

APPLICANT INFORMATION FORM

PERSONAL INFORMATION

Krista Starbuck

Name

Pre-K - 1st grades

Current Grade Level(s) Taught

Reading: Phonics, phonemic awareness, vocabulary, writing, spelling, comprehension and fluency.

Current Subject(s) Taught

3 years

Years in Current Position

21 years

Total Years of Teaching Experience

none

Languages Other than English Spoken Fluently

Areas of National Board Certification Achieved or In Progress:

Exceptional Needs Specialist Adolescent through adulthood

SCHOOL INFORMATION

Alva Public School

School District

Washington Early Childhood Center

School Name

220 students

School Size

1030 students

District Size

--Public

School Demographic

EDUCATIONAL HISTORY AND PROFESSIONAL DEVELOPMENT

List all below, most recent first.

EDUCATIONAL PREPARATION

College or University	Dates Attended	Degree Earned (i.e., B.A. in Math)
Northwestern Oklahoma State University	2004-2006	Masters - Reading Specialist
Northwestern Oklahoma State University	1990-1995	Bachelors of Science in Education
		Elementary Education
		Early Childhood
		Learning Disabilities, Mentally Handicapped,
		Mild/Moderate/Severe Profound Disabilities

Name of High School Attended	City	State	ZIP Code
Shattuck High School	Shattuck	Ok	73717

EMPLOYMENT RECORD OF SERVICE (Include grade level and/or subject area)

School District	Position Held	Dates
Alva Public School	Reading Specialist/Title 1 Coordinator Pk-1st grades	2019-present
Alva Public School	Special Education Teacher	2008-2019
Burlington Public School	Special Education Teacher and Director pk-12	2000-2008
Fairview Public School	Special Education Teacher	1998-2000
Alva Head Start	Teacher/Director	1995-1998

PROFESSIONAL MEMBERSHIPS (Include offices held and/or other relevant activities)

Membership	Position Held	Dates
Oklahoma Education Assoc	President/Member	1998-2020
Ok. State Dept of Educ.	Advisory Council of Oklahoma Alternate Assessment	2008
NWOSU PD Cpmmittee	Member	2008
International Reading Assoc.	Member	2005-2006
Ok. State Dept. of Educ.	Scorer for Special Education Portfolios	2004-2010
Special Olympics	Coach	2004-2007

LEADERSHIP IN STAFF DEVELOPMENT (Include leadership in the training of future teachers)

Title	Position Held	Dates
Behavior Intervention team	Facilitator	2019-2021
Mentor Teacher	Mentor teacher to Special Education Teacher	2019-2020
Building Sponsor	In charge of Principal is absent	2018-2021
PLC Leader	Team leader	2019-2021

AWARDS AND OTHER RECOGNITION OF TEACHING

Title	Dates
Teacher of the Year and District Teacher of the Year	2019-2020
Masonic Teacher of Today	2019-2020
Teacher of the Year	2012-2013
Teacher of the Year and District Teacher of the Year	2010-2011
Masonic Teacher of Today	2010-2011
Teacher of the Year	2003-2004
Masonic Teacher of Today	2003-2004
National Board Certified Teacher	2010-2020

ESSAY QUESTIONS

Limit all following responses to spaces provided.

PROFESSIONAL BIOGRAPHY

What were the factors that influenced you to become a teacher?

Describe what you consider to be your greatest contributions and accomplishments in education.

Being an educator isn't easy, but remembering why I became one helps me stay focused and take pride in my personal accomplishments and successes. Teaching is not a paycheck, it is a passion for wanting to make a difference. My passion for helping others and love for learning are a few reasons why I pursued teaching. Initial factors that influenced me into becoming an educator are emotional and made a huge impression on me at a young age. These memorable reasons include childhood play and influential teachers.

The first factor that influenced me into becoming a teacher began with childhood play. I can still hear my mom tell the story of how I loved playing school at home. For Christmas, I would always want school related toys, such as chalk, chalkboard, school supplies and stickers. My vivid memories of setting up my classroom, in the living room, still comes to my mind. Although I only had 1 student, my little brother, he was such a good sport. He loved sitting on his blue carpet square, as he watched me write the alphabet on my tiny chalkboard. Just like my class today, his favorite part about school was recess. My brother and I have often reminisced, how I would line him up at the door as I grabbed my whistle. This whistle, that I still have, is a symbol of my childhood dream. My love for teaching grew stronger the older I became. My 4th grade teacher, Mrs. Goodwin, allowed me to peer tutor classmates that were struggling. I learned at a young age that my classmates were all unique and everyone had their strengths and weaknesses. I felt a sense of pride when I was able to help those in need find success. My desire for connecting with students holds true to this day. It is my goal to build relationships so I may influence lives academically, socially and emotionally.

According to Maslow's Hierarchy of needs, "The Hierarchy demonstrates that basic needs must be met before children are able to focus on learning." (2019, pg 1) This quote reminds me of my second factor that influenced me to become a teacher, Bill Nichols, my 6th grade teacher/basketball coach. I couldn't have asked for a better role model than he. An effective role model does so much more than guide others, they make sure that one is headed in a positive direction. Mr. Nichols provided positive guidance that encouraged being a productive, law abiding citizen, at school and in society. He fostered within me a desire to work hard, challenged me to reach my full potential and taught me how to have empathy for others. These meaningful life lessons prepared me for my future classroom. One noteworthy life lesson that I remember most is when we got a new student in class. You could tell that she was less fortunate and didn't have her basic needs met at home. She arrived to school dirty, hair was matted and clothes had an odor. Mr. Nichols gathered various hygiene necessities, clothing, and shoes and brought them to school. He asked me if I would take her to the locker room and show her where she could shower. I also styled her hair and put a small amount of makeup on her. Even though I had not experienced her lifestyle, I did understand her feelings. This experience had such an impact on my life at a young age. The gratification and sense of fulfillment influenced me to help others in the same way. Two years ago, in my 4th grade classroom, I had a student come to school with clothes that smelled like cat urine and her hair was tangled and matted. I had empathy for her as she walked in the school building with her head down. I did what Mr. Nichols would do, I gathered hygiene supplies and clothes. Everyday, I would send her to the bathroom with clean clothes to change into. Her paraprofessional would bring her to my room and brush and style her hair. She loved picking out colorful bows and having her hair braided. I quickly ascertained a difference in her attitude and self confidence, especially in social settings. Her regular classroom teacher also commented on how she had improved with participating in learning activities and playing with others at recess.

"A good teacher can inspire hope, ignite the imagination, and instill a love of learning." (Henry, 2010, pg1) This quote inspires me to reflect on why I became a teacher and why I continue to teach. Everyone has their personal pathway to fulfilling their dreams. Mine started with childhood play and influential teachers.

PHILOSOPHY OF TEACHING

Describe your personal feelings and beliefs about teaching, including your own ideas of what makes an outstanding teacher. Describe the rewards you find in teaching. How are your beliefs about teaching demonstrated in your personal teaching style?

My commitment as an accomplished teacher, role model and leader are grounded on various personal feelings and beliefs. These beliefs are embedded within the core belief, relationships are the heart of learning for students, teachers and parents. Although I feel that this belief is the foundation, I do have 4 other beliefs that are just as important and are central to everything that I do in my classroom. These beliefs encompass; teachers are accountable for student's success, teachers monitor student to drive instruction and teachers are lifelong learners.

My foundational belief is-relationships are the heart of learning for both students, teachers and parents. Engaging with students and parents not only fosters trust, it promotes commitment and motivation needed to tackle challenging learning tasks and behaviors. Challenging tasks and behaviors may create anxiety, frustration, and meltdowns. Providing an environment with various supports will allow all learners to feel safe and promotes learning for all. Students need to be taught how to self regulate so that they get their behavior under control and can get back to learning. For example, in my classroom I made a quiet area, "Zen Zone," between 2 file folder cabinets. I have a bean bag, a weighted blanket, a sensory toolbox and pictures in this area. My students know that these pictures show them ways they can calm down and self regulate. Teaching students how to self regulate is important so they can independently use techniques to get their behavior under control. In my classroom, my students know to go to the Zen Zone if they feel the need too. Also, it is imperative to know your students well enough to read body language, so that you can redirect or signal a student to this area to prevent the behavior from escalating. I have a student that will go to this area, get bubbles out of my sensory toolbox and blow bubbles until he feels that his body is calm. On the other hand, I have students that get so overwhelmed that their behavior takes over and they may need help asking for a break. At risk behaviors may look differently at home than at school. It is important to have ongoing communication with parents to encourage collaboration between school and home. Parents can be a part of their student's success by supporting teachers, monitoring their student and being involved with school activities. When parents stay involved it promotes good self esteem, improves behaviors and provides a support network for the student. According to Education Week, "Ongoing research shows that family engagement in schools improves student achievement, reduces absenteeism, and restores parents' confidence in their children's education." (Garcia, 2014, pg1) My successes with students in my classroom prove that when parents are involved, students not only have better grades, they also have improved behavior. Providing a safe classroom environment for all students will allow them to feel valued and respected.

Teachers should know their subject area and be accountable for student's success. Learning is as unique as every student. It is imperative that teachers set achievable, yet challenging class tasks. Knowing your content area is key when provided challenging tasks on various learning levels. Providing instruction that is differentiated involves success for all students. I have been a special education teacher and have mentored many teachers. Providing resources and ways to differentiate instruction for students is part of my job. Classrooms are made up of various learning styles. Reaching all learners, with the same content can be done if the teacher is committed to every student's success. Success on various levels improves self esteem, sharpens their confidence and encourages students to take a risk. Taking risks may result in making mistakes which in turn will make learning more meaningful. Teachers need to be facilitating these mistakes by helping students to make connections between prior knowledge, new understanding and how that can be applied to real world.

Teachers must monitor students to drive instruction. In order to guide instruction, teachers need to know what the student's strengths and weaknesses are. In my classroom I use formative, summative and benchmark assessments. Formative assessments are short, informal assessments that take a quick pulse of understanding. In my classroom I do an exit ticket that asks 1-2 questions. The questions can be as simple as what sound does the letter x say or what stuck with you today? Formative assessments help me to plan my instruction for the following day. Summative assessments are designed to be a long term assessment of student's learning. I use pre and post unit tests in my classroom for summative assessments. Benchmark assessments are designed to measure student's learning and progress towards grade level standards. At our school, we give the Measure of Academic Progress Assessment (MAP) 3 times a year for our benchmark test. We use the MAP test to determine if a student qualifies for Title 1 services. If a student scores at a 40%tile or below, he or she may need extra support from the Title Teacher to show growth.

Finally, teachers should be lifelong learners and be a member of professional learning communities. It doesn't matter how effective one is as a teacher, learning should be ongoing and never stop. I am always hunting for more ideas, new methods

and updated information about behaviors. I am a member of professional learning communities (PLC) at my school. We meet weekly, share expertise and work collaboratively to improve instruction. Each grade level's PLC has a group of norms that must be followed and respected. Each member has the opportunity to facilitate a meeting. Participating in these meetings allows me to reflect on my teaching, receive advice from other teachers and to take away new ideas. Learning as a team also promotes working together to improve student's learning. In addition to being a part of a PLC, I am also working on renewing my National Board Certified Teaching Certificate. This involves a rigorous certification process which consists of documenting 3 professional growth experiences along with a video of teaching students.

All in all, there are many core beliefs behind every educator. Teaching is hard work and there are times I grow weary. My strong core beliefs keep me focused and dedicated so that I can make a difference in my student's life. My beliefs are that relationships are the heart of learning for students, teachers and parents; teachers are accountable for student's success; teachers monitor students to drive instruction and teachers are lifelong learners.

EDUCATION ISSUES AND TRENDS

What do you consider to be the major public education issues we face today? Address them in depth, outlining possible causes, effects, and resolutions.

I feel that parental involvement and student behavior are major public education issues today. As I stated in my philosophy paper, my core belief is building relationships between students, teachers and parents. If parents are involved in a positive way student's learning will be impacted significantly and behaviors will decrease. According to Harvard Family Research Project, "Parental Involvement is associated with higher student achievement." (2013) Parental Involvement consists of being intermeshed with what is going on inside as well as outside the school. There are many obstacles that stand in the way of parents being involved. The most significant barriers are employment and teacher attitude.

Working families struggle with being involved physically due to commitments at work, transportation issues and scheduling conflicts. Parents have so many responsibilities that their time is limited. However, the most significant part of involvement is what takes place at home. When parents stay involved it improves self esteem, promotes good behaviors and creates a support network for the student. At home, becoming involved encompasses monitoring and helping with homework, checking student's backpack for graded work and teacher's notes, reading with their student and having discussions about school. In today's world, parents have an abundant amount of resources to communicate with teachers outside of school hours. These resources include apps, text messages, emails and phone calls.

On the other hand, some parents do not get involved due to the teacher's attitude or an intimidating atmosphere. Parents may feel that they are being judged by the teacher or do not feel welcomed. Teachers need to get to know their families so they are aware of their student's environment at home. This will assist the teacher with understanding how to meet their needs at school and help improve parental involvement with specific families. When a teacher reaches out to parents, it makes relationships stronger and allows the parent to feel comfortable with asking questions. Research shows that engaged parents tend to think more highly of the teacher. There are many ways that a teacher can encourage parents to be invested in their student's learning inside the school. Teachers can provide information on school activities and events, how to volunteer in the classroom and how they can help their child be successful at home.

It's never too late to break down these barriers and come together as a community to support student success. In order to see improved behavior and better grades, teachers and administrators must encourage and provide resources for ongoing parental and community involvement. Community volunteers can supplement and support student's learning inside and outside the classroom. When families, administrators, teachers and community members come together to support learning, students will be successful at school and be lifelong, productive citizens.

THE TEACHING PROFESSION

What do you do to strengthen and improve the teaching profession?

What is and/or what should be the basis for accountability in the teaching profession?

According to an old African proverb, "It takes a village to raise a child." (Rheede, 2010, pg1) means that it takes an entire community to interact with children, so they will grow in a safe and productive environment. This proverb also means that in order for a student to be successful, teachers must collaborate and work together to strengthen the teaching profession. Collaboration can be unpacked 2 ways: student success and teacher growth.

Educating is not a "one size fits all" type of program. Every student can be on an Individual Education Program (IEP) and have a plan specifically designed identifying struggles and strategies needed to be successful. Every educator has strengths, weaknesses and something to bring to the table that will improve teaching as well as learning. Creating a respectful, safe environment where teachers can share knowledge, ideas and experiences with each other promotes trust, builds confidence and improves teacher effectiveness. As a previous special education teacher, I have a lot of experience with accommodating and modifying student's work. It is my job to collaborate with other teachers, share my background knowledge and provide them with resources to encourage student success. This year a teacher came to my classroom asking for ways to help a student that was struggling. I provided her with several resources to use in addition to what she was already using. She implemented this in her classroom and was amazed at the student's success.

This year I belong to a Professional Learning Community (PLC) at my school. We have worked collaboratively to set and follow norms, reflect on our teaching, share ideas and give advice to one another on specific topics. I feel it has created an environment where teachers are transparent and feel comfortable with asking questions or voicing concerns. I have also noticed that building relationships with teachers has promoted a positive climate throughout the whole building.

Accountability is huge in the teaching profession. It means that everyone is accountable for setting the bar high, regardless of strengths and weaknesses. If we hold ourselves and others to higher standards we are making the most progress possible. Collaborating can be challenging, yet so rewarding.

COMMUNITY INVOLVEMENT

Describe your commitment to your community through service-oriented activities including volunteer work, civic responsibilities, and other group activities.

The fulfillment and pride that I feel when being involved in my community is a good reason why I do it. Being involved by giving time, effort or money can bring positive changes to the community. I am proud to say that I have been involved in various short and long term service-oriented activities over the years. These activities include planning functional and community based lessons for special needs students, volunteering to help with family literacy night and performing my civic duty, voting.

My years of teaching special education was very rewarding for me. My goal was to teach students functional life skills, so they could function independently in the community. Planning community based lessons for my students is time consuming, but very rewarding. Students with special needs need to have real life learning experiences to learn life skills. On a weekly basis, I would select a recipe for my students to make. They would make a grocery list and shop for these items at Alva's Market. At the Market, they learned how to use the aisle names to locate items, patiently wait in a checkout line, checkout, pay for items and carry bagged items out the door. Then we would walk back to the school and use these items to make something tasty to eat. This long-term commitment, to my students, provided them independence and confidence to function in their community.

Children need a variety of reading experiences to build interest in reading. Family Literacy Night is a night for parents, families and students to interact with various literacy activities. Parents as well as students benefit from Family Literacy Night. Not only does it promote the love of reading, but parents learn more about literacy development and how to support their child's reading at home. I volunteer to help with Family Literacy Night, every year, at Washington Early Childhood Center. Northwestern Oklahoma State University education students set up various literacy centers throughout the hallways of the school. Families and students stop at each center and participate in various activities. Each child has a punch ticket to they exchange for a prize or pick a book to take home. This night is so rewarding to me because I get to witness kids and parents interacting with books and loving it. I also notice kids taking their parents to the book fair and buying books to take home.

I want to be the best role model for my students. One way I can show my responsibilities as a citizen is to vote. Although we are not required by law to vote, I think it is an important part of democracy. Voting gives me the power to voice my opinion on issues that affect my future. It is my responsibility to make a choice and take part in the election to protect my interests and the future of my country.

OKLAHOMA TEACHER OF THE YEAR

As the Teacher of the Year, you will serve as a spokesperson and representative for teachers and students. What is your message? What will you communicate to your profession and to the public?

The message that I wish to communicate is something that I take very seriously. I believe that building relationships are the heart of learning. Engaging with students and parents not only fosters trust, it promotes commitment and motivation needed to tackle challenging learning tasks and behaviors. It's never too late to break down these barriers and come together as a community to support student success. In order to see improved behavior and better grades, teachers and administrators must encourage and provide resources for ongoing parental and community involvement. Community volunteers can supplement and support student's learning inside and outside the classroom. When families, administrators, teachers and community members come together to support learning, students will be successful at school and be lifelong, productive citizens.

SHARE A LESSON

Describe a lesson or unit that defines you as a teacher. How did you engage all students in the learning, and how did that learning influence your students? How are your beliefs about teaching demonstrated in this lesson or unit?

A lesson that I do at the beginning of the year is on diversity. Since I teach remedial reading, I am constantly assessing and instructing. My instruction is driven from assessing my students and identifying what their needs are. Based on this information, I design an individualized plan for each and every student's unique needs. So at the beginning of the year, I teach a lesson on diversity. This lesson is called Unique snowflakes. I start off by asking if anyone knows what diversity is and usually it is no. So I tell them that diversity means different things. I then ask, "Are any of us exactly the same?" I usually get no for an answer. I then hold up 2 different snowflakes and have them compare and contrast them. Our discussion leads to do they have more similarities or more differences? Next, I pass out coffee filters and let the students cut out their own snowflakes. Then I put them in pairs of 2 and have them compare and contrast their snowflakes. I then bring them back to the whole group and discuss how we are like snowflakes; different and unique in our own ways.

I engage all students in this activity because it is fun and hands on for all ages in early childhood. This lesson helps students to understand that everyone has strengths and weaknesses and they may not be the same as their neighbor. I believe it is important to teach this at the beginning of the year because my students are all doing something different. I want my students to be respectful of each other and to understand it is okay to be different.

Sometimes it is easy to judge or make fun of someone struggling with reading or other tasks. I remind my students to remember the snowflake they made at the beginning of the year. We all have strengths and weaknesses that may be the same or different from each other.

My beliefs about teaching are demonstrated in this lesson because educating students is not a "one size fits all" type of program. Every student can be on an Individual Education Program (IEP) and have a plan specifically designed identifying struggles and strategies needed to be successful. Creating a respectful, safe environment where teachers can share knowledge, ideas and experiences with each other promotes trust, builds confidence and improves student teacher relationships.

Lincoln Elementary School

Madison Williams - Principal

1540 Davis Street
Alva, OK 73717

ph (580)327-3008
fax (580)327-6785

June 8, 2020

To Whom It May Concern,

I highly recommend Mrs. Krista Starbuck to be nominated as the Oklahoma Teacher of the Year. As her site principal for two years and fellow colleague for one, I was able to see her dedication and passion first hand. Working with her was a true pleasure.

Mrs. Starbuck has always been a driven, organized advocate for her students. As our special education teacher, Mrs. Starbuck had the utmost current and innovative strategies to help her students succeed. She has strong communication skills and worked with teachers and paraprofessionals to differentiate for her students. Mrs. Starbuck strives to immerse her diverse learners into relevant, real world, and inclusive learning opportunities. She has a special quality for making the most diverse of learners feel valued and loved. For example, each student in her classroom had an individualized and labeled drawer with various items they could access at any time. One student in particular did not have strong home support and would often arrive at school with knotted, unbrushed hair. Mrs. Starbuck always welcomed her with open arms and even purchased beautiful hair clips, brushes, and hair spray for her to use and keep in her drawer. Countless times, I entered Mrs. Starbuck's room to see her brushing and fixing this student's hair. Because of Mrs. Starbuck's influence, this student had the confidence to approach her academic challenges each day feeling valued and cared for. This dedication possessed by Mrs. Starbuck is truly unmatched and her humble, selfless attitude defines her teaching style.

Mrs. Starbuck is an effective and empathetic communicator with parents and other stakeholders. This strong rapport with people of all ages gives her the ability to include families in the educational process so every child can receive the best education at school and also in the home environment.

Although her years of experience are ones that I have personally learned and grown from, Mrs. Starbuck considers herself a life-long learner and continues to seek out professional development opportunities. She has mentored first year teachers and is a resource for educators of all experience levels. I am pleased to write this letter of recommendation because I firmly believe in her educational abilities and would love to witness her expertise become a part of every classroom across Oklahoma. She exemplifies the characteristics of a dynamic educator and would carry the Oklahoma Teacher of the Year title with grace and class. Thank you for considering Krista Starbuck for the title of Oklahoma Teacher of the Year.

Sincerely,



Madison Williams
Lincoln Elementary Principal



**Washington Elementary
701 Barnes Street
Alva, OK 73717**

Shane Feely – Principal/Curriculum Coordinator
tsfeely@alvaschools.net



June 16, 2020

To whom it may concern:

It is my distinct privilege to write this letter in support of one my most esteemed teachers, Krista Starbuck. I have had the opportunity to observe and work with Mrs. Starbuck for the last two years as her principal, district curriculum coordinator, and member of the community. During that time, I witnessed her passion for teaching. She is a tireless worker and lifelong learner. Her passion in the classroom shows through to everyone around her by her relentless pursuit to continue to improve as an educator. She is a leader in our building and our district. She is respected by all, teachers and students alike.

Mrs. Starbuck has previously served in our district as a special education teacher. Other teachers in our district have looked to her as a leader and a sounding board for their own practices. She switched over to Early Childhood Title I Reading Specialist two years ago. When she made that change, she immediately dove into learning and relearning the role of reading specialist. She also serves as the Title I Director for our district. During that time, she has led her department to unify our curriculum by using the Project Read curriculum which is a research based intervention program. Her leadership has brought about a unified implementation of the program in our district, and we are very pleased with the results.

During Mrs. Starbuck's time at Alva Public Schools, she has continued to reflect and improve on her craft to ensure the best results for our students. She has met every challenge in her classes with dedication. I, as the Washington Elementary Principal, have had the pleasure of working with Mrs. Starbuck on several occasions. I have never been disappointed. Her dedication and attention to detail is second to none. Mrs. Starbuck has also served on many committees in our district from Title I Committee to Washington Behavior Team. On the Washington Behavior Team, she works with other committee members to intervene for teachers and students with regard to behavior issues prior to referral to the principal's office. Her work centers around helping other teachers develop strategies and interventions with regard to classroom management. Mrs. Starbuck is a teacher who has a plan for her students and does not waste opportunities. She is a well rounded individual who will only continue to grow and excel in our school system.

If you are looking for a deserving candidate with a record of achievement for the National Board recertification, Mrs. Starbuck would be a superior choice. During Mrs. Starbuck's career, she has shown that she can consistently rise to the occasion to face any challenge in the classroom. Mrs. Starbuck has the distinct ability to look at herself honestly. She addresses her weaknesses and turns them into strengths. I would like to strongly recommend Mrs. Starbuck for the National Board recertification. If you have any further questions regarding Mrs. Starbuck or this recommendation, do not hesitate to contact me for further information.

Sincerely yours,

Shane Feely

Shane Feely - 580-822-1353 cell phone – tsfeely@alvaschools.net

Dear Committee Member(s):

It is my absolute privilege and honor to compose this letter in support of Mrs. Krista Starbuck's candidacy for Teacher of the Year. Mrs. Starbuck displays the qualities of an outstanding educator. She is an over-comer, a problem-solver, an innovator, a self-starter, a positive example, a culture builder and cultivates relationships with students and staff members like no other. Her enthusiasm, love, and passion for teaching is second to none, and our district benefits greatly from her experience and dedication.

Mrs. Starbuck excels in all areas of teaching. She has experience across grade levels and content areas and works to serve students individually. She is an inspiration, and students are drawn to her because she has mastered the art, as well as, the science of teaching. Mrs. Starbuck intuitively exhibits the techniques of being steadfast but fair, having expectations yet maintaining relationships, and remembering with purposeful intention that though she teaches numerous content/subject areas, she is really teaching children whom she explicitly renders love, acceptance, and grace.

While remaining current with the latest instructional strategies and technologies, Mrs. Starbuck understands the processes needed to reach troubled or struggling students. She is a master at using data to drive instruction and pursues excellence by motivating students to reach their potential. Additionally, she differentiates with precise skill and knows how to challenge her brightest of students. She completes these tasks with the utmost of professionalism and poise.

Mrs. Starbuck sets the standard. She is the exemplar of an educator and it is my personal belief that she would be an exceptional candidate to represent Oklahoma as Teacher of the Year.

Sincerely,



Sherrye Lovelace

Special Education Director

Alva Independent Schools