Founded as a teacher’s college, SU has a long tradition of producing top-notch educators. In fact, it is not unusual to find several SU grads in one school. Lisa Paddy ’08 found herself in such a situation when she became one of 10 Sea Gulls at Annapolis Middle School.

There are not many people who can say they work with their friends on a daily basis, and there are still fewer that say they work with persons with equal training and common principles. Annapolis Middle School (AMS) is full of educators who can make such a claim. With 10 SU grads working there, talk of the “bury” is common, SU sweatshirts flood College Week and Tierra Allen ’08 even wears her old cheer uniform for pep rallies.

“Even though we may have graduated in different years or even decades, there is a common bond that we have with each other. We can share similar memories and experiences that we had at Salisbury,” said Stefanie Carpenter ’97, lead physical education teacher.

However, it is the conversations based on good educational practices that are often powered by SU grads that have caught the eyes and ears of others in the building. AMS Principal Monique Jackson said that Salisbury University graduates are among the most enthusiastic professionals she has ever met: “I am impressed by the work ethic displayed by the SU graduates at Annapolis Middle. They understand the premise that teaching is not a job but a career, and they are willing to do whatever it takes to make our children successful.”

Kasey, Tierra and I were friends and classmates at Salisbury and were very excited to work together at AMS. Last year, our second year teaching, found us all in the same hall and in adjoining classrooms. The energy was palpable—both in our teaching and in the students’ engagement in their own learning. We have been able to put principles learned at SU to practice at AMS. As do many SU students, we constantly refer to the curriculum (academic and hidden) learned in Dr. Teena Gorrow’s Classroom Management class when facing difficult situations in our classroom.

“Student teaching and observations in Berlin and Snow Hill helped prepare me for teaching at AMS because their socio-economic status is similar to ours,” said Christina Shimko ’07, sixth grade science teacher. However, Lorena Swepton ’79 said that her student teaching in the same location was very different in what was then an “isolated rural area” and unlike what she faced when she came to what used to be Annapolis Junior High.

No matter what graduation year or the subject, teaching methods learned at SU have helped us become successful at AMS and to create a great collegial climate in which to work.