

## CARE Awards Nomination

1. Nominee's Name

Redacted

2. School or Department:

Redacted

3. Current Position:

Teacher/Mentor

4. Grade Level (if applicable):

Fifth

5. Subject Taught (if applicable):

Academic and Social

6. Nominee's Principal or Supervisor:

Redacted

7. Nominator's Name

Redacted

8. E-mail address:

Redacted

9. Mailing address:

Redacted

10. Daytime Phone Number:

Redacted

11. Evening Phone Number:

Redacted

12. Relationship to nominee (You cannot nominate self or an immediate family member) :

Teacher/Administrator/Staff member

13. How has the nominee demonstrated achievement and excellence in their field of endeavour?

Each year she challenges her 5th Grade students in academic and social expectations. One academic area she specializes in, is the history of the United States. She has developed an award that the students can work toward called the Young American Award. In order for the students to earn this award, they have a group of requirements that they must master with accuracy and proficiency. These requirements include learning the Preamble to the Constitution, memorizing the poem of Paul Revere's ride, and demonstrating knowledge about each state and each president. Each year students from her class succeed in achieving this award.

Through her background in mentoring new teachers, she conducts part of the opening faculty meeting of the school year with ideas for not only the

new teachers, but the veteran teachers as well. She instructs the faculty in organizational skills that will benefit their students and help the teacher how to establish procedures and routines in the classroom, classroom management techniques, and how to keep transitions from one task to another quick and smooth.

14. How has the nominee achieved superior results through innovation or creativity?

She is a master teacher of all subjects. Her students consistently score high on the end of year Criterion Reference Tests. Her hands on approach to teaching is the reason her students do so well. During math instruction, she utilizes various math manipulatives in an effort to get her students thinking and analyzing the problems before applying the content to real life situations. Each student participates in active and cooperative learning while studying the Revolutionary War time period. She has built a life size replica of a pillory. To show how people were punished in Early America, the students get the chance to be placed in the stocks and have their picture taken. The students look forward to this activity and parents enjoy seeing the pictures.

She has been instrumental in creating a Family Math Night for the school. Through her knowledge of how kids learn and apply mathematics, she helps teachers develop math games that students and parents can play at home using items that families already have at home. She helps teachers create math games using dominoes, dice, and playing cards. At the Family Math Night, parents and students play the games jointly. This benefits the student by reinforcing and applying math skills that are taught in class.

15. How has the nominee contributed to improving and sustaining quality education?

Each teacher that is new to the profession of teaching, typically wants to become the best teacher he or she can possibly be. However, most new teachers don't always have the support they need to accomplish that goal. The other teachers at the school are usually too busy to help, or do not know how to help a new teacher learn and apply procedures that will set students up for success in academics and socialization.

She was a Mentor Teacher in Davis District before that program was dissolved due to budget cuts. Then she came to the school as a 5th grade teacher. She saw the need to continue mentoring the new teachers. The number of provisional teachers at the school has hovered around 10 each year. She reaches out to these new teachers by going into their classroom during her prep-time to watch them teach and help them to establish procedures and routines that are research based. Her

input, experience, and suggestions have helped these provisional teachers find their inner strength and authority. Each teacher whom she mentors, has developed into an educator who an outsider would think had been teaching for several years.

Not only does she observe and give these provisional teachers suggestions and ideas, but she takes them into classrooms of experienced master teachers. As she and the provisional teacher observe the master teacher, she coaches and mentors through guided reflective questions. During this process, the provisional teacher can determine how to apply what has been discussed into his or her own classroom.

She has also been able to use this model of going into a master teacher's room with career teachers who want to improve their teaching abilities. She sends out a needs assessment to the faculty, in which they respond with what they would like to view in a classroom. This might be seeing how procedures and expectations are taught and reviewed, or how a teacher utilizes manipulatives during a math lesson to get the students actively involved in problem solving. The administration and teachers trust her. She has developed a rapport with the staff, her students, and the community that has instilled confidence. She creates a safe and welcoming environment through wisdom, experience, cooperation, and a sense of humor. We are very blessed to have her as a part of our staff.

16. To complete your nomination, please check one of the answers below. I will be submitting additional materials in support of my nomination.

March 15<sup>th</sup>, 2013

To whom it may concern,

It's no secret that first-year teachers need an extensive support system to help them transition from a novice educator into an experienced, master teacher. And for someone like me who came into the field of education in a very non-traditional way, this support system has been critical to my success. And that is why I give my full support of the nomination of — for the CARE award. As my mentor, she has been a key component of my support system and has shown nothing but a deliberate and consistent effort at helping me achieve all that I can this first year. I wouldn't be where I am without her help.

I have benefited immensely from observing her teach. She has come into my classroom to model lessons and to co-teach with me. Her willingness to come into my classroom shows her earnestness to be directly and personally involved in the growth of her mentees. She understands the nuanced aspects of teaching so well that I was able to learn a great deal from watching her teach my kindergarten class even though she has never taught extensively in the younger grades. The ideas she has presented to me for lesson plans and their implementation have always been specific and individualized. This shows that she not only understands the curriculum for my grade level and the ability of my students, but also understands what activities and teaching strategies work well in a classroom. This knowledge has clearly come from years of dedicated teaching.

Because she is aware of the need for observation, she has taken the time to take each of her mentees into the classroom of an experienced teacher to observe specific teaching techniques. She accompanied me into the classroom of a 6<sup>th</sup> grade teacher to observe questioning practices. She has a trained critical eye to see the effective implementation of these practices and was able to discuss the importance of what we saw. After each of these observations she then took the time to expansively process what was observed. Just this week I observed our vice-principal teach a social skills lesson in my class and I was specifically looking at behavior management techniques. Even though she did not initiate this observation, she still came in at the drop of a hat to process what I had observed and had precise ideas for how I could customize and employ in my classroom the things that I had seen.

I am so grateful to have such a kind and caring mentor. I can go to her with any problem, and no matter how inconsequential it may seem to me, she is always willing to help and never makes me feel as if I am lacking in any way. I know that she is genuinely concerned about my growth as a teacher because she has taken the time to get me the support that I have desperately needed this year. She is so deserving of this recognition because teaching and mentoring me so much more than a job for her. It's easy to tell that it's her passion, one that she has truly honed into an art.

Thank you for your consideration,

March 13, 2013

To the People of the Care Awards:

I am delighted to be writing this letter in support of the nomination of — as a candidate for the Care Award. I have been in education for about 25 years and I have observed hundreds of teachers. I can say with confidence that she is one of the very best.

She is especially good at the basics of teaching. When you walk in her room, you can see that the students know what they are supposed to be doing, where they are supposed to be, and how they are supposed to be behaving. She is gifted at teaching procedures and is good at sharing them with the newer teachers she mentors. I happened to see her teach a procedure for how to roll dice to keep them on the table. This attention to procedures has created a classroom that really works well.

She is also gifted in delivering curriculum. She uses a variety of interventions to help her students achieve their goals. Her whole class instruction is lively and fun, and she is good at managing and prioritizing her teaching time. It is especially impressive how she is aware of the strengths and the weaknesses of each of her kids, and how she spends time finding what will work with which child. She introduced me to the term "educational malpractice". Her own teaching practice demonstrates the integrity of someone who is aware that teaching is crucial and that doing it poorly really is malpractice.

Probably my favorite thing about her is her impact on the feeling tone of the school. She genuinely likes her students and they know it. Even though she is serious about learning, there is a lot of laughter in her room and her students absolutely love her. Her mentoring has helped newer teachers feel better about their jobs, and her engaging personal style makes her one of those people that draws others to her. She makes the staff laugh in faculty meeting and when she is in the staff room, others want to be there too.

She is a great example of what we want from our teachers. I am proud to be her coworker and friend, and I believe that she richly deserves this honor.