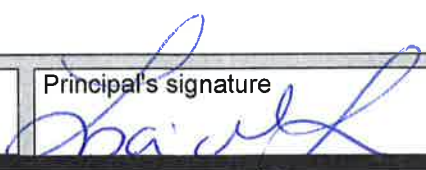
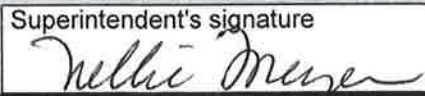


2016-2017 Contra Costa County Teacher of the Year
APPLICATION COVER PAGE
 (Please type all responses.)

4/18/16
 8:00 T

Applicant's Name Shauna Hawes		Social Security # (needed for savings bond award)	
Home address, City, Zip Code 2407 Saybrook Place - Martinez 94553			
Home Telephone 925-370-1598		E-mail address shawes@midval.org	
Current major subject area, if any Computer Applications/Technology	Grade level taught 6-8	Total years teaching experience 18	Years in current position 6
Summary of colleges and universities attended, degrees earned, and dates California State University Fresno, 2015, Methods class for Industrial and Technology Education credential. Chapman University, 1997-1998, California Multiple Subject Credential w/CLAD. California State University East Bay, 1991-1994, MS in Counseling. University of Washington, 1982-1986, BA in English.			
I hereby give my permission for all or any part of this application to be shared with persons interested in promoting the California Teachers of the Year Program.			
(Signature of applicant)			
Name of school Valley View Middle School		Type of school: <input type="checkbox"/> Urban <input checked="" type="checkbox"/> Suburban <input type="checkbox"/> Rural School enrollment: 867	
School address, City, Zip Code 181 Viking Drive, Pleasant Hill 94523		School telephone 925-686-6136	
Name of school principal Lisa Sullivan		Principal's signature 	
Name of school district Mt. Diablo Unified School District		Total enrollment: 32,000	
District address, City, Zip code 1936 Carlotta Drive, Concord, 94519		District telephone 925-682-8000	
Name of superintendent Dr. Nellie Meyer		Superintendent's signature 	

By March 18, 2016, please return this completed application along with essays and letters of support to the Contra Costa County Office of Education
 Communications Office
 77 Santa Barbara Road, Pleasant Hill, CA 94523
 (925) 942-3429



Shauna Hawes' Schedule/School Closings/Absences

Daily Schedule

School Hours 8:00 am - 2:15 pm

Lunch 12:07 pm - 12:37

Monday	Tuesday	Wednesday	Thursday	Friday
March 21 Prep 12:41 pm- 1:26 pm	March 22 Prep 12:41 pm- 1:26 pm	March 23 Prep 12:41 pm- 1:26 pm	March 24 Prep 12:41 pm- 1:26 pm	March 25 Prep 12:41 pm- 1:26 pm
March 28 (School closed for Spring Break)	March 29 (School closed for Spring Break)	March 30 (School closed for Spring Break)	March 31 (School closed for Spring Break)	April 1 (School closed for Spring Break)
April 4 (Off site for training)	April 5 (Off site for training)	April 6 Prep 8:49 am - 9:34 am	April 7 Prep 8:49 am - 9:34 am	April 8 Prep 8:49 am - 9:34 am
April 11 Prep 12:41 pm- 1:26 pm	April 12 Prep 12:41 pm- 1:26 pm	April 13 Prep 12:41 pm- 1:26 pm	April 14 Prep 12:41 pm- 1:26 pm	April 15 Prep 12:41 pm- 1:26 pm
April 18 Prep 8:49 am - 9:34 am	April 19 Prep 8:49 am - 9:34 am	April 20 Prep 8:49 am - 9:34 am	April 21 Prep 8:49 am - 9:34 am	April 22 Prep 8:49 am - 9:34 am
April 25 Prep 12:41 pm- 1:26 pm	April 26 Prep 12:41 pm- 1:26 pm	April 27 Prep 12:41 pm- 1:26 pm	April 28 Prep 12:41 pm- 1:26 pm	April 29 Prep 12:41 pm- 1:26 pm
May 2 Prep 8:49 am - 9:34 am	May 3 Prep 8:49 am - 9:34 am	May 4 Prep 8:49 am - 9:34 am	May 5 Prep 8:49 am - 9:34 am	May 6 Prep 8:49 am - 9:34 am

Not Available

Prep 12:41 pm - 1:26 pm

Prep 8:49 am - 9:34 am

Background Experience and Professional Development Activities (page 1)

a. Colleges and Universities Attended

California State University Fresno, 2015, Methods class for Industrial and Technology Education credential.

Chapman University, 1997-1998, California Multiple Subject Credential w/CLAD.

California State University East Bay, 1991-1994, MS in Counseling.

University of Washington, 1982-1986, BA in English.

b. Teaching Employment History

Valley View Middle School, 2010 - present, Grades 6-7-8, Computer Applications.

Valley View Middle School, 2007 - 2010, Grade 6, 6th Grade Core (English, History, Reading).

Hidden Valley Elementary School, 1998 - 2007, Grade 5, All Subjects.

c. Professional Association Memberships

Computer Using Educators (CUE) & affiliate EastBay CUE- I currently serve as the EBCUE Board Secretary. We plan professional development events and other collaborative opportunities to support technology integration for student achievement. I have attended numerous conferences with CUE as both a presenter and a learner, including CUE Rockstar trainings on the USS Hornet and in Yosemite. My students have had their work published in the OnCUE magazine.

California Industrial Technology Education Association (CITEA)

d. Staff Development Leadership Activities, Mentorships, and Leadership Activities

2016- Organized MDUSD STEM & EdTech Symposium for area teachers and administrators.

2015- 2016 Worked with East Bay CUE to present Cool Tools EdTech Conferences.

2014- 2016 Developed MDUSD's first Linkbot RoboPlay Club (after-school STEM/ robotics club), which was used as a model for other clubs, grants and teacher training.

Background Experience and Professional Development Activities (page 2)

2015-2016 Organized summer GIRL (Girls in Robotics Leadership) Camp for 22 girls in 2015 and 60 girls in 2016 with \$30,000 in local funding and high school and corporate volunteers.

2015- 2016 Mentored MDUSD middle school robotics teachers & administrators, planning professional development and providing collaboration and support.

2014- 2016 NewTech Network Site Leadership Team member & Echo technology manager.

2013- 2016 Established the Valley View Mouse Squad student tech leadership program for 20-25 students to support technology integration at site. With students, provided instruction and presentations at sites and other conferences.

2012- 2016 Piloted & supported integration of Google Apps for Education at site and district.

2009- 2016 Principal's Advisory Committee Leadership Team member, Valley View.

2008- 2016 Site Technology Integration Leader (TIL) Valley View.

2008- 2010 Oracle Education Foundation 21st Century Learning Institute Trainer, including training teachers in West Virginia, Michigan, California, and Romania.

2008- Keynote speaker at the West Virginia Special Education Teacher Leadership Academy.

e. Awards and Recognitions

2016- MDUSD Teacher of the Year.

2015- Warren W. Eukel Teacher Trust Award Winner (one of three teachers honored).

2015- UC Davis C-STEM Center Teacher of the Year (GIRL Camp development).

2007- MDUSD Teacher of the Year.

2007- East Bay CUE Teacher of the Year (use of technology in classroom).

1999- present: Received grants and financial awards from grantors such as DonorsChoose and Tesoro for my classrooms, sites, and district totalling over \$400,000, ranging from 3D printer filament to the STEM & EdTech Symposium and the MDUSD robotics clubs.

Professional Biography (page 1)

When I was in sixth grade, one of my teachers had the idea of taking students from a small island in southeast Alaska and showing them their country. I was one of those children. Mr. Andrews took 15 5th and 6th graders in two Winnebago motor homes sightseeing around the United States for almost six weeks. I embraced the opportunities to meet our Alaska senators and congressmen, stand on the top of the World Trade Center, and pick oranges in Florida. I also learned that teachers who bring their ideas and passions into the classrooms incite excitement for education. School felt relevant to me. While we had to learn curriculum I cared nothing about, we also got to experience curriculum that made sense to a young child. For example, our elementary PE classes not only included swimming lessons, but also boat safety and water/forest lifesaving skills which are important to life on an island in fishing town.

I grew up with a sense that I was good at school, school had adventures within it that I just needed to discover, and that school was a safe place to be even when my home life was challenging. However, it wasn't my intention to be a teacher, but to work with children and families as a counselor. Through my field-work in counseling, I discovered I wanted to be with my students for far more than one hour a week. Through volunteering and then working at my children's school, teaching in my own classroom emerged as my dream. My first classroom was at Hidden Valley with principal Kevin Harrigan. I was absolutely hooked on his philosophy of shared leadership and of administrators serving as facilitators for education.

I taught 5th grade at Hidden Valley for nine years, working with a terrific team of teachers and wonderful parents. During that time, we developed a fabulous Outdoor Education program with an online component that allowed parents to see daily updates and pictures. I was one of the two teachers who organized Hidden Valley's staff, students, and community to collaborate

Professional Biography (page 2)

on the application for and celebration as a California Distinguished School. It was wonderful. During the 2006-2007 year, one of my boys with autism burst through the door to my classroom before school started in the morning and yelled out, "Mrs. Hawes, what mean [sic] complete sentences?" I had left a comment on his paragraph published online about using complete sentences. He came to me to find out what that meant, and we worked together so that he could make sense of writing in sentences. More importantly, he wanted to fix his paragraph and remove the comment. That's the kind of accomplishment that makes me so proud; he went from a child throwing temper tantrums at the first sign of frustration to seeking out clarification and instruction because of opportunities I provided. That year I was honored as the East Bay CUE Teacher of the Year and the MDUSD Teacher of the Year.

I was ready for new challenges, and I moved to Valley View Middle School with that student. I taught 6th grade Core classes with English, history, and reading. I also began transitioning to Project-based learning (PBL), as a richer way for students to learn and to seek learning. In 2010 I began to teach computer applications full time. I developed curriculum based on ISTE standards and 21st Century Skills, and it is still constantly evolving as technology changes and new student needs and opportunities emerge. I learned about work being done at UC Davis' C-STEM Center to correlate Common Core Math standards with robotics/and programming curriculum being developed there. Through that experience, I brought programming and robotics to my classes. I also implemented an after school club and a summer camp for local girls based on that program. I was honored by the C-STEM Center as the 2015 Teacher of the Year. Finding ways to make learning and school relevant to my students, and the funding to support it, is my ongoing challenge and I love it. Making connections for my students, and making school meaningful, is my biggest accomplishment.

Philosophy of Teaching

I only have 180 days with a student, and not one of them can be wasted. From the first day of school, I work to make every class period meaningful. That said, my understanding of my classroom role has changed too. As a new teacher, it seemed important to know more than my students. It didn't take long to realize that they brought far more richness to the classroom than I did. I started having the students bring in artifacts and share their own hobbies and areas of expertise, helping them make connections with each other through shared interests, music, and more. In 2000, I was concerned that one student was doing drugs because he was so checked out at school. However, when he brought in fishing artifacts, he just lit up. He told stories about fishing with his grandfather, and all of a sudden I had a different student in the classroom. He was engaged and interested in the other areas of curriculum, and I was honored to see this child's true smile at school for the first time. I started looking at my role as a teacher through a new lens, searching for new ways to help my students connect to their world, learn differently, and to love learning. Knowing that my middle schoolers are fidgety, to say the least, I wrote grants to get yoga balls. They are happy with having a choice between ball or chair, and while an observer would see a very bouncy classroom, he/she would also see students happily working and enjoying the movement. Most of the projects I use now have elements of choice and personalization within them. The students push themselves to integrate the various technology tools and their own interests, so every project is unique. We have Passion Project Friday, where they use school time and school tools to develop their own projects, similar to the Google 20% project. My philosophy is that my own experiences, biases, or interests will not limit my students' opportunities, and I constantly challenge myself to find new opportunities for them to experience, learn, and connect.

Student Progress (page 1)

My Computer Applications class is unique. Students learn to use technology as a tool to improve their access to curriculum and to demonstrate their learning, as well as to learn STEM skills such as project design. This is a hands-on class where the students are expected to practice their skills at positive digital citizenship, information literacy, critical thinking, logical thinking, collaboration, creativity, and more, using technology tools. Not every student enjoys using every tool, but all the students find tools to use that can be applied to projects in other classes as well. The fun exchange is when they come back and share tools from other classes or that they've discovered on their own, and other students learn to use them as well. This focus on multiple tools and student interests allows for differentiation at its best. For example, students learning English often have Google Translate open as they read their agendas with the daily assignments. Students work at different levels of achievement, but even more importantly, they support each other through both individual and group work to master skills. I push my students to work at a high level with support from peers, often using complicated software and instructions designed for high school technology students. Grading such work based on outcomes is challenging. I prefer to grade students' willingness to keep trying, to go back and try again, to learn from both successes and failures, and once the concept is mastered, the effort to modify and customize, and even to apply the learning to new projects. This year, I introduced a very complicated 3D design project based on Rosie, the robot from the Jetsons, to help the students learn Autodesk software. The students complained at how hard that project was to do, even as they worked through it. However, when it was over and the students started creating their own projects, several groups chose to modify the Rosie assignment to create new 3D items related to their new ideas. Conversations now are not

Student Progress (page 2)

about how hard Rosie is to make, but how to design a model Steph Curry with pieces that fit together so that they can use different colors when they print, or how they can create a 3D model of a basketball court and what sizes they can use to keep the proportions correct. Because I ask students to build on their knowledge through the year, their products will be very different. Some will become absolute experts at demonstrating knowledge through a single medium such as a web page. Others will create videos and animations, and then will publish their work using a web page or other presentation tools. Others will print 3D models based on research they've done and the 3D modeling software they now use.

I do require students to use correct grammar and punctuation because most of their work is public and out there to be reviewed and critiqued. They do understand, by seeing others' work, that grammar and conventions matter. I gather data constantly both formally and informally. I adjust instruction, project guidelines, due dates, and more components of teaching based on the information I get from my students via written feedback, conversations, and simple thumbs-up and thumbs down. Listening to my students complain, for example, even when they say things like "Everyone hates Rosie," helps me tune in to their feedback. Sometimes I do nothing except push the students to keep working, and then suddenly I hear a whisper or a shout, "Mrs. Hawes, I made Rosie's eyeliner!" Because I am aware of the struggle, I know that for this child, this achievement at this time is terrific and we can celebrate together. Last year, we got GoPro cameras from a grant, and one group of boys considered at-risk was very excited. Those boys read the documentation and website before the cameras arrived so they'd be prepared. They had a reason to come to school, saw a purpose in reading and research, were fully engaged in their school work, and looked forward to learning and thinking of what they could do next. They didn't know they were at risk, they knew they liked making videos!

School-Community Involvement

Over the years, I have been proud to teach and live in my community, and there are often overlaps. I have been involved with various community and school organizations serving in different roles. I have supported my schools through PTA and parent club budget, advisory, and technology committees. I have been the webmaster for both of my schools, and now I use Twitter to keep families connected and informed. I've hosted a teacher from Germany twice as part of an exchange program with College Park High School. I have encouraged my students' various activities as well, attending theatre and musical productions and sporting events. I have attended graduations, weddings, showers, and even funerals of past students. Past students come to my classes as high school teaching assistants, college students earning volunteer experience, and visitors to speak about career and life challenges. Parents and community members also visit and speak to the students about their experiences with work and careers as well as using technology to advance living with disabilities. Our robotics club and GIRL Camp have high school advisors to build the bridges between middle and high school. Our summer GIRL Camp includes women from Bank of America and other companies; both volunteers and the girls thrive on the interactions. My Mouse Squad students serve their community, by not just doing their work at school, but by providing support in other ways. A few years ago, retired adults from neighboring communities came after school, and my Mouse Squad students taught them to use software that would assist them in building communication and transparency. They also present at schools and conferences to talk about their work. In February, I hosted the first annual MDUSD STEM & EdTech Symposium. We had almost 300 teachers, students, and administrators share a day of joyful learning, interaction, and fun around building our education community and becoming familiar with staff and resources right here. Making connections between us all is a critical part of what I do.

The Teaching Profession (page 1)

I absolutely love my job. I think teaching is a tremendous calling, and I am truly grateful for every day I get to do this. I believe the desire to teach comes from the soul, and deciding to do this job is knowing that your heart will no longer be your own for the rest of your life. It's often a thankless job with relatively low pay for a lot of education, and sometimes it's an awful job with heartbreaking moments and terrible interactions with the adults who should know better.

However, getting to be a part of supporting and shaping students' lives and experiences is absolutely awesome, and I can't imagine being in any other career (at least, on most days!).

I love working with young or new teachers. When they come to school with their terrific ideas and excited views of changing the world, I do whatever I can to support them. I often loan equipment that they haven't yet written grants to fund, sit in with them on parent meetings, cheer on their projects, and sometimes just listen when they cry. They often will text when they have last minute planning issues, or just need help, and I am more than happy to do what I can to provide support. I have co-presented with them at conferences, and dragged them along to conferences they didn't know they should attend. With both new and established teachers, I constantly share technology integration ideas, or when I find a lesson or resource others might enjoy, I share it. I used to offer after-school trainings, but as my colleagues got more proficient, I discovered that I could build capacity and excitement by teaching ideas or concepts to one or two teachers, and let them become the experts.

By 2012, there was a significant gap between the teachers' personal use of technology and their classroom use and we needed to figure out how to bridge that gap. I sent an email to ask my colleagues what they needed to feel more confident with their use of technology with students. I was able to start Mouse Squad at our school as a result of that survey, and then started training the students to provide exactly those supports requested by the teachers. All of

The Teaching Profession (page 2)

a sudden, technology use exploded at my site, and over the months and years our teachers demanded more and more access to computers, iPads, and other technology for their students. I am convinced this change came from knowing that they could get training and tech support from the students, and they took more risks. Sometimes the Mouse Squad students just stood by in the classroom while the teacher introduced new technology, or they helped supervise as students learned to use new equipment or software. The teachers could schedule trainings, and the students were proud to teach Google Docs or whatever they already knew to the teachers by appointment. It was utterly amazing to watch our site go from one lab that was occasionally used to the technology model school it has become in our district, mostly because the confidence of the teachers to take on and integrate technology increased so significantly.

Watching our students thrive in an educational environment is the goal, and it's all of our jobs to ensure that this environment exists for all of us to grow. However, just as I don't think all students will be measured in the same way, I don't think all teachers should. As I consider teacher accountability, I submit these thoughts. Teachers should be responsible for creating a positive classroom environment. This includes well-planned but flexible lessons sensitive to student need and mastery, adherence to standards and goals with creative and interesting opportunities for in-depth study, classroom management that includes building relationships with students, and a healthy relationship with a supportive administration. Teachers should be expected to pursue further training and education as both lifelong learners and models of learning, and should be expected to contribute to the school environment by participating in reasonable meetings, campus duties, and collaborative activities supporting, mentoring, or receiving support from others as appropriate. It's what we expect from our students.



MT. DIABLO UNIFIED SCHOOL DISTRICT
JAMES W. DENT EDUCATION CENTER
1936 Carlotta Drive
Concord, California 94519-1397
(925) 682-8000

OFFICE OF
ASSISTANT SUPERINTENDENT
MIDDLE SCHOOL
Jonathan Eagan

3/10/2016

It is my pleasure to write this letter of recommendation for Shauna Hawes who is a candidate for Teacher of the Year. Shauna is an example of a teacher who works tirelessly and super-human hours to find ways to continually challenge her students and be relevant in the experiences they have. Further, Shauna is a leader and contributor to the district and educational world as a whole. I want to highlight some of the key areas Shauna has done, apart from others, in the past year alone:

First, Shauna constantly seeks ways to grow herself professionally. Between UC Davis C-STEM and East Bay CUE Board membership, Shauna stays on top of the latest and greatest specifically related to robotics, coding, and technology integration. Shauna, this past spring, was the brain behind, and organizer of the MDUSD STEM and EdTech Symposium which featured 300 attendees that included students, teachers, administrators, and multiple superintendents. Shauna had the idea for this event, sought a grant of \$25,000 from a sponsor in Tesoro, and made it happen. The feedback from this professional development day was phenomenal.

Second, Shauna will be hosting her second Girl's Camp this summer with it expanded to 60 girls. This has been the result of garnering support from local and corporate foundations. It brings together middle school girls, high school and college age coaches, and adult volunteers from around the district and neighboring communities. The focus is on girls coding and robotics. The girls pay nothing to attend and have the opportunity to learn so much about computer science in that one week.

Third, Shauna wrote the grant to Tesoro for all nine middle schools in MDUSD to have after school robotics. Not only did Tesoro grant us this for the current year, but they recently gave us the funding for three years! Shauna single-handedly acquired almost \$400,000 in grant monies to support student opportunities in working with robotics and educators to receive meaningful professional development.

The three examples above, don't even take into account Shauna's daily teaching and all the other things she does to support her students, but they do highlight the far-reaching ideas and projects Shauna has not only taken on, but accomplished. The three examples above, articulate how Shauna's work has reached so many students and educators and why Shauna is more than deserving of the award of Teacher of the Year.

Sincerely,

A handwritten signature in blue ink that reads "Jonathan Eagan".

Jonathan Eagan, Assistant Superintendent
(925) 682-8000 ext. 4015
eaganj@mdusd.org

March, 2016

To the Teacher of the Year Committee;

It is with great pleasure that I recommend Shauna Hawes for the Contra Costa County Teacher of the Year.

Shauna is the embodiment of someone with a growth mindset. She joined our faculty as a Core teacher, but the siren song of technology called to her. Although as an English teacher Shauna encouraged her students to utilize technology, she soon took on the challenge of creating computer classes for our Elective department. Shauna has been teaching technology to middle school students for six years.

Students who have Shauna Hawes for their teacher are indeed fortunate. They have a teacher with a passion for teaching and a desire to do an outstanding job. She combines resources, attends conferences, and squeezes out every idea to make her classroom interesting, exciting, and intellectually stimulating. Students in her class go beyond textbooks; under Shauna's guidance they learn to think about and apply what they are learning.

In addition to her classroom duties, Shauna also mentors students in our Mouse Squad. Her group of capable seventh and eighth grade students learns to work behind-the-scenes, repairing computers and rescuing teachers when things go wrong. The Mouse Squad, under Shauna's guidance, has tutored teachers during school and has worked with a group of retired adults after school learning new software. The Mouse Squad students come to school in August, before school starts, and make sure all the teachers' computers are connected and ready for the first day of school. The students present regularly at conferences to share how their student leadership changed the school's technology culture.

Shauna also facilitates an after-school robotics club. Besides learning programming in C++, the students learn to interact with others in teams, ask questions, solve problems, and design challenges. They've competed in robotics competitions, and have been invited to showcase their learning at various community events. High school students act as mentors for the club, building a sense of community between the students and the schools.

Last year, Shauna implemented a summer GIRL Camp, a week-long experience for 22 middle school girls from four different schools. This was funded by a grant from a local foundation. This year, the program will expand to serve sixty girls from around the district area, and has been funded by another grant she requested.

Shauna teaches students, but she also teaches adults. She is very good at speaking, both in a classroom setting and in a larger setting, such as before a crowd. She is patient, and gentle, and she knows how to make anyone feel comfortable when faced with a blinking cursor and some new software. Shauna has been an integral part of our staff professional development. She has participated in a variety of workshops that incorporate technology in the classroom, and then she has shared her learning with our faculty during staff development.

A Teacher of the Year should be a successful classroom teacher with years of experience meeting the needs of a variety of students. A Teacher of the Year should be interested in learning; they should be able and willing to find alternate ways to solve problems. A Teacher of the Year should be friendly, but should also be willing to push students to work harder than they are accustomed to work. Shauna Hawes, MDUSD Teacher of the Year, is one of the finest teachers I have ever worked with. She loves what she does, and she is truly a "teacher's teacher."

Sincerely,



Laura Hill

Teacher, Valley View Middle School

March 13, 2016
Margaret Elliott
C-Stem Teacher
Foothill Middle School
2775 Cedro Lane
Walnut Creek, CA 94598

Dear Award Selection Committee,

It is with total confidence and great pride that I compose this letter in support of Shauna Hawes' candidacy for Contra Costa County Teacher of the Year. Mrs. Hawes is an over-comer, a problem solver, an innovator, and a dynamic member of our STEM collaborative team in MDUSD. Her enthusiasm and passion for teaching and her students have hardly a rival on any staff that I know...and we have an incredible faculty.

I have worked closely with Shauna for the past several years. Shauna does not work or serve for awards or accolades, but simply to inspire and impact all those she comes in contact with each day. Shauna has the belief that all students should have the same opportunities that her students have. She is what you could call "Open-Source." When she has figured it out a new concept or topic, such as working with Linkbot robots, she willingly shares it with all MDUSD teachers. This allows all students, no matter where they go to school, to access the same experiences. As a result, all students at the nine middle schools now have an after school robotics club, fully funded by grants that she wrote. She also took this idea of robotics and convinced UC Davis to hold the first ever off-site GIRL (Girls In Robotics Leadership) Camp in MDUSD this past summer. Because this camp was so successful, we are now making the camp a summit, open to all current 6th and 7th grade girls in the district and the surrounding communities.

Under her tutelage, I have been motivated to strive for and achieve exceptionally high standards in my teaching. In our work together on several projects, she provided me with outstanding mentorship in the disciplines of robotics, Google Apps for Education, Mouse Squad, and technology. Together, we completed all the requirements and tests necessary to earn a new credential in Industrial Technology Education this winter. I know that I could not have done it without her. In many areas, both personally and professionally, Shauna has taught and encouraged me to meet challenges that I had never done before.

In closing, it is with sincere conviction that I enthusiastically recommend that Shauna Hawes be selected as a recipient of the Contra Costa County Teacher of the Year.

Sincerely,

Margaret Elliott

Shawna Kubiak
114 Williamson Court
Martinez, CA 94553

3/4/2016

Hello,

I am thrilled to be able to recommend Shauna Hawes for County Teacher of the Year! As a parent of two students that Shauna has taught, I can honestly say that for both, Shauna is the teacher that they immediately think of when they talk about their school experience. Not only is she enthusiastic, she works to find the right motivational key for each student so that her enthusiasm becomes contagious.

When my son began middle school, he was a good student, but not a motivated one. Most subjects came easily and he rarely had to spend much time on homework, or projects, to get top marks. In a word, he was coasting. He had the opportunity to take Shauna's Computer Technology classes for over two years, and was so intrigued by what he was learning that he joined the lunch time Mouse Squad club that Shauna oversees, as well as the after school Robotics club. When he started in her classes, he was quiet, and rarely volunteered for anything. Shauna not only taught him about technology, but opened his eyes to how to apply technology to many aspects of his life. She learned what interested him specifically, and showed him how to bring technology into his interests. The confidence he gained in working in her classes and clubs translates not only to other classes in school, but to his ability to speak in front of other groups of his peers and adults.

My daughter is currently part of Shauna's after school Robotics Club. She can't wait to be able to join Mouse Squad next year (she's 6th grade this year), and also wants to take the Technology courses. In her case, she has struggled with math and science in the past two years. Shauna has really bolstered her confidence that she can do well by teaching her some basic skills in robotics, and then watching her use her creativity to extend those basics into much more. The key here is that Shauna then circled those skills back to how she used math and/or science in mastering the skills with the robots. Where I have tried for two years to help my daughter regain her confidence in these areas, Shauna has been able to really get her to believe in herself.

To me, this is what makes a teacher truly great. Shauna doesn't just teach from a plan. She teaches to the passion of each student. She helps them find what they are interested in, and then teaches them to apply technology to those interests. She finds the motivational key that unlocks their intellectual treasure chest and helps them find the pearls inside themselves. She doesn't just teach them a class, she teaches them life skills that they will always be able to use. Her caring, dedication, and compassion drive her to continue to learn about new technologies so that she can pass them on to her students. And her students respond. They may not fully recognize all they are being given, but they truly feel that she cares about each and every one. And as a parent of two students who have each been given a unique gift, I can only say how much I appreciate what Shauna does every day so faithfully!

Sincerely,


Shawna Kubiak