



## THE WASHINGTON STATE BOARD OF EDUCATION

*A high-quality education system that prepares all students for college, career, and life.*

<b>Title:</b>	Teacher of the Year Presentation	
<b>As Related To:</b>	<input checked="" type="checkbox"/> Goal One: Develop and support policies to close the achievement and opportunity gaps.	<input checked="" type="checkbox"/> Goal Three: Ensure that every student has the opportunity to meet career and college ready standards.
	<input checked="" type="checkbox"/> Goal Two: Develop comprehensive accountability, recognition, and supports for students, schools, and districts.	<input checked="" type="checkbox"/> Goal Four: Provide effective oversight of the K-12 system.
		<input checked="" type="checkbox"/> Other
<b>Relevant To Board Roles:</b>	<input checked="" type="checkbox"/> Policy Leadership <input checked="" type="checkbox"/> System Oversight <input checked="" type="checkbox"/> Advocacy	<input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Convening and Facilitating
<b>Policy Considerations / Key Questions:</b>		
<b>Possible Board Action:</b>	<input type="checkbox"/> Review <input type="checkbox"/> Approve	<input type="checkbox"/> Adopt <input type="checkbox"/> Other
<b>Materials Included in Packet:</b>	<input type="checkbox"/> Memo <input type="checkbox"/> Graphs / Graphics <input type="checkbox"/> Third-Party Materials <input type="checkbox"/> PowerPoint	
<b>Synopsis:</b>	The Board will hear a presentation by Nathan Gibbs-Bowling, Washington's Teacher of the Year.	



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### WASHINGTON TEACHER OF THE YEAR

**The Board will host Washington Teacher of the Year, Mr. Nathan Gibbs-Bowling, for lunch on March 9.**

Mr. Gibbs-Bowling's biography from the OSPI Teacher of the Year website:

Nathan is starting his 10th year of teaching in Tacoma. He currently teaches AP Government and Human Geography at Lincoln High. Nathan became a teacher because of his belief that education is perhaps the greatest transformational force for both individuals and communities. He strives as teacher to make the impossible become possible for his students. His students are actively engaged in the democratic process and pass the AP exam at a rate 3 times the district average.

As a colleague, Nathan challenges teachers to take up the mantle of leadership and embrace the opportunity to create real change that their profession affords. He reminds us that research shows students do best when great teachers are clustered together and is a strong advocate for high-quality, collaborative professional development. He insists that teachers, systems, and communities must create solutions that put students' needs above all else and is not shy about sharing these beliefs and convictions with statewide leaders.

Visitors to Nathan's classroom emerge awestruck by his knack for providing strong leadership and direction while letting the students do the majority of the talking. Much of his success can be attributed to his skill at relationship building which has its roots in his deep commitment to the community where he grew up and now teaches. He is a mentor for the College Success Foundation, his church adopted a school without a PTSA, and he's even a star announcer at athletic events. Nathan is so committed to his students that they have trouble shaking him even after graduation. He recently helped organize a fall alumni support tour where a group of teachers traveled to see Lincoln alumni who are now at college. "Even if I aced the test, he always saw room where I could do better," says former student Trang Tran. "He continuously pushed me to my limits, never allowing me to settle with what was good. He wanted great. This made me driven and determined to strive for greatness beyond what I even expected of myself. I worked harder, applied to schools that I never even dreamed of, and got more involved. I wanted to make him proud of me."

