For more than 50 years our nation has honored teachers with the National Teacher of the Year Program. The National Teacher of the Year Program, sponsored by the ING Foundation, is a project of the Council of Chief State School Officers. Since 1970, North Carolina has participated in this program recognizing outstanding teachers. The North Carolina Department of Public Instruction administers the program at the state level. Corporate sponsors also contribute to this program.

In accordance with national guidelines, North Carolina chooses a candidate who is “dedicated and highly skilled, a candidate proven capable of inspiring students of all backgrounds and abilities to learn.” The State Teacher of the Year will be asked to travel, speak on behalf of education and demonstrates master teaching skills and represent our state educators nationwide.

The program recognizes teachers at the school, local, regional and statewide levels. Individuals are chosen to represent their school as Teacher of the Year then advance to competition at the school-district level. Once that selection has been made, district Teachers of the Year vie for one of eight North Carolina Regional Teacher of the Year honors. Simultaneously, representatives from the public Charter Schools are screened to determine the Charter School Teacher of the Year designee and a secondary package for the other eight regional finalists.

After a series of relevant screening activities, the State Teacher of the Year is chosen by a committee consisting of professional educators and community leaders. The State Teacher of the Year and the other Regional Finalists form a collaborative network to provide ongoing professional development and support throughout the state on critical issues facing public education.

In the 40 years of the program in North Carolina, three State Teachers of the Year have become National winners. Four have become National Finalists and one has been inducted into the National Teachers’ Hall of Fame. Thirteen North Carolina Teachers of the Year have taught at the elementary school level, seven at the middle or junior high school level and twenty-one at the high school level.
WELCOME
Brandon Patterson
Assistant Director, Educator Recruitment and Development Division
North Carolina Department of Public Instruction

GREETINGS
Dr. June Atkinson
State Superintendent
North Carolina Department of Public Instruction

RECOGNITION OF THE SELECTION TEAM AND REGIONAL FINALISTS
Brandon Patterson and Regional Education Facilitators

INVOCATION
Jessica Garner
2009-2010 North Carolina Teacher of the Year

DINNER

REMARKS
Governor Bev Perdue
Governor of North Carolina

Dr. William C. Harrison
State Board of Education Chairman

Meredith Hunter
North Carolina Center for International Understanding

Darrin Scott
Area Manager for North Carolina
SMART Technologies

REFLECTIONS
Jennifer Facciolini
2010-2011 North Carolina Teacher of the Year
Midway High School
Sampson County Schools

ANNOUNCEMENT OF THE NORTH CAROLINA TEACHER OF THE YEAR
Dr. June Atkinson

ACCEPTANCE REMARKS
2011-2012 North Carolina Teacher of the Year

CLOSING REMARKS
Brandon Patterson
EDUCATION LEADERSHIP

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

June St. Clair Atkinson was elected as the North Carolina State Superintendent of Public Instruction in November 2004 and re-elected in 2008. Dr. Atkinson is North Carolina’s first woman elected to this position. She heads the NC Department of Public Instruction, an agency which she served for nearly 28 years as a chief consultant and director in the areas of business education, career and technical education, and instructional services. As a former business education teacher, Atkinson has been involved in instruction and curriculum development throughout her career. She is past president of the National Business Education Association, Southern Regional Education Board’s High Schools that Work, and the National Association of State Directors of Career and Technical Education Consortium. Dr. Atkinson is a member of Delta Kappa Gamma and Phi Delta Kappa and was inducted into East Carolina University’s College of Education Educator Hall of Fame in 2008. She received a Bachelor’s degree in Business Education from Radford University in 1969, a Master’s degree in Vocational and Technical Education from Virginia Tech in 1974, and a Doctorate degree in Educational Leadership and Policy from North Carolina State University in 1996.

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

Dr. Harrison was appointed to the State Board of Education by Governor Beverly Perdue in March 2009. A native of Pennsylvania, Dr. Harrison has served North Carolina public schools throughout his career. In addition to more than 11 years as Superintendent in Cumberland County, he also has served as Superintendent in Orange County and in Hoke County. He has also served as an Assistant Superintendent in Brunswick County Schools and as a principal and teacher. Dr. Harrison is an adjunct assistant professor at North Carolina State University. His experience includes serving on numerous state commissions, most recently as Co-Chair of the Education Lottery Oversight Committee and as Vice-Chair of the Military Child Education Coalition. Dr. Harrison holds a bachelor’s degree in Intermediate Education from Methodist College - Fayetteville, a master’s degree in Educational Administration and an Education Specialist degree in Education Administration from East Carolina University, and an Educational doctorate in Education Administration from Vanderbilt University.

2011-2012 TEACHER OF THE YEAR SELECTION COMMITTEE

JAN WEBSTER, ED.D.
Director
Western Region Education Service Alliance

DONALD BARRINGER
Teaching Fellows Coordinator
North Carolina Central University

ELSIE LEAK, ED.D.
Former State Associate Superintendent
Education Consultant

DEBRA HORTON
President
North Carolina Parent Teacher Association

JAN KING
2010 Wachovia Principal of the Year
Glenn C. Marlow Elementary School
Henderson County Schools

JENNIFER FACCIOLINI – EX OFFICIO
2010-2011 North Carolina Teacher of the Year
Midway High School
Sampson County Schools

In compliance with federal law, NC Public Schools administers all state-operated educational programs, employment activities and admissions without discrimination because of race, religion, national or ethnic origin, color, age, military service, disability, or gender, except where exemption is appropriate and allowed by law.

Inquiries or complaints regarding discrimination issues should be directed to: Dr. Rebecca Garland, Chief Academic Officer
Academic Services and Instructional Support :: 6368 Mail Service Center, Raleigh, NC 27699-6368 :: Telephone: (919) 807-3200 :: Fax: (919) 807-4065
2010-2011 TEACHER OF THE YEAR TEAM

2010-2011 NC TEACHER OF THE YEAR

Jennifer Facciolini
Southeast Region
Sampson County Schools

Vann Mizelle Lassiter
Northeast Region
Edenton-Chowan Public Schools

René Herrick
North Central Region
Wake County Public Schools

Amber Alford Watkins
Sandhills/South Central Region
Scotland County Schools

Courtney R. Davis
Piedmont-Triad/Central Region
Randolph County Schools

David Dahari
Southwest Region
Union County Schools

Joy Jenkins
Northwest Region
Rowan-Salisbury Schools

Dorothy Reid Case
Western Region
Henderson County Schools

Stuart Miles
Charter Schools
Evergreen Community Charter School

TEACHER OF THE YEAR REGIONAL MAP
Just the other day my homeroom students were completing their 8th grade Superlative selections. I was walking around the classroom ensuring that they were finishing up as I noticed a student writing my name in one of the blanks. Upon closer inspection, I realized he had voted me “Most Likely to Brighten Your Day.” I chuckled to myself as I thought, “No, it’s just the opposite.” – My students brighten my day and each and every minute I spend in the classroom. Their innocence, talent, and love inspire me to achieve my ultimate goal every time I step foot into my classroom- for my students to learn, not simply to be taught. I believe it is critical to build strong relationships with your students so you truly understand them and what motivates them. If you open your heart and show them that you trust and care for them, they will rise to meet your high expectations. It is my love for all of my students and my belief that they all can succeed that challenges me to be the best teacher I can be as long as I have the privilege of being called their teacher.

When I reflect back on the journey that got me here I cannot determine the turning point. Though I may have been majoring in Biomedical Engineering in college and teaching seemed a far cry from what the future held for me, I know that my passion and love for teaching has been present in my life from a very young age. I was blessed to be surrounded by a family who had always put great emphasis on the importance of education. Since my middle school years and on into college I tutored peers. In high school I even sent a letter to the President of my private school urging him to create a more rigorous math program at our school.

Educating others has always been a passion of mine – it is the single greatest challenge I have taken on as I strive to engage my students in their learning every day. I believe that if we truly engage the minds of our nation’s youth, as a nation we will no longer be wondering how to remain globally competitive. By challenging and engaging their minds, our students will learn at a profound level; they will be successful in this 21st century, global world.

I am a teacher because I am passionate about teaching. I am passionate about building relationships with my students, challenging them, engaging them, and teaching them to think on their own. Teaching gives me complete pride, joy, and fulfillment in a profession in which I believe I am truly making a difference. I am blessed to be able to call my passion and love my work.
“By challenging and engaging their minds our students will learn at profound levels – they will be successful in this 21st century, global world.”

– SUZIE SANDERS
I have wanted to become a teacher all my life. My mother saved an “All About Me” book I made in first grade. It states, “When I grow up, I will be a teacher and an artist.” First graders can be very intuitive!

My senior year, I applied for the Teaching Fellows program. I was also nominated for the Morehead Scholarship at UNC. Although I did not receive the Morehead Scholarship, I will never forget the last question I was asked in that interview, “As a teacher, and on a teacher’s salary, how do you expect to be able to pay back the Morehead Scholar program for future candidates?” My response was, “I will be preparing your future candidates, your future doctors, lawyers, politicians, etc, by providing them with the best education possible.” As a proud Teaching Fellow, I still firmly believe that the teaching profession is the basis for all other professions, because without highly-skilled teachers who are able to motivate our youth, the other professions would not exist.

I think my greatest contributions and accomplishments happen every day in my first grade classroom. They are the relationships I form with each of my students. I love each and every child who walks through my door. I am determined to provide them with exactly what they need. Sometimes it is not always a reading group or a math lesson. Some days it is a hug, a life lesson, a snack, or extra sleep. As a teacher, I differentiate to meet the needs of ALL learners in my classroom. The greatest contribution I, or any other teacher, can make to the teaching profession is providing the very best education to EVERY student.

My teaching philosophy varies some from year to year, incorporating new strategies based on the latest research, but mostly, it is unavering. Children are individuals. They have different needs, interests, and ways of learning. I am an outstanding teacher, because I incorporate a vast array of teaching styles to meet their vast array of learning styles. We teach the whole child. Lessons should not just focus on academics, but should also include social and emotional strategies to help them solve everyday problems. I believe in positive reinforcement and in the importance of parent involvement. I am a firm believer in the “school community.” We are all lifelong learners, and the only way to thrive as a school is to collaborate with colleagues so we can all benefit from each other’s strengths.

The rewards I find in teaching are intrinsic. I find comfort in the assurance that I have bettered our collective future by meeting the needs of every child. I provide hope, security, and passion. When they come back to “visit,” when they invite me to their birthday, and when they say they loved my class, those are my true rewards.
"We teach the whole child. Lessons should not just focus on academics, but should also include social and emotional strategies to help them solve everyday problems."

– CALLIE SMITH
I have often wondered over and over, “Am I a good teacher?” Then I start to think, “What makes a good teacher?” The more I go into my teaching career, the less I believe in theory, and the more I believe in practicality. I know that throughout the years I have made mistakes – but they have been my greatest discoveries. I know that teaching means putting yourself in the midst of a journey. This journey that may not always yield the results you desire, but teaches you to become a learner – just like your students.

I believe that teaching has lost the “personal” factor. That “personal” factor made me want to do the best I could as a kid because I did not want to disappoint my teachers. As a band director, I hold my students to high levels of accountability. I am extremely tough on them. They give me many hours of their lives because they share a love and passion for music like I do. Because of that, I feel that I have a responsibility to treat them as if they were my own. If they need someone to talk to, I listen. If they want me to come to their church to hear them sing, I go. If they need money for lunch, I give it to them. Many of the kids I teach need attention just as much as they need to know about whole notes and half notes. They come from broken homes, and may have parents who are addicted to drugs. Others experience abusive homes and relationships, and the inability to have basic necessities I sometimes take for granted. I do not create the world’s greatest lesson plans. I am not a master of differentiated instruction. I may not even be the best teacher in my own school, but I am someone that cares. I care about each of these students as people. The reward I get is seeing them come back each day to learn, share their experiences, and grow as a person. That is something I will never grow tired of.

My personal teaching style changes every year, every month, and every day. As an effective teacher, you cannot be stagnant. There may be common pedagogies that work consistently, but with an ever-changing society, you must adapt and change as well. I do believe that there must be discipline, respect, and a willingness from both teacher and student to learn. The classroom must be a place that everyone is comfortable. I love knowing on a day-to-day basis that I will be challenged. What I do not know, we learn together. What they do not know, I want them to learn. At the end of the day though I tell them this, “I am here to teach you about music. Believe it or not, I guarantee you will learn more about life.” I am certainly glad that both the teacher and student benefits from that philosophy.
“My personal teaching style changes every year, every month, and every day. As an effective teacher, you cannot be stagnant.”

– FERDINAND COOPER
I did not plan on becoming a teacher when I entered college. I started my studies as a Chemistry major with plans on becoming an Optometrist. Fortunately, a series of experiences in college redirected my path, and I found my true calling as an educator. The poet Robert Frost may have likened this path to a road less traveled.

Our experiences have a transforming effect on us. In my educational journey, the most transforming experience for me has been initiating the Discipline, Respect and Unity through Music (D.R.U.M.) program at West Pine Middle School. I target at-risk students with social or behavior issues, but welcome all students to join the class. Striving to develop character traits as I teach my curriculum, at-risk students have shown great improvement in self-control, attitude and attendance. Many of my students comment that D.R.U.M. is their favorite part of the day. In some cases, it is what inspires them to come to school. I am grateful for the role drumming has played in not simply learning the curriculum, but fostering self-confidence and compassion.

Using African drums as “instruments” of global awareness, I invite my students to step outside themselves and connect to cultures on the other side of the world. As students make these connections, I literally witness walls come tumbling down. Students who in the past may have only seen each other’s differences now seek to develop unity of sound and purpose. As an extension of this idea, West Pine Middle School students have been involved in a partnership I created with the humanitarian organization Africa Heartwood Project. Through this partnership, our school community has raised money to fund a clean water project as well as assist a refugee orphan home. All of our lives have been transformed as a result of these experiences.

When I consider the rewards of teaching, my list is endless, but the following certainly make the top of the list: A middle school student who is struggling to find an identity learns to exercise self-control and work with others. A student who is struggling to determine a course for his life finds greater purpose through the connections music allows him to make to the world around him. A student who is struggling with a variety of emotions finds success and confidence in my classroom and an ability to appropriately recognize others’ successes. A student who previously had little motivation to achieve becomes determined to push beyond what she thought possible. What a privilege it is to be a witness to lives transformed.

The road I have traveled thus far in education has certainly been the one “less traveled,” and it has certainly “made all the difference.” I recognize that the experiences I have had along this road have transformed me. I look forward to the experiences that lie ahead on this road.
“I invite my students to step outside themselves and connect to cultures on the other side of the world. As students make these connections, I literally witness walls come tumbling down.”

– MARCI HOUSEMAN
I think that my perspective on education is different because most teachers that I have met excelled in education as a child, but as a student, I myself struggled in the classroom. My mother was a teenage mother who was unprepared to raise children. Eventually, I was adopted by my grandmother who, although she had never graduated high school, became an advocate for my success in school. She would ask my teachers if they were “Believers” – did they believe that a child who didn’t fit the traditional mold could succeed. As a result, I had teachers who went the extra mile on my behalf, who created an environment which allowed me to be a risk-taker. This allowed me to be the first person on my mother’s side to graduate high school and then college.

My original career goals did not involve teaching. I made a very conscious decision to enter the wonderful, ever-changing field of education after years of employment in the criminal justice system and employment with the Department of Social Services. During a heart-to-heart conversation with one particular young man, he shared with me that other than being incarcerated, the only other place he feared was a classroom. At that moment, my heart called me to become an educator and my vow was to be an outstanding teacher – one that students would remember.

I entered the teaching profession with zero educational training. It was definitely a “sink or swim” situation. My memories about classrooms including straight rows, individual textbooks, and quiet classes had to be erased. I became an advocate for student-centered, inquiry-based learning and classrooms that foster excellence for all learners. In fact, I have grown to understand the students are volunteers, and I am charged with creating a learning environment that authentically engages them and helps them become globally competitive. I have transitioned from an uninformed lateral entry teacher in the back of the faculty meeting into a knowledgeable staff development facilitator before my peers.

Each morning I enter my school building with the determination to achieve the impossible! I seek opportunities to motivate, engage and provoke critical thinking for students, colleagues, and myself. Each setback in my career has been a setup for a comeback. That is also the philosophy that I teach my students.

I recently ran a 5K race with my school’s running club as a guide for a student who is visually impaired. She summed up what it means to be a teacher just before the race began. She grabbed my arm and candidly stated, “Mrs. Hooker, I don’t know where I am going but I trust that you will take me to the right place.”
“I have grown to understand the students are volunteers, and I am charged with creating a learning environment that authentically engages them…”

–TYRONNA HOOKER
When I reflect on the many factors that influenced me to become an educator, I realize what a great privilege it is to have such a variety from which to choose. From the moment I was born, I was exposed to an environment that respected and revered all aspects of the processes of teaching and learning. Both of my parents were teachers, my father is a professor at Belmont Abbey College and my mother taught students who were blind and deaf before my six siblings and I were born. She sacrificed her career in this field to devote her life to giving us the best possible early education anyone could provide through home-schooling. She spent every waking moment filling us with a love of learning and the skills necessary to pursue it. Her particular focus on early literacy skills provided me with the ability to achieve any academic goal I desired to set.

During my time in college, it was my father’s instruction in the areas of logic and ethics that had a particular impact on forming both my philosophy of education and the importance of being an educated individual. As a result of their excellent instruction, I was able to graduate from Belmont Abbey College at the age of eighteen with a degree in Elementary Education and set out on my own journey of inspiring young learners through the practice of teaching.

I wholeheartedly believe that the teaching profession is one of the most critical vocations in all of society. Quite literally teachers are entrusted with both the futures of the students we teach and the future of all society. Plato said, “The direction in which education starts a man will determine his future in life.” This quote demonstrates that teachers play a deciding role in forming the academic, social, emotional, and character attributes of tomorrow’s world. Teachers are charged with the daunting and exhilarating challenge of discovering each student’s potentialities and guiding them into actualities. At this very moment in classrooms across this state, there are students capable of equaling and surpassing the achievements of the world’s greatest scholars, musicians, scientists, philosophers, activists, and athletes. Educators will determine if these aptitudes will lie unknown and unused or if they will develop into skills that will alter all of our futures for the better. I set out each day with this thought in my mind, and I rise to its challenge.

I believe that my philosophy of education is reflected in the way that I teach every day. My expectations for my students are simple; be better today than you were yesterday and have plans for how you will become better tomorrow. I strive to inspire in them a desire to be a lifelong learner, to learn for the intrinsic joy of becoming better, and to guide them to be responsible for their own learning. I attempt to teach and guide with such enthusiasm and energy that my students will be compelled to learn and discover with equal fervor.
“I attempt to teach and guide with such enthusiasm and energy that my students will be compelled to learn and discover with equal fervor.”

– THOMAS PLECNİK
Andy Blevins  
**NORTHWEST REGION**  
**Catawba County Schools**

The main factor that influenced me to become a teacher was the opportunity to interact with students and to impact them positively. I was raised in a rural community where some students took education for granted. My parents stressed to me that education is a privilege. They expected me to just do the best I could in an honest manner. As I thought and prayed about my career decision, education became a calling. I remember the teachers that impacted my education, and I have seen firsthand the power wielded by a caring teacher.

My philosophy of teaching is based on three principles. First, all students can learn. All students may not be able to learn astrophysics, but all students can learn and be successful in the classroom. Second, students learn in more ways than I know how to teach. This fuels my efforts to stay abreast of the newest technology and research about education. Third, the best teachers are the best learners. I am diligent in applying new information effectively in the classroom.

I have sought opportunities to lead training sessions at various workshops and conferences as a T3 Regional Trainer through Texas Instruments. Through completion of my master’s degree, I learned about various types of technology including hands-on data collection, graphing calculators, TI-Nspires, and wireless response systems that could supplement my teaching. I implemented these into my classroom and saw an immediate increase in students’ interest and performance. I did some research that provided quantitative verification to what I knew was greatly affecting my classroom in a positive way. Students saw the math they were learning as more applicable to their lives and felt a greater confidence using the technology. I love sharing this information with others, as teaching should never become a competition between instructors. Rather, I like knowing that students receive benefit as teachers become equipped with knowledge and new skills.

I strive to help students overcome feelings of self doubt and anxiety. Since mathematics can be intimidating to many, I work to create a classroom where it is okay to be wrong. I also show students the true utility of mathematics because an understanding of how math is really used in our society is important. It is an honor to have students come back and visit to tell me the impact I made on them. Sometimes they are students that I would not have known were affected. These are moments that keep me motivated as I strive to meet the needs of all the students I serve.

I also enjoy involvement with a college-career group at my church. I extend my classroom teaching to include teaching on both Sunday mornings and Wednesday nights. I have met interesting people and helped meet needs through mission trips not only locally, but also in Alaska, Honduras, and Venezuela. I have been able to share these life-changing experiences with my wife of eleven years. Through my family and my career, God has blessed me richly, far beyond what I deserve.
The best teachers are the best learners. I am diligent in applying new information effectively in the classroom.

– ANDY BLEVINS
I had an incredible high school experience. I attended Newark Academy in Livingston, NJ, a private school where I received more individualized, focused instruction than I would in college or beyond. But this felt unfair to me; I had done nothing more than agree to go there. Realizing this, I decided I wanted to teach public education because I felt that all students were entitled to the education I had. I felt, and still feel, driven to provide this.

After earning my Bachelor’s Degree in English, I moved into the wilderness as a Counselor/Teacher for troubled youth with Eckerd Youth Alternatives in Hendersonville, NC. This job taught me the power of education, in particular, of reading and writing in transforming lives. My move back to civilization took me to a comprehensive public high school so that I could understand the system and the standards; yet, I always intended to teach in a non-traditional school. Teaching at Buncombe County Early College, a non-traditional school, has helped me come closer to the goal I established while in high school. With smaller classes, integrated subjects, and a constant focus on best practices, we are able to provide similar instruction in a public school setting that I was afforded as a private high school student.

My philosophy of teaching is that learning must be an engaging and interactive process. The walls of my classroom and the halls outside are covered with students’ artistic responses to literature. By incorporating diverse products, I have discovered that students who do not experience success on more traditional assignments are not only more successful on these, but that it builds their confidence to succeed on other language arts work.

Students collaborate with each other and their families in the learning process. Beyond frequent small group projects and Paideia seminar discussions, students peer edit and blog with each other and they partner with their parents on goal setting and goal evaluation. Students collaborate with their teachers. I regularly seek and receive feedback from students about what aspects of my instruction have been helpful in their learning. Engaging them in the evaluative process has been beneficial for all of us. After special needs students reported that reading their work to me aloud and scoring it together on a rubric was particularly helpful, I applied that strategy to all of my students.

Lastly, I recognize that instruction in the classroom is critical to developing the necessary basic skills within disciplines, but that its application must be cross-curricular and have real-world application for full value. For example, my students graph data and evaluate biological impacts of global issues in preparing presentations for their World Studies culminating projects.

Facilitating an engaging and interactive learning environment is critical to student success. It is also critical to keep my experience as a teacher fresh and interesting. In addition, the proper atmosphere helps to ensure that all children have powerful learning experiences.
“I regularly seek and receive feedback from students about what aspects of my instruction have been helpful in their learning.”

– ERIC GRANT
Several factors influenced me to become a teacher. One factor was I love working with kids. At age 14, I started working with young children at a daycare center and before that I was the busy babysitter. I felt at my best when I was surrounded by children. Another factor was my history as a student. As a young girl, I had a difficult time in school. In the fourth grade I was in a severe car accident and I became even more erratic in my efforts at school. I forgot assignments, was unorganized and frequently daydreamed. In fifth grade I had Mrs. Martin. She made me feel successful and like I could be a great student. While I was in school, I would remember Mrs. Martin and the feeling that with a little effort I could have great success. Throughout the years, I continued to have great teachers who influenced me. They had a drive to help their students become successful adults. The desire for me to help young people became strong and continues to this day.

I cannot speak of my desire to teach without mentioning my wonderful parents. My mother noticed my “knack” with kids and encouraged me to pursue something along those lines. My dad was always saying that learning is for life. Both of my parents modeled the life of learning. My mother earned her realtor license while I was in college. My dad changed careers in his thirties and he began guitar lessons in his sixties.

In my first few years of teaching, I looked for ways to make learning interesting. I would invent games of all sorts. Then the songs arrived. As I worked to motivate middle school students, I would teach the information in song form to the students. Students came alive as we sang. I continued this when I changed over to 4th grade. We are now in the process of creating a video where the children are singing and acting out how to use the song. The songs are short but very useful to the memorization of quick facts. Former students tell me that they still sing the songs in their heads when they get “stuck” with something.

I believe in balance in a classroom. Students must learn to use pencil and paper to solve problems but many need the balance of hands on activities for understanding. I also use technology in the classroom to promote interest, and then I have students work in small groups to promote understanding. I balance group work with independent thinking time to promote mastery. I am available for afterschool tutoring for those who are still struggling with concepts and need either one-on-one time or more practice with me.

We have all heard the saying “give a man a fish and he will eat for a day, teach a man to fish and he will eat for life.” Well, I liken that to learning. Give a child information, and he may know it for a test. Teach a child the joy of learning and he will learn for life.
“Give a child information, and he may know it for a test. Teach a child the joy of learning, and he will learn for life.”

– REGINA JOHNSTON
<table>
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<tr>
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<th>Name</th>
<th>School District</th>
<th>Subject</th>
<th>Grade(s) / School Type</th>
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<td>Social Studies, high school</td>
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<td>Jessica Garner</td>
<td>Union County Public Schools</td>
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<td>Cindi Rigsbee</td>
<td>Orange County Schools</td>
<td>Reading, middle school</td>
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<td>James Bell</td>
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<td>English, high school</td>
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<td>Laura Bilbro-Berry</td>
<td>Beaufort County Schools</td>
<td>grades 2nd</td>
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<td>Kimberly H. Hughes</td>
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<td>Rebecca O. Hoyle</td>
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<td>1997</td>
<td>Julian L. Coggins, Jr.</td>
<td>Cabarrus County Schools</td>
<td>Science, high school</td>
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<td>1996</td>
<td>Richard Scott Griffin</td>
<td>Gaston County Schools</td>
<td>5th grade</td>
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<td>1995</td>
<td>Vernestine Kent Taylor</td>
<td>Wilson County Schools</td>
<td>Mathematics, high school</td>
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<td>1994</td>
<td>Sandra C. Wells</td>
<td>Asheville City Schools</td>
<td>(Buncombe Co.), Team Teacher, 1st &amp; 4th grades</td>
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<td>1993</td>
<td>Sarah M. Pratt</td>
<td>McDowell County Schools</td>
<td>English/Social Studies, high school</td>
<td>“NATIONAL HALL OF FAME WINNER”</td>
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<tr>
<td>1992</td>
<td>Dixie F. Abernathy</td>
<td>Gaston County Schools</td>
<td>Science, junior high school</td>
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<tr>
<td>1991</td>
<td>Annie Pegram</td>
<td>Durham City Schools</td>
<td>(Durham Co.), 1st grade</td>
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<td>1990</td>
<td>Louis Gotlieb</td>
<td>Granville County Schools</td>
<td>Science, high school</td>
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