. Teachers taught with more confidence and less disruption. Students learned and participated in a caring, safe school. Parents supported the vision and bought in to the changes. The Alumni Association donated over \$15,000 toward the campus security project. We will break ground in the fall with a new cafeteria, classroom renovations, and athletic improvements and upgrades.

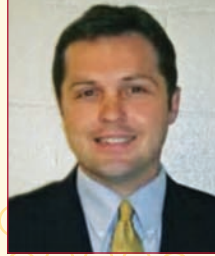
Piedmont-Triad/Central • REGION 5



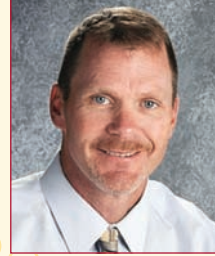
Deboy Beamon
Thomasville High School
Thomasville City Schools



Wendy Gooch
Marvin B. Smith Elementary
Alamance-Burlington Schools



Daniel Haithcox
Bonlee School
Chatham County Schools



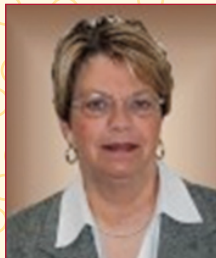
Dennis Hamilton
Randleman Middle School
Randolph County Schools



Robin Harris
Lindley Park School
Asheboro City Schools



John McCain
Southern Middle School
Person County Schools



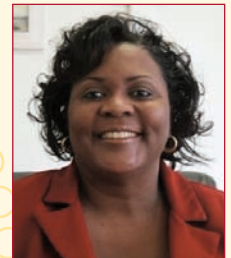
Vickie McKinney
Moss Street Elementary
Rockingham County Schools



Lisa Napp
Efland Cheeks Elementary School
Orange County Schools



Gregory Ottaway
Lawsonville Elementary School
Stokes County Schools



Precilla Stone
Bartlett Yancey High School
Caswell County Schools



W. Kurt Telford
West Forsyth High School
Winston-Salem/Forsyth
County Schools



Susan Wells
Grey Culbreth Middle School
Chapel Hill-Carrboro City Schools

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

Tabitha Broadway – West Davidson High School, Davidson County Schools

“By creating a positive environment and by giving her students and staff the capacity to become leaders in the classroom and in the community, Ms. Brady doesn’t just talk the talk – she walks the walk.”

– MAURICE “MO” GREEN, SUPERINTENDENT, GUILDFORD COUNTY SCHOOLS



ROB JACKSON

UNION COUNTY PUBLIC SCHOOLS

ASSIGNMENT

Principal, Cuthbertson High School,
Union County Public Schools, 3 years

EXPERIENCE

17 years, 9 years as a principal

2005-2008 Principal, Parkwood High
School, Union County Public Schools

2002-2005 Principal, Marvin Elementary
School, Union County Public Schools

2000-2002 Assistant Principal,
Lowell Elementary School,
Gaston County Schools

1999-2000 Interim Assistant Principal,
Sand Hill – Venable Elementary
School, Buncombe County Schools

1995-1999 4th Grade Teacher,
Glen Arden Elementary School,
Buncombe County Schools

1997-1999 Lesson Plan Reviewer,
Learn North Carolina

1997 Instructor, Asheville-Buncombe
Technical Community College

1994 After School Associate, Buncombe
County After-School Summer Care

1991-1994 SIMS Secretary,
Charles C. Bell Elementary School,
Buncombe County Schools

1986-1989 Military Service,
United States Navy, Norfolk, VA

EDUCATION

Doctorate of Educational Leadership,
Nova Southeastern University,
anticipated July, 2011

Master of School Administration,
Western Carolina University, 2000

Bachelor of Science in Education,
Western Carolina University, 1995

Associate of Arts, Asheville-Buncombe
Technical College, 1993

In order to understand the culture of the school, the principal must be attentive to all facets of high school life. I attempt to be hyper-present at all school events and activities. It is just as important for those parents and students attending a band concert to see the principal as it is for those attending an athletic event. Attending enrichment activities gives me the opportunity to engage in informal conversations with students, staff and parents. I can sometimes learn more about how the school is doing from a student's perspective in a quick conversation at a ball game than I could in a day spent observing in all the classrooms.

Being hyper-present, though, is not just about attending events. It is also about being in the hallways during class changes and checking in with students at every table in the cafeteria during each of our four lunches. It is about being in every classroom on a consistent basis, and it is also about standing in front of the school every morning greeting students as they arrive.

Being hyper-present with the teachers gives me an opportunity to hear directly from them about how the school is doing in all areas. Our teachers meet in departmental professional learning communities to discuss and evaluate everything from administrative processes to curriculum alignment across courses. These rich, vibrant conversations allow opportunities to recognize accomplishments and detail areas of concern. Our staff also meets monthly as a corporate professional learning community to bring together best practices and ideas for school improvement. Each month I meet with the Leadership Team comprised of the department heads, administrators, and guidance staff to review school data and address areas of need. I also serve as part of the Site-based Management Team where we review our School Improvement Plan and our progress toward meeting school goals.

Finally, being hyper-present for parents means that it is important that our parents have an opportunity to express their opinions as well, beyond formal meetings like "Open House" and "Meet the Teacher" nights. I host a monthly "Coffee, Tea, Mr. J, and Me" meeting. During this meeting, I give a brief presentation on a topic of interest and then engage in conversations with the parents about our school's progress. At our most recent meeting, we reviewed the survey results from our recent annual formal parent survey, and I brainstormed with the parents present ideas for addressing improvement opportunities. Although formal surveys of parents, students, and teachers show a high level of satisfaction in all areas, there is always room for improvement.

Being hyper-present, being accessible, and inviting parents, students, and staff into continuing conversations allows me the opportunity to have a working knowledge of how the school is doing. This information, combined with formal surveys, is then reintroduced into those same conversations where we seek solutions in a cycle of continuous improvement. Any change process starts with defining the need, involving the entire learning community in seeking solutions, collaboratively implementing those decisions, and then following-up to see if we have achieved the desired results. I am proud of the culture we have created within our school. Students, staff, and parents feel as if they are valued. Their contributions and ideas are sought. With this feeling of efficacy, they continue to work hard to daily re-create a successful and vibrant learning community.

Southwest • REGION 6



Marty Godwin
Lilesville Elementary School
Anson County Schools



Nancy Guzman
Sterling Elementary School
Charlotte-Mecklenburg Schools



Rob Knuschke
Kannapolis Intermediate School
Kannapolis City Schools



Todd Smith
Cox Mill High School
Cabarrus County Schools



Marty Starnes
East Gaston High School
Gaston County Schools



Dr. Anita Ware
Cleveland Early College High School
Cleveland County Schools



Tony Worley
Lincolnton High School
Lincoln County Schools

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

Kimberly Page – West Stanly High School, Stanly County Schools

“[Principal Jackson] can call each student by name. The level of care he demonstrates to the students means a lot to the student body and to me.”

– TRENT JOHNSON, STUDENT, CUTHBERTSON HIGH SCHOOL



SANDY B. GEORGE

MOUNT AIRY CITY SCHOOLS

ASSIGNMENT

Principal, Mount Airy High School,
Mount Airy City Schools, 9 years

EXPERIENCE

27 years, 9 years as a principal

1996-2002 Assistant Principal,
Mount Airy High School, Mount Airy
City Schools

1995-1996 Lead Teacher, Mount Airy
Alternative School, Mount Airy
City Schools

1994-1995 Teacher, Mount Airy
Alternative School, Mount Airy
City Schools

1984-1994 Teacher, Coach, Mount Airy
High School, Mount Airy City Schools

1982-1984 Teacher Assistant,
Mount Airy High School

EDUCATION

Doctorate Educational Leadership,
Appalachian State University,
currently pursuing

Masters in School Administration,
Gardner-Webb College, 1988

Master in Physical Education,
Gardner-Webb College, 1985

Bachelor of Arts, Pfeiffer College, 1984

Mount Airy High School is a high achieving, student-centered school that recognizes and appreciates all individuals and welcomes differences among students, staff, and community. Mount Airy High School is committed to teaching excellence and the facilitation of life long learning for all students.

In the past twelve months, Mount Airy High School has made significant changes that have vastly improved the quality of our school, our students, our teachers, our parents, and our community.

Among the changes is the implementation of Professional Learning Communities. Each department has developed its own Professional Learning Community. Our teachers meet once a week to discuss what is working within their classrooms and to gain feedback on what is not working. They are given specific student data from EVAAS to help with their decision making. Our teachers also use this time to plan and address issues related to the Essential Standards and the Common Core. We also have a group of teachers that meet on a Curriculum and Instruction Advisory Council that helps teachers plan, share, and learn from one another.

As we are planning schedules for an upcoming year, we take a close look at student personalities and student discipline. We make sure that we separate those students that would learn best apart from each other. This tedious work cuts down on student discipline and raises student achievement. This strategic placement helps create classrooms that are conducive to learning.

I believe that the school culture reflects the success of the school. At Mount Airy High School we hold high standards for our students. I believe that it is important to educate our students on how to behave in a classroom, in the cafeteria, and on the ball field. We hold our students to these high standards. We have very few discipline issues at Mount Airy High School. Our biggest discipline issue is dealing with tardies. Our teachers do not have class disruptions, and that leads to student academic success. It is a well known fact in the community that Mount Airy High School does not tolerate disruptive behavior. I have an average of one to two phone calls a week from a neighboring school system wanting to know how they can enroll their student in our school. It is not uncommon for me to speak to a ballplayer if they were not displaying good sportsmanship in a game. I expect students and staff to represent Mount Airy High School with the high standards we hold.

Mount Airy High School is an Honor School of Excellence because we have a dedicated staff that sets high standards. We believe if we have high expectations out students will rise to the occasion. This philosophy has served us well.

Northwest • REGION 7



Chris Barnes
Sparta Elementary
Allegheny County Schools



Tammy Beach
Newland Elementary
Avery County Schools



Andy Berry
Dudley Shoals Elementary
Caldwell County Schools



Lisa "Shelly" Black
Sherrills Ford Elementary
Catawba County Schools



David Blattner
The Collaborative College for
Technology and Leadership
Iredell-Statesville Schools



Tammy Brown
Thornton Elementary
Newton-Conover City Schools



Mark Byrd
Elkin High School
Elkin City Schools



Cary Cash
Sugar Loaf Elementary
Alexander County Schools



Carol Cozart
Coolemeemee Elementary
Davie County Schools



Janice Crump
Salem Elementary
Burke County Schools



James Davis
China Grove Middle School
Rowan-Salisbury Schools



Dr. Vanessa Howerton
Grandview Middle School
Hickory Public Schools



Lisa Joines
CC Wright Elementary
Wilkes County Schools



Kimberly Simmons
Mountain View Elementary
Ashe County Schools



Michael Wyant
Watauga High School
Watauga County Schools

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

Diane Beane – East Surry High School, Surry County Schools
Diana Ford Jones – Courtney Elementary, Yadkin County Schools

"Walking into Mount Airy High School and experiencing the warm, caring environment created by Principal George, as well as the enthusiasm she imparts on her students, is immediate evidence that she adds value to the lives of children daily."

— DARRIN L. HARTNESS, ED.D, SUPERINTENDENT, MOUNT AIRY CITY SCHOOLS



MARCIA PERRY

BUNCOMBE COUNTY SCHOOLS

ASSIGNMENT

Principal, Haw Creek Elementary School,
Buncombe County Schools, 4 years

EXPERIENCE

22 years, 6 years as a principal

2005-2007 Principal, Woodfin Elementary
School, Buncombe County Schools

2004-2005 Assistant Principal,
Sand Hill-Venable Elementary School,
Buncombe County Schools

2003-2004 Assistant Principal,
Waynesville Middle School,
Haywood County Schools

2001-2003 Assistant Principal,
Hazelwood Elementary School,
Haywood County Schools

1995-2001 Visual Arts Teacher,
Central Elementary School,
Haywood County Schools

1989-1995 Visual Arts Teacher, Multiple
schools, Haywood County Schools

EDUCATION

Education Specialist Degree,
Western Carolina University, 2003

Master of School Administration,
Western Carolina University, 2000

Bachelor of Arts, Mars Hill College, 1970

Haw Creek Elementary has been in existence since the early 1920's and has a long history within the community. Over the years, the school has been located in various places but has always maintained strong community and parental support. It also has maintained a tradition of academic excellence. I frequently have parents tell me they moved to the Haw Creek area based on information about our school, and I give frequent tours to people relocating to the Asheville area.

Our belief statements reflect our culture of excellence. We believe each student is a valued individual with unique physical, social, emotional and intellectual needs that require a variety of instructional practices. We hold both students and staff to a culture of high expectations. We believe students should be actively engaged in solving problems and applying 21st century skills that enable them to become confident and independent lifelong learners. We also believe school staff, parents, administrators and the community share in the responsibility for the growth and development of each student and this should take place in a safe, loving and supportive environment. We all are the "village" working together to help our students. Finally, we believe students need ongoing guidance to become respectful of one another in a diverse and global society. These beliefs were developed by the Leadership Team, reviewed and voted on by the entire staff, and are listed in our weekly bulletin to ensure we remain aware of them and work to fulfill them.

The architecture of our building lends itself to a collaborative atmosphere. The school was initially built on an open pod concept, although partitions have been erected over the years. Our classrooms do not have doors, which means that it is easy to hear what's happening in each classroom as you walk through the hallways. Due to this, teachers readily share information and ideas. Our entire staff takes pride in the school environment and works to keep it looking nice.

Data from staff, student, and parent surveys reflect the open, caring, community atmosphere that exists here. The vast majority of survey respondents stated they feel welcome at our school, and they feel safe while here. They also state the school is meeting the academic needs of the children. We reflect a culture of caring in which we celebrate successes and see failure as an opportunity to improve. We hold monthly staff socials that are sponsored by each grade level team and special staff meals where we eat together as a group.

Teachers and staff have opportunities to participate in decisions that are made at Haw Creek. We have a variety of committees that steer the academic program, focus on maintaining a safe environment, and help with student and staff celebrations. Last year we began monthly assemblies that highlight activities going on at each grade level and provide us with an opportunity to share and celebrate being part of the Haw Creek family. We want our students and staff to have a strong sense of belonging to this family.

Western • REGION 8



Jill Barker
Bethel Elementary School
Haywood County Schools



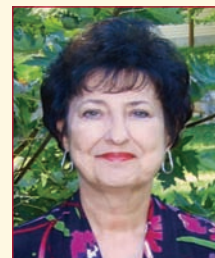
Tammy Bellefeuille
Brevard Elementary School
Transylvania County Schools



Jason Byrd
Pinnacle Elementary School
Rutherford County Schools



Colby Calhoun
Gouge Elementary School
Mitchell County Schools



Shirley Grant
Swain East Elementary
Swain County Schools



Matthew Gruebmeier
East Henderson High School
Henderson County Schools



Dottie Kinlaw
Polk Central Elementary School
Polk County Schools



Arnold Mathews
Martins Creek Elementary/
Middle School
Cherokee County Schools



Carolyn Pannell
Fairview Elementary School
Jackson County Public Schools



Alton Robinson
Cane River Middle School
Yancey County Schools



Lisa Snelson
Hot Springs Elementary School
Madison County Public Schools



Greg Townsend
School of Inquiry and
Life Sciences at Asheville
Asheville City Schools

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

Gary Brown — Iotla Valley Elementary School, Macon County Schools

“When Mrs. Perry was chosen as our county’s Principal of the Year, my class made a ‘Top 20 Reasons We Love Mrs. Perry’ poster...one response sums up what makes her a great [principal]...‘she loves us.’ It’s for that reason that her teachers and students flourish under her leadership.”

— MEREDITH STANLEY, THIRD GRADE TEACHER, HAW CREEK ELEMENTARY SCHOOL

PREVIOUS WINNERS

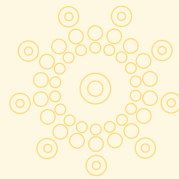
2010	Jan King	Glenn C. Marlow Elementary School, Henderson County Schools
2009	Vann Pennell	South Brunswick High School, Brunswick County Schools
2008	Debra Morris	Kannapolis City Schools, A.L. Brown High
2007	Craig Hill	Lenoir County Schools, Kinston High
2006	Marian Yates	Charlotte-Mecklenburg Schools, 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
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.

THOUGHTS ON LEADERSHIP

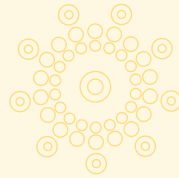
“The conventional definition of management is getting work done through people, but real management is developing people through work.”

– AGHA HASAN ABEDI



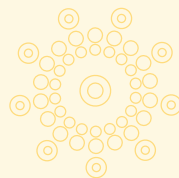
“People with a high level of personal mastery are able to consistently realize the results that matter most deeply to them; in effect, they approach their life as an artist would approach a work of art. They do that by becoming committed to their own lifelong learning.”

– PETER SENGE



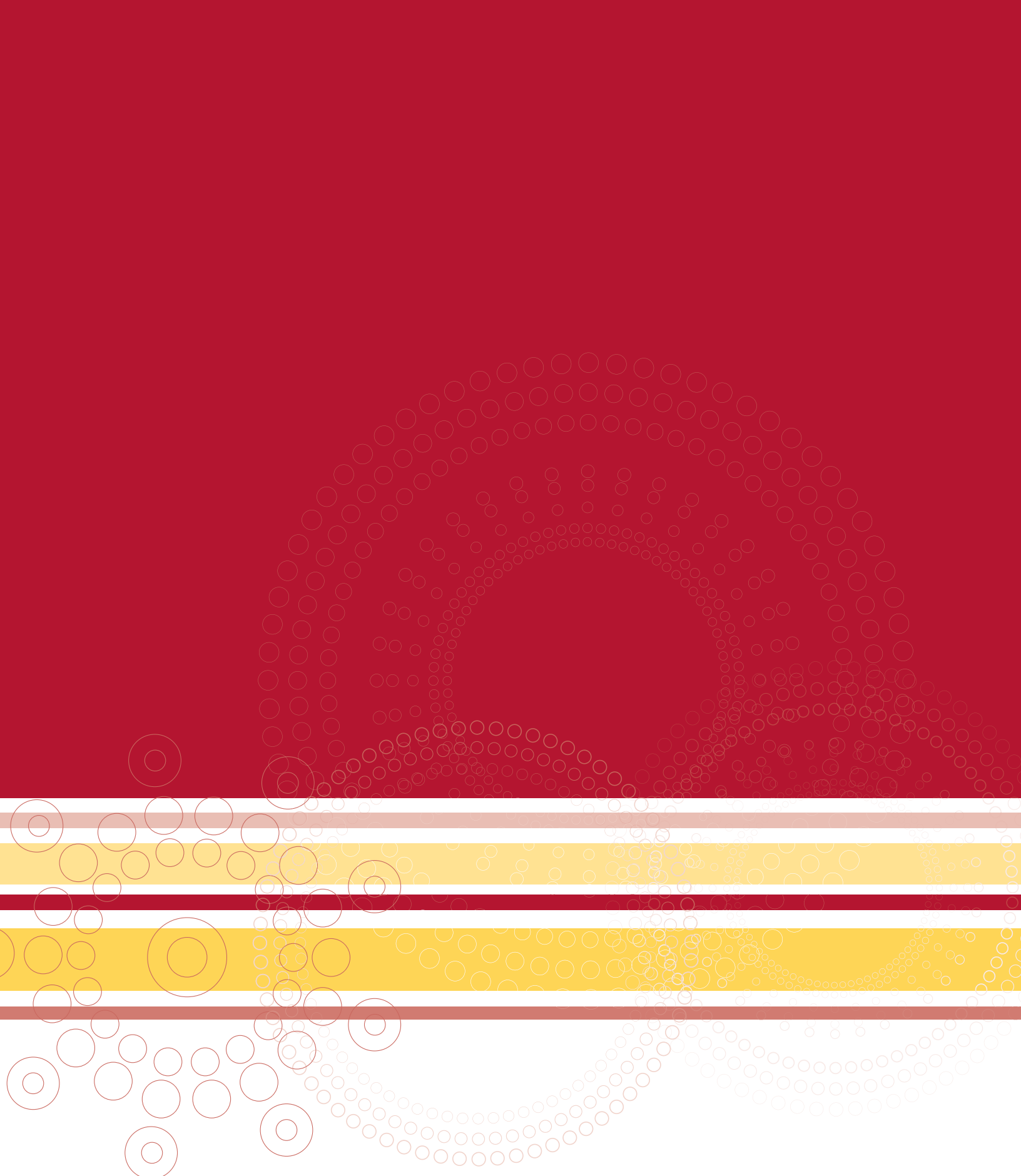
“Management is efficiency in climbing the ladder of success; leadership determines whether the ladder is leaning against the right wall.”

– STEPHEN R. COVEY



“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



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