

Westport Public Schools
Professional Development and Evaluation Plan
Non-Tenured Teacher Re-Employment Recommendation

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Science	Supervisor: Tricia Raneri/Harry Rosvally
Visitation Date(s):10/28/04, 11/8/04	Conference Date(s):10/28/04, 11/1/04, 11/12/04

Code: 1. Excellent Progress 2. Satisfactory 3. Area for Growth 4. Unsatisfactory

	1	2	3	4
A. Management Criteria				
1. Effectively establishes rapport with all students.	X			
2. Encourages in students a feeling of pride and accomplishment.	X			
3. Creates a climate that encourages all students to achieve.	X			
4. Maintains a positive social and emotional atmosphere.	X			
5. Communicates and reinforces appropriate standards of behavior in a positive manner.	X			
6. Appropriately manages transitions in learning and routines to maintain the momentum of the lesson.	X			

Comments: Mr. Clark meets all the management criteria outlined above.

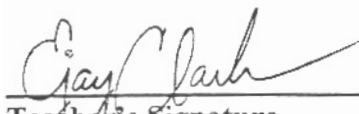
B. Instructional and Assessment Criteria				
1. Demonstrates a knowledge and understanding of the subjects taught.	X			
2. States clear objectives, expectations, and directions.	X			
3. Shows indicators, through demonstrated teaching, of having prepared the lesson to fulfill predetermined objectives, including mastery objectives.	X			
4. Includes effective structure for learning by providing initiation and closure for each lesson component.	X			
5. Provides lessons that were well organized by developing an order within and among lesson elements and by helping students to establish links between related lesson elements.	X			
6. Makes use of a variety of instructional resources to support the development and the complexity of the lesson.	X			
7. Engages students in active learning experiences.	X			
8. Utilizes appropriate questioning strategies to check recall and understanding on both literal and interpretive levels.	X			
9. Shows skill in a variety of teaching techniques and learning activities; organized and planned these, recognizing and using the abilities, interests and needs of students, and addressed diverse learning styles such as cooperative learning	X			
10. Demonstrates a willingness to explore and to utilize innovative techniques when appropriate.	X			
11. Monitors student understanding of lesson content through a variety of techniques.	X			
12. Adjusts lesson content when necessary to establish clarity and personal relevance for students.	X			
13. Provides students with additional help and support as needed.	X			
14. Communication, language, and oral experiences are precise.	X			

Comments: Mr. Clark utilizes a variety of teaching techniques to assist students in accomplishing the learning outcomes.

C. Additional Areas (parental communication, professional growth, responsibility and collaboration)					
1. Maintains good communication with parents, reporting pupil behavior, needs and progress as often as circumstances warrant.	X				
2. Responds to parental communications promptly.	X				
3. Demonstrates responsibility for self-growth, professional improvement and on-going self-evaluation.	X				
4. Seeks to improve overall performance on the basis of professional recommendations.	X				
5. Works cooperatively with colleagues and administrators.	X				
6. Works cooperatively with special subject and special education teachers to enhance student learning.	X				
7. Fulfills administrative requirements; carries out all non-teaching assignments.	X				
8. Is punctual in attendance at school and with classes.	X				
9. Is prompt and accurate with reports.	X				
10. Acts responsibly and discreetly with confidential information.	X				
11. Follows the policies, procedures and curricula of the district.	X				

Comments: Mr. Clark meets all his professional responsibilities.

Ejay Clark is recommended for re-employment for the 2005-2006 school year.


 Teacher's Signature

Date

 2/15/05
 Supervisor's Signature

Date

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**1 Westport Public Schools
Professional Development and Evaluation Plan
Non-Tenured Teacher Re-Employment Recommendation**

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Science, Grade 6	Supervisor: A. Wormser, P. Raneri, H. Rosvally, L. Shain
Visitation Date(s): 10/19/05, 11/4/05, 12/8/05, 12/22/05, 1/23/06, 1/27/06	Conference Date(s): 10/18/05, 10/26/05, 12/19/05, 1/23/06, 1/24/06, 1/26/06, 1/28/06, 2/17/06, 2/27/06

Code: 1. Excellent Progress 2. Satisfactory 3. Area for Growth 4. Unsatisfactory

	1	2	3	4
A. Management Criteria				
1. Effectively establishes rapport with all students.	X			
2. Encourages in students a feeling of pride and accomplishment.	X			
3. Creates a climate that encourages all students to achieve.		X		
4. Maintains a positive social and emotional atmosphere.	X			
5. Communicates and reinforces appropriate standards of behavior in a positive manner.		X		
6. Appropriately manages transitions in learning and routines to maintain the momentum of the lesson.			X	

Comments:

You have developed positive relationships with your students. You give them much positive reinforcement and encouragement.

You continue to work at improving the momentum of your lessons. While executing your lesson designs, the observed lessons moved slowly and methodically without excitement or passion. The slowness of the lessons caused students to be off task and did not allow you to maximize teaching time in the classroom.

B. Instructional and Assessment Criteria				
1. Demonstrates a knowledge and understanding of the subjects taught.		X		
2. States clear objectives, expectations, and directions.			X	
3. Shows indicators, through demonstrated teaching, of having prepared the lesson to fulfill predetermined objectives, including mastery objectives Included effective structure for learning by providing initiation and closure for each lesson component			X	
4. Includes effective structure for learning by providing initiation and closure for each lesson component.			X	
5. Provides lessons that was well organized by developing an order within and among lesson elements and by helping students to establish links between related lesson elements.			X	
6. Makes use of a variety of instructional resources to support the development and the complexity of the lesson.		X		
7. Engages students in active learning experiences.			X	
8. Utilizes appropriate questioning strategies to check recall and understanding on both literal and interpretive levels.			X	
9. Shows skill in a variety of teaching techniques and learning activities; organized and planned these, recognizing and using the abilities, interests and needs of students, and addressed diverse learning styles such as cooperative learning		X		
10. Demonstrates a willingness to explore and to utilize innovative techniques when			X	

appropriate.				
11. Monitors student understanding of lesson content through a variety of techniques.				X
12. Adjusts lesson content when necessary to establish clarity and personal relevance for students.			X	
13. Provides students with additional help and support as needed.		X		
14. Communication, language, and oral experiences are precise.		X		

Comments:

There are several areas in which you need to improve your lesson designs as detailed in the observations conducted this year. In summary, the following did not improve to the standards expected of a teacher in the Westport School System:

1. Clarity of directions
2. Connections between the lesson objectives and the lesson activities
3. Momentum of the lesson
4. Closure
5. Assessment of student learning (Assessment drives instruction and is linked to lesson objectives.)
6. Questioning techniques

C. Additional Areas (parental communication, professional growth, responsibility and collaboration)				
1. Maintains good communication with parents, reporting pupil behavior, needs and progress as often as circumstances warrant.	X			
2. Responds to parental communications promptly.	X			
3. Demonstrates responsibility for self-growth, professional improvement and on-going self-evaluation.			X	
4. Seeks to improve overall performance on the basis of professional recommendations.			X	
5. Works cooperatively with colleagues and administrators.		X		
6. Works cooperatively with special subject and special education teachers to enhance student learning.		X		
7. Fulfills administrative requirements; carries out all non-teaching assignments.	X			
8. Is punctual in attendance at school and with classes.	X			
9. Is prompt and accurate with reports.	X			
10. Acts responsibly and discreetly with confidential information.	X			
11. Follows the policies, procedures and curricula of the district.	X			

Comments:

It took you sometime this year to begin making changes in your classroom lesson designs based on the feedback you received via multiple observers. It seemed that you were not accepting of critical recommendations made. The decision not to recommend you for reemployment is based on the judgment that your teaching performance is not up to district standards.

Ejay Clark is not recommended for re-employment for the 2006 - 2007 school year.

Teacher's Signature

Date

Supervisor's Signature

Date

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Westport Public Schools Professional Development and Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Grade 6 Science	Supervisor: Tricia Raneri
Visitation Date(s): 10/28/04	Conference Date(s): 10/28/04, 11/1/04
Activity: Gum Lab	Number of Students: 24

Lesson Content and Objectives:

In this lesson, the students will be completing the "Gum Lab". The problem they will be answering is "What happens to the mass of gum after it has been chewed for ten minutes? Individually students will write a hypothesis. Secondly, students will list the materials needed to complete this lab. For homework, students will write the conclusion which will include the answer to the problem question and an inference.

Lesson Objectives

1. Students will know what it means to infer.
2. Students will make an inference after completing a lab activity.

Management:

During the lesson Mr. Clark employed strategies to maintain consistent student behavior.

- Routines and transitions were evident. Students were able to transition from whole group to lab partner work back to large group with ease.
- Mr. Clark maintained student's attention through his proximity as he visited their desks and listened to their questions and comments.
- The students were on task and completely involved in the class discussion. The momentum of the lesson was maintained because each aspect of the lesson was organized.

As a result of using these above strategies, students remained on task and completed the lesson objectives.

Instruction:

During the initiation phase of the lesson, students were told humorously, "Today we'll be completing a small lab activity. It should be interesting because I'm allowing you to break one of my rules. I'm not sure how I'll react to 20 of you breaking the rules." While he was saying this he was taking a large bag of gum out of his cabinet. After the chuckles subsided Mr. Clark questioned the class about earlier lessons when they discussed two basic science skills. After students responded to this Mr. Clark explained today's lesson and the way in which those two skills, observation and inference, will be used.

Mr. Clark clearly communicated his expectations for achievement to his students.

Westport Public Schools Professional Development And Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford MS
Assignment: 6 th Grade Science	Supervisor: Harry Rosvally, Jr.
Visitation Date: November 11, 2004	Conference Date(s): November 11, 2004
Activity: Microscopy	Number of Students: 22

Lesson Content and Objectives:

The objective of the lesson was for students to determine field of view under different objective lenses and to record observations made using the microscope.

Management:

The class was well managed. Mr. Clark had previously assigned students to sit at certain tables and students came in and took their seats as he welcomed and greeted them at the door and then took attendance. Routines were in evidence. Mr. Clark addressed the class, "Everybody knows what to do, right? There is a homework, right?" Homework had already been written on the front board and students started to copy it into their assignment books when they first sat down. Mr. Clark quietly addressed one student ("Put those away, please") with juggling cubes and the student immediately complied. Mr. Clark has an excellent rapport with students and while calling on students, one volunteered that he looked very nice today ("Thank you, Emily!"). He uses humor to lead students. He told students that to answer his question, "There's a hint somewhere in the building!" and after an exaggerated twitch, students called out the answer that was written on the front board. He followed up with another question, "Can anyone remember what shape? I'll give you a minute." Again, students exuberantly called out that the field of view was a circle. Mr. Clark divided the labor tasks and assigned two people from each table to come up and carry back a microscope. Microscope kits had already been placed on the tables. In order to be assured of having students' attention, Mr. Clark directed them to clear their desks before proceeding with additional instructions. Likewise, he told them to put lab sheets away before beginning a closure discussion. ("Please put the lab sheet in your binder so you don't lose it.") While students were working on the lab, he told them, "Raise your hand if you need some help." Two students immediately raised their hands and waited patiently for his help. He praised students. ("You're awesome!" "Bravo!" "Yes!" "Nice drawing, girls!") He gave them time warnings. ("We've got about ten minutes remaining." "Do what you can in the next three to four minutes, then I'm going to tell you to clean up.")

Instruction:

Instruction was appropriate to the curriculum and to the level of the students. Mr. Clark was clear in all of his directions and displayed excellent wait time in gaining the students' focus. He initiated the class with a discussion of a previous activity in which students observed a newspaper letter "e" in the microscope. Students were familiar with the parts of the microscope and the proper way to carry it already. Mr. Clark instructed students on how to calculate the Power of the microscope and had one student read the eyepiece's stated magnification. He gave students the equation of multiplying the eyepiece magnification by the objective lens magnification. Students rehearsed the power calculation with two different examples. Mr. Clark monitored and adjusted the pacing of the lesson, "Now we might not get to all three parts today. That's okay. Take your time." He recommended with ten minutes remaining, "You should be moving toward the second objective lens." There were different responses to the question on how big one square of the

netting was, with estimates from 0.1 to 1.0 which Mr. Clark settled by saying, "I've had different estimates all day; the nylon netting is somewhere around 1 mm." In closure discussion, Mr. Clark asked students about why we use microscopes. Students came up with thoughtful responses about the need to view viruses and germs in order to learn about them, prevent them, and cure illness. This was a nice connection from the activity to the "big picture".

Assessment:

Students were assessed informally throughout the lesson with questions. Often, the questions led toward group acceptance rather than an understanding of misunderstandings. As an example, while calculating magnification power, Mr. Clark asked, "How many of you agree with Bobby?" This ended that particular question, as opposed to uncovering 'Does anyone *disagree* with Bobby?' and following up on different calculations. As another example, "How many of you saw that field of view gets smaller on higher power?" Students also had a worksheet to complete and turn in that will be evaluated. Students were observed to have mastered a particular performance task, safely carrying the microscopes using two hands. Students were asked to "Raise your hand if you can compute the power." This was another informal assessment, as most students readily raised their hands and Mr. Clark called on one student (Courtney) who struggled with a response. Even with prompting, "Remember the formula we used before?", she was unsuccessful and Mr. Clark called on another student (Charlotte) who was able to answer the question correctly. The homework sheet looked like a quiz with true/false and multiple choice questions plus one open-ended question to be written on the back side. It was assumed that the homework sheet would be completed independently.

Comments/Recommendations:

You have an excellent rapport with the students and they clearly appreciate your sense of humor. The classroom walls are filled with inspirational posters and uplifting images, creating a positive environment. My only recommendation deals with questioning technique and more of an emphasis on uncovering misunderstandings.

Gary Clark 11/16/04
Teacher's Signature Date

Supervisor's Signature Date

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Westport Public Schools Professional Development and Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Grade 6 Science	Supervisor: Tricia Raneri
Visitation Date(s): 11/8/04	Conference Date(s): 11/12/04
Activity: Microscope Lab	Number of Students: 22

Lesson Content and Objectives:

In this lesson, the students will be completing a series of activities that will allow them to fully use a microscope.

Lesson Objectives

1. Students will observe that images viewed under a compound microscope are inverted and reversed.
2. Students will observe that objects moved away from you will move downward in the field of view.
3. Students will observe that objects moved to the right will move to the left in the field of view.

Management:

A positive learning environment was established.

- Mr. Clark validated student responses, "That's a good hypothesis" "Good" "Cool."
- A good rapport was established as evidenced by students' willingness to participate and ask questions.
- He maintained students' attention as he visited their tables and observed their interactions.

As a result, students were able to complete the lesson assignment successfully.

Instruction:

The class was well structured. Mr. Clark initiated the lesson with a review what is known about microscopes, including their parts and the manner of carrying them.

Mr. Clark used an appropriate objective in the lesson.

- The objective was clearly presented as demonstrated by students knowing what to do.
- The level of difficulty was appropriate as evidenced by student's engagement in the lesson and their ability to answer individual questions.
- Students were on task and actively involved throughout the lesson.

Each aspect of lesson was linked and concepts were built upon each other. As students answered questions, you monitored and assessed their current level of understanding. You provided feedback; unscrambled confusions provided linkages

between ideas from moving the mount to using the field of view. As a result, the objective was a good fit for the lesson content.

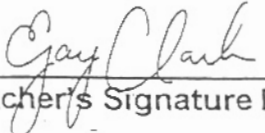
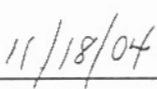
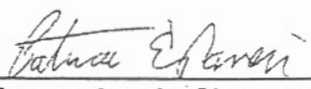
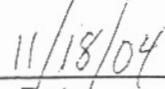
Mr. Clark effectively closed the lesson by relating today's observations with using a microscope to future use. This meaningful connection helps students retain the material and apply it in that new context.

Assessment:

Mr. Clark checked for student understanding as he went to each table and spoke with each student. He asked them questions and provided immediate feedback regarding their questions. Additionally, students recorded their observations on a worksheet. As a result, the assessment matched the goals of the lesson.

Comments/Recommendations:

Mr. Clark brings tremendous depth and expertise to our science department.

			
Teacher's Signature Date		Supervisor's Signature Date	

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Westport Public Schools Professional Development and Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Grade 6 Science	Supervisor: Tricia Raneri
Visitation Date(s): 10/19/05	Conference Date(s): 10/18/05, 10/26/05
Activity: Penny Lab	Number of Students: 22

Lesson Content and Objectives: In this lesson students will be introduced to and then apply the steps of the scientific method in a lab activity. Students will organize and analyze data and draw a conclusion.

Management: Classroom management is an area requiring improvement. On several occasions, students were off task and speaking at a volume so loud as to disrupt others. One student was making loud "explosion" sounds and crawled under his table. No students were redirected. On several occasions Mr. Clark raised his voice so as to be louder than the students in order to give instructions. Appropriate standards of behavior were not communicated nor reinforced consistently as evidenced by unclear expectations regarding whether or not a student must raise their hand in order to ask a question or make a comment. As a result, the lesson was taught with some difficulty.

We discussed in the post conference that when students are allowed to act loudly student learning is disrupted. We discussed that he should enforce a system where students work at an appropriate volume. This will ensure that teacher and student ideas and comments are considered and heard by all the students. Secondly, Mr. Clark should simply ask for the students' attention and wait for it rather than raise his voice. In addition, it is important for Mr. Clark to be consistent with his "hand-raising" expectations. Moving forward, Mr. Clark must repeat his expectations often and re-direct off-task students to create a positive learning environment for all students.

Instruction: Mr. Clark provided an effective initiation. "Today we're going to explore all the steps of the scientific method....We're going to collect data and analyze it. What does analyze mean? Let's take a look at the steps before we look at them in the activity." Mr. Clark then named earlier activities the students completed and asked them to identify each part of the scientific method in each activity.

As we discussed, clear criteria and expectations were not communicated for completing the graphs or for analyzing the data. Students were asked to apply these skills without first being taught them. In our conference, Mr. Clark said that these topics have usually been taught during CMT review and in math class. As a result, students did not complete this objective.

In his closure Mr. Clark asked, "How is the scientific method similar to common everyday problems?" As we discussed, this question is a good one to relate what the students are doing to everyday life but it does not address the lesson objectives. The closure activity should review the lesson objectives and elicit student opinions about what they had learned.

Assessment: Mr. Clark visited each table to make sure students were following directions correctly. At the end of class students shared their answer to the problem. During his closure, Mr. Clark asked students why they were learning the scientific method but did not ask them to review the steps as they applied to today's lab activity. The first section of the homework could have been used as the assessment tool during this lesson. As a result, the assessment did not match the goals of the lesson.

Comments/Recommendations: After this lesson I have concerns regarding classroom management and assessment. In the area of classroom management, Mr. Clark's behavioral expectations and management techniques should be effective in keeping students on task and creating a positive learning environment. In the area of assessment the following question should be answered when designing lessons, "What should students **know and be able to do** with what they know as a result of the lesson?"

Teacher's Signature Date

Patricia E. Laren 11/2/05
Supervisor's Signature Date

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6/2001 Version

Teacher Observation 7 F

Westport Public Schools Professional Development and Evaluation Plan
Observation Report

Teacher: Ejay Clark	School: Bedford Middle School
Supervisor: Lynne Shain	Assignment: Science Teacher
Date: November 4, 2005	

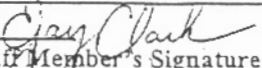
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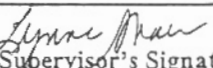
Mr. Clark was observed instructing 6th grade students in Science class in which he led students through activities to help them understand "Field of View and Magnification". The objectives were: 1) Students will measure the field of view for each objective lens on a compound microscope and 2) Students will know that the size of the field of view decreases as you increase magnification power.

With the above objectives as learning goals, Mr. Clark had many options as to how to structure a lesson to foster this learning. Mr. Clark chose to organize the lesson by using a FOSS worksheet, "Investigation 2: Introduction to the Microscope - Student Sheet". After a brief introduction, during which there was no pre-assessment and during which, Mr. Clark walked the students through the lesson, step by step as listed on the sheet. His directions were very clear and the students were very compliant. However, the lesson was methodical, flat, plodding, and without any passion or excitement. Students working in pairs filled in their answers on the worksheet, after which Mr. Clark went over the correct responses. It was no surprise, then, that during the lesson summary, only a few students raised their hands to respond to the "big picture" questions: "What do you notice? What do you wonder?" Even during the teachable moment when Mr. Clark elicited from students that the field of view gets smaller as the magnification increases, Mr. Clark did not ask "Why is that so?"

In summary, Mr. Clark did demonstrate his knowledge of the subject matter as evidenced in the explanations he gave to individual student questions when they were working in small groups. Mr. Clark did demonstrate his skill in class management as the students were cooperative in following his instructions. However, this observer is concerned over the rationale of the lesson design and the choice of instructional strategies as detailed above. Given that Mr. Clark is a third year Westport teacher and came to our district with many years of prior experience, it is troubling that a scheduled observation, the content of which was chosen by the teacher, would not be more dynamic.

After discussing the above points with Mr. Clark, another observation date will be scheduled.

 11-11-05
Staff Member's Signature Date

 11-7-05
Supervisor's Signature Date

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Westport Public Schools Professional Development And Evaluation Plan -
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford MS
Assignment: 6 th Grade Science	Supervisor: Harry Rosvally, Jr.
Visitation Date: November 18, 2005	Conference Date(s): November 18, 2005
Activity: Microscopy	Number of Students: 22

Lesson Content and Objectives:

The objective of the lesson was for students to raise questions, make observations using a microscope and then to make inferences based on those observations.

Management:

The class was well managed with routines in evidence and consistently reinforced by the teacher. Mr. Clark reminded students of the raising hands rule on several occasions. "Jonah, raise a hand if you want to be called on. Yes?" "You have about five minutes. Raise hands if you need help." In addition, Mr. Clark demonstrated wait time as he asked students for their attention and waited until they were fully attentive. "Everybody look up here please. Put your pencils down and look up here." "Let me have your attention. When you're looking at me, I'll know I have your attention." "Great question! Everyone look at me." "All right, everyone look up here." "Please have a seat and do not move when the bell rings. Look up here. Don't move. We ran out of time. Please sit."

Timing of the lesson was an issue. The introduction was a bit long, and consequently, students did not have an opportunity to share their results at the end. Mr. Clark was acutely aware of the time and pace, and provided timing reminders to students as they proceeded. "Start getting the questions out on the strips now." "You have about five minutes. Raise hands if you need help." "Quickly move on to the second material if you haven't already done so." "Try to move on to the third material." "You should finish in the next few seconds. Return the microscopes and kits back to where you got them. Spend one to two minutes discussing observations and making inferences." "Let's put materials away. You can leave the baskets on the desk. The period is coming to an end. Microscopes need to go away now."

Mr. Clark has established an excellent rapport with the students. Although they doubted the veracity of the story he told them ("My grandmother used to make a pickled pumpernickel pie ... lost the recipe ... my daughters thought they remembered it and could make it ... I politely finished it, but I brought in some of the materials ..."), they suspended their disbelief and went along with the context and examined the three materials labeled in bags as #1, #2, and #3. Mr. Clark used students' first names when calling on them. He praised them for their contributions. "Excellent!" "That's very good!" He also used positive reinforcement to encourage other groups to remain on task. "Table six has two questions written out already, Awesome!"

Momentum of the lesson suffered when Mr. Clark spent several minutes to roll the masking tape to put the "I wonder" strips up on the board, but Mr. Clark had other provisions well prepared that facilitated the lesson flow. He distributed baskets with the three bags in it. He passed out sentence strips to each table. He assigned students to pick up the microscopes (and carefully carry them) while he distributed the microscope kits.

Instruction:

Mr. Clark started off class with an initiation discussion. He first told students, "I once suggested that scientists are like detectives." And then he followed up with a question, "Why might I have said that?" Students made comparisons and contrasts between scientists and detectives.

Mr. Clark provided an engaging context for today's lesson. Students were supposed to help him with his 'dilemma' and identify some mystery ingredients by inspection. Students remembered having used microscopes in the past few weeks and fortunately chose them as materials they would want to carry out their investigations. Mr. Clark attempted to create an inquiry lesson by having students raise questions about various substances after having the brief opportunity to inspect them using hand lenses. Mr. Clark asked them to use their science notebooks and to record their "I wonder" questions. This was familiar to students, and they did so in their groups. Mr. Clark then asked them to select two questions per table to write on sentence strips.

In reviewing the "I wonder" sentence strips (and being aware of the fleeting time), Mr. Clark assigned a student to read the questions and then he led a discussion in which two of the questions were eliminated (on the basis they asked about taste, which would not be possible in a science classroom). A third question was eliminated by Mr. Clark by responding that the red thread that appeared in one of the bags was a mistake. Mr. Clark then chose the next question and enthusiastically said that this one could be investigated by the students. At this point, all the students investigated the same question.

Students were directed to write down observations in their journals. Mr. Clark directed student as to how to clean off the microscope slides ("brush the material onto some blue construction paper and then brush it into the garbage can without throwing out the construction paper.") Students were observed to draw some conclusions ("This one is definitely salt. #1 is salt.") and to not have adequate time to complete the assignment ("We're not done. Did you get #2?").

Mr. Clark provided a closure activity at the end of class by asking students, "Before we leave today, tell me how what we did today was like what a scientist does?" After receiving a correct response, he followed up, "Excellent. So we made what? [observations] And we used what instruments? [microscopes] Great job, great listening. Thank you, have a great weekend."

Assessment:

This activity provided opportunities for Mr. Clark to informally assess students on the microscopy skills that had been taught and rehearsed in recent weeks. Students were observed to carry the scopes carefully and correctly. They did not need any assistance plugging them in, nor in finding the low power objective lens, nor in focusing the images. They did dry mount slides correctly. In terms of assessing content, there was no reference provided for students to make an accurate comparison to a known standard, so students could not definitively identify materials as being salt, sugar, or sand.

Comments/Recommendations:

You demonstrated excellent classroom management. You consistently required students to raise their hands in order to be called on (and you reinforced this behavior with prompts). You waited until students were quiet and looking at you before proceeding with giving instructions to the class. You provided very positive feedback to students who volunteered answers to your questions, and no one was embarrassed by their participation.

I appreciated your willingness to take a risk in presenting an inquiry lesson for this formal observation. Your students demonstrated familiarity with raising questions through their responses to your prompts of "I notice" and "I wonder". Students worked cooperatively and safely with the equipment. As we discussed in our post-observation conference, this was the first class in which you tried out this lesson. You reported that the other classes went better because of timing.

As we discussed in the post observation conference after school, the timing of the lesson prevented students from being able to share their results with one another and to draw inferences based on their observations. The time spent on the introduction appeared to be the culprit in this instance. We also discussed "the tape trick" that was shared at the Inquiry workshop this summer, which would have allowed you to post sentence strips rapidly onto the whiteboard and then to move them as you classified them as investigable, non-investigable, or questions for later. Use of this trick would also have provided additional time to the class.

Although you were able to successfully draw multiple questions and ideas from the class, students all pursued the same investigation. They were not observed to discuss or record their procedures, but all seemed to follow the same path of examining the materials under the microscope and recording their observations in their journals. It was not clear whether these observations should be in words or pictures, though either would have been acceptable. As we had discussed in the pre-observation conference, without a standard, known reference, there would be no way for students to definitively identify the substances. Fortunately, this was not one of your stated objectives. Students did demonstrate meeting your stated objectives of observing materials, proposing questions, and using microscope skills to analyze materials.

Facilitating true inquiry lessons in which students pose and investigate their own questions remains an area of growth for you. I firmly believe that these lessons will improve with additional practice, so I recommend that you continue to try to integrate inquiry lessons into your teaching repertoire. Also, try to create lessons that integrate process skill goals WITH content goals for a deeper curricular impact than a lesson such as this that focused on microscopy skills in isolation.

Gary Clark 11/28/05
Teacher's Signature Date

Supervisor's Signature Date

My signature indicates that I have read this document. It does not indicate agreement or disagreement with its contents.

Westport Public Schools Professional Development and Evaluation Plan
Observation Report

Teacher: Ejay Clark	School: Bedford Middle School
Supervisor: Lynne Shain	Assignment: Science Teacher
Date: December 22, 2005	

Comments

Mr. Clark was observed instructing 6th grade students in Science class for which the stated objectives were: 1) Students will raise questions and identify investigable questions. 2) Students will plan and conduct an investigation. 3) Students will discover single-celled organisms and identify the characteristics of life.

While Mr. Clark did attempt to show this observer a more dynamic lesson with students involved in the science inquiry process, there were several flaws in the lesson design.

First, the length of the class, 42 minutes, did not provide enough time for students to conduct an inquiry. Second, there was a lack of clarity in the directions. After eliciting from students "What might be an investigable question that we can explore today?" There were a variety of student responses, some more appropriate than others. Mr. Clark simply said, "So we are going to do those things that you suggested" without clearly summarizing what the focus of the students' investigation was to be. The students looked at slides of pond water under the microscope with little direction other than "write down in your science journal what you see or draw what you see". It was unclear to this observer what the connection was between the students' observations using the microscopes, their journal entries, and an unidentified investigable question. Third, there was a lack of connection between Mr. Clark's lesson objectives copied above and the subsequent class work. With five minutes remaining in the class, Mr. Clark announced, "We are out of time and need to clean up. We'll explore some more some other time." With two minutes remaining, Mr. Clark asked students to share their observations and connect to the characteristics of life. However, while Mr. Clark reviewed the characteristics of life at the start of the lesson, he did not direct students to conduct an investigation to identify these attributes in their work on pond water samples under the microscope.

In summary, Mr. Clark's lack of clarity of directions, lack of connection between the lesson objectives and the lesson activities, and the lack of time management interfered with the effectiveness of this lesson. In my past two observations, I have not seen sufficient evidence of Mr. Clark's ability to deliver instruction at the level our district seeks in its faculty.

Westport Public Schools Professional Development and Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford Middle School
Assignment: Grade 6 Science	Supervisor: Tricia Raneri
Visitation Date(s): 12/8/05	Conference Date(s): 12/19/05
Activity: Living and Non-Living	Number of Students: 23

Lesson Content and Objectives: Students will be able to observe and identify characteristics of life in brine shrimp.

Management: Classroom management is an area showing improvement. Appropriate standards of behavior were communicated and reinforced as demonstrated by Mr. Clark's reminding students to raise their hands when a question was called out of turn and thanking students who were raising their hands. Mr. Clark provided positive reinforcement for student's questions and answers. "Wow, how'd you find that out? So you were curious, very cool. Way to go above and beyond."

As we discussed, at this point in time there should be fewer students, if any, calling out because they understand the behavior expectations in the classroom. Mr. Clark must continue to consistently enforce and validate appropriate standards of behavior.

Instruction: The lesson was minimally structured. The instruction was unclear and the activities disparate for the forty four minutes observed during a double class. When I entered the class at 1:27pm (class began at 1:18) Mr. Clark was correcting homework with the class. The objective of the homework was to identify certain substances as either living or non-living. At 1:42 they finished correcting the homework and Mr. Clark told the students to put away their binders. He told them "I want to talk to you about the notes you took the other day. Today's activity may not necessarily pertain to cells but you'll see them next week and you'll have a test in a couple of weeks." He proceeded to lecture on cells and take student questions for eight minutes. As we discussed in the post conference, this topic was confusing since it was not connected to the lesson objective. It was not clear to this observer why Mr. Clark introduced it at that time. He explained that he knew the instruction was disconnected but he did it because he didn't want the students to get all their notes at one time. Since this was a double period these notes could have been discussed at a later point in the lesson.

The momentum of the lesson was not maintained and topics were not connected. Mr. Clark invited the students to ask questions about the different materials they used the other day. He asked if "anyone want to investigate them further?" Discussion ensued for several minutes then Mr. Clark told the class about a short video they would be seeing shortly regarding creating a wet mount slide. Then a student question re-directed the conversation back to their questions. As Mr. Clark compliments the students he asks the class to write their questions on sentence strips. As we discussed, students were asked to write these down after the conversation had moved on to another topic. Again the topics were not connected to one another or to the lesson objective. Student participation and attention diminished at that point –when Mr. Clark asked for questions

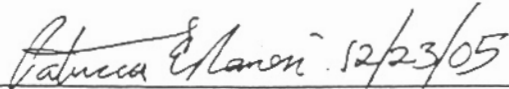
the first time ten students had questions, this second time only three were writing them down.

At 2:07 students were told to begin a worksheet to investigate the brine shrimp. At 2:11 Mr. Clark asked for student attention because he forgot to tell them something. He told them "they're depression slides and there's a scoop in the middle. "Please be careful with them I don't have many extras. Please proceed. "In our post conference you shared that this was the first time the students were using this type of slide and in fact, it was their first time making a slide with a living organism. As such this process should have been introduced to the students before they were expected to use this for learning.

Assessment: The lesson objective that students will be able to observe and identify characteristics of life in brine shrimp was not addressed while this observer was in the room. As a result, the assessment did not match the goals of the lesson.

Comments/Recommendations: In summary, Mr. Clark did not conduct an effective lesson. As a veteran teacher the basic components of lesson design, such as having a measurable objective, clarity of instruction, checking for understanding and assessment should be evident in each and every lesson. I expect Mr. Clark to use all the resources available to him to improve his lessons.

Teacher's Signature Date

 12/23/05
Supervisor's Signature Date

My signature indicates that I have read this document. It does not indicate agreement or disagreement with its contents.

WESTPORT PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT and APPRAISALS PROGRAM
TEACHER OBSERVATION FORM

Teacher: EJay Clark
School: Bedford Middle School
Assignment: Grade 6
Activity: Science
Supervisor: Angela Wormser
Visitation Dates: 1/27/06
Conference Dates: 1/26/06, 1/28/06

LESSON CONTENT: The lesson objectives required students to analyze ways in which scientists classify organisms.

MANAGEMENT: You promoted a positive learning environment throughout your lesson as you demonstrated patience and acceptance in your students through the use of positive feedback. You encouraged students and complimented them as they responded to tasks during the lesson. As a result, you maintain a positive rapport with students.

Materials were accessible for students and well organized. At certain points during the lesson, you gave students time warnings "You have six minutes to discuss this." This is an effective strategy for keeping students on task.

INSTRUCTION:

Your lesson required students to look at animals on a chart and identify different ways to classify the animals. The lesson began with students writing down "I wonder" and "I notice" thoughts as they looked at the chart of animals and a container filled with glue stick, magnifying glass and scissors. They also had to determine ways to classify the animals. Students shared their responses. This segment of the lesson was good in that students shared their thinking about how to classify the animals and they worked effectively in small groups.

As we discussed, the lesson started out well and lost momentum because you interjected a conversation about how CDs are organized for purchasing. You spent too much time on this conversation and it did not add to the logical sequence of the lesson. It would have been better to use the CD segment as an initiation to the lesson by asking students if they could think of places they had been or things they buy that are organized in some way; and relate their conversation to how scientists categorize animals. It would have been logical to have students begin categorizing the animals after the first two segments of the lesson. Students could have designed several ways of categorizing the animals

in their groups. You could have written their answers on the board for all to see and think about.

As a result of the CD conversation, the students ran out of time and did not even begin classifying the animals. If the objective of the lesson was to have students classify animals or understand the purpose of scientific classification, it got lost because students thought about and developed ways to classify but were never able to use their strategies. The next lesson where they could classify was not until Monday.

There needed to be less conversation as a large class and more student engagement with classification. Once students were working you could ask them questions about their thinking. At the end, you could have written students' classification theories on the board. It would have been interesting to hear the types of classifications students developed.

ASSESSMENT: You monitored student's achievement by listening to their responses and moving around the room as they worked.

Comments/Recommendations:

Lesson design should provide for students' active engagement for an entire period. It is important for you to work with Mr. Rosvally in your classroom. He can offer suggestions while you are teaching that will help you improve your practice. Also, observe the other teachers we discussed during our conference. At this time, I continue to be very concerned about your performance, and need to see improvements in lesson design, momentum and student engagement.

Gay Clark 2/8/06

Teacher's Signature	Date	Supervisor's Signature	Date
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10/94

PDAP 4

WESTPORT PUBLIC SCHOOLS
PROFESSIONAL DEVELOPMENT and APPRAISALS PROGRAM
TEACHER OBSERVATION FORM

Teacher: EJay Clark
School: Bedford Middle School
Assignment: Grade 6
Activity: Science
Supervisor: Angela Wormser
Visitation Dates: 1/23/06
Conference Dates: 1/23/06, 1/24/06

LESSON CONTENT: The lesson objectives required students to understand that the body is composed of cells.

MANAGEMENT: You promoted a positive learning environment throughout your lesson as you demonstrated patience and acceptance in your students through the use of positive feedback. You encouraged students and complimented them as they responded to tasks during the lesson. As a result, you developed a rapport with students.

Materials were accessible for students and well organized.

As we discussed, the content of the lesson was important for these students to learn but the timing and pacing of the lesson was slow. As a teacher, you must move a lesson along through the segments while having active exchanges with students about the subject matter. The technical term for movement in a lesson is momentum. Momentum is the smooth ongoing flow of events in the classroom. Maintaining the momentum of a lesson enhances students learning and maintains student interest for longer periods of time.

It is important to give students discrete periods of time to complete class assignments. For instance, when you asked students to perform the experiment, you should have said, "You have ten minutes to prepare your slide and begin looking at your slide under the microscope. I will stop you in ten

minutes to see where you are.” Giving students specific directions with time limits helps them complete assignments effectively and in a timely manne.

INSTRUCTION:

Your lesson required students to scrape cells from their cheeks, dye the cells and observe them under the microscope. The content of the lesson was appropriate for these students.

As we discussed, you read the directions to students from the lab sheet. It would have been better to show students how to use the cell dye in a mini lesson and have students read the directions themselves. You did not write students responses to any of your questions on the board or chart paper nor did you identify important vocabulary that students need to know for this lesson. It is most important to write student responses and vocabulary on the board or chart paper so they can review what they need to know and add to it. Writing responses down also lets students know what you want them to learn. Finally, writing students responses helps the visual learners to remember the lesson.

During the discussion segments of the lesson students had a number of interesting questions: Is ear wax made of cells? If my body tells me what to eat, why do I crave bad things to eat? What is a craving? These questions would have been wonderful ones for students to research for homework and return with answers the next day to enrich your discussion or extend the lesson activities. These questions also would have been interesting inquiries.

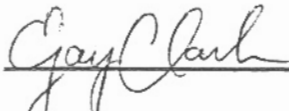
During the lesson, some students finished their one slide and observations quickly. There should have been an enrichment activity for those students. This enrichment activity might have include looking at other slides of cells, doing internet research answering questions about cells or comparing different types of cells etc.

A lesson should be well constructed from beginning to end. Your objective was good but your execution and momentum were weak.

ASSESSMENT: You monitored student's achievement by listening to their responses and moving around the room as they worked.

Comments/Recommendations:

Lesson design should be tight, flow smoothly and span an entire period. Students should be actively engaged by doing for an entire period. It is important for you to work with Mr. Rosvally in your classroom. He can offer suggestions while you are teaching that will help you improve your practice. Also, observe the other teachers we discussed during our conference. Watch the momentum of their lessons and how they have students follow directions. At this time, I am concerned about your performance, and need to see improvements in the areas listed above.



2/8/06

Teacher's Signature Date

Supervisor's Signature Date

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10/94

PDAP 4

**Westport Public Schools Professional Development and Evaluation Plan
Observation Report**

Teacher: Ejay Clark	School: Bedford Middle School
Supervisor: Lynne Shain	Assignment: 6 th Grade Science Teacher
Date: February 15, 2006	

Comments

Mr. Clark was observed teaching a 6th grade Science lesson on "Energy Roles in Ecosystems". Mr. Clark started the lesson on time. His first instruction was to ask students to, "Copy homework and definitions, then close your binder and look at me and I'll know you are ready." Before all students had completed the above, Mr. Clark started to introduce the lesson, then stopped himself and waited. When Mr. Clark started the introduction again, his head was down and he read the words from the attached lesson plan sheet as he stood in the front of the class. Although the definitions were up on the board, Mr. Clark asked students to define the terms: producers, consumers, decomposers. Students were then asked to give an example of each. Mr. Clark presented the metaphor of ecosystem as team and the students who responded confirmed that at least the responders understood this connection.

Next, Mr. Clark involved the students in an activity called Yarn Ball Ecosystem, described on the attached sheet. This activity was very engaging at first. However, because each student in the class had to wait a turn in the process of creating an ecosystem web with yarn, the momentum started to lag; students started getting fidgety, lost their focus and then started to call out. Mr. Clark, instead of settling students down so they were quiet, started to talk over the students. If Mr. Clark had anticipated the above, he might have prepped students to limit their response time of choosing who to throw the yarn to next to three seconds...and/or to limit the explanation of the "connection" to one concise sentence.

At the conclusion of the activity Mr. Clark asked questions of both literal recall and also questions to elicit deeper understanding of the connectedness of the ecosystem. In terms of literal recall, when Mr. Clark asked student to, "Tell me the role an organism may play in an ecosystem", Mr. Clark accepted the answer from a student, "Producers produce".

In this lesson Mr. Clark did demonstrate that he could design and deliver a lesson that was aligned to lesson objectives. He demonstrated that he could give clear directions, even if was reading them from the lesson plan sheet. He did demonstrate that he could manage time so that all elements of the lesson fit within the allotted time.

However, what Mr. Clark did not demonstrate was his ability to anticipate possible glitches in a lesson plan and/or monitor and adjust as the lesson progressed, as during

the Yarn Ball activity. He did not demonstrate that he strives for student clarity as in the example of accepting the student response that "producers produce" as cited above.

Although he did state on his lesson plan sheet that the lesson objectives were,

- Students will be able to describe energy roles of organisms in an ecosystem
- Students will be able to explain that all things in an ecosystem are interconnected

Mr. Clark did not assess every student on whether they had attained each objective by the end of the class. Such an assessment could have been done quickly on an exit card at the end of class.

It was not clear to this observer whether this lesson was a review of work already presented or whether this lesson introduced students to new concepts. It was this observer's impression that students, most if not all, already knew this material, judging by their confident and correct responses during the lesson, which begs the question of, "Was this lesson necessary?" If the lesson was intended to reinforce what students already knew, why was it not positioned that way on the lesson plan sheet? Putting aside the lack of momentum toward the end of the yarn ball activity, the lesson did engage students for some of the time, but how did the lesson advance their knowledge?

This observer has now completed three observations of Mr. Clark. In lessons #2 and #3, Mr. Clark did try to act on suggestions that this and other observers made to him in the past several months. However, each subsequent observation raised additional issues about whether Mr. Clark is able to teach at the level expected of Westport teachers and do so consistently over time without intensive support. Given the above, this observer does not have confidence that Mr. Clark is able to meet Westport standards.

Staff Member's Signature

Date

Lynne Stein 2/16/06

Supervisor's Signature Date

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Westport Public Schools Professional Development And Evaluation Plan
Teacher Observation Form

Teacher: Ejay Clark	School: Bedford MS
Assignment: 6 th Grade Science	Supervisor: Harry Rosvally, Jr.
Visitation Date: February 15, 2006	Conference Date(s): February 15, 2006
Activity: Ecosystems video	Number of Students: 23

Lesson Content and Objectives:

The objective of the lesson was to identify and discuss the interactions between members of an ecosystem.

Management:

Management of the class was appropriate. Class began punctually and Mr. Clark thanked students in advance for giving him their attention, quickly settling down just as the bell to start the period rang. Students who called out were reminded to raise their hands, and once they did so, Mr. Clark called on them. He prompted them on several occasions to raise their hands. He did not engage students who did not have their hands raised. He quietly told one boy in the front of the room to stop doing what he was doing, and the boy immediately corrected his behavior. Students were reminded that the notes that were on the board were not for today's class. ("Remember, this is Wednesday and these notes are for tomorrow.") Several students contributed repeatedly to the discussion, and Mr. Clark praised all of their responses. He acknowledged when a student gave a response that was almost the same as the previous student's, and still praised the student for her contribution. ("That was Alice's second point, but good, that's a good interaction!") Expectations were unclear during the video, as students were given one instruction but few followed it and there seemed to be no consequence. Mr. Clark told students "Here we go with the bear video. Please stop talking. Listen and take some notes." Most of the students did not take out their notebooks prior to the video, and they did not take notes while watching it.

Instruction:

The majority of the class time was used for discussion. Prior to starting the video, Mr. Clark led a discussion on an earlier portion of the video, and what students recalled seeing and how this related to ecosystems. Students brought up an example of global warming leading to seasonal famine. They also discussed the impact of adult bears killing young bears during a famine. He introduced the segment they were about to see, "This segment presents both sides quite nicely. There's a controversy about whether grizzlies should be protected in the park. We'll have a few minutes before class ends to discuss these arguments." Mr. Clark showed approximately thirteen minutes of an Imax video, "Bear Wars". He paused the video on two separate occasions in order to emphasize certain points. This was effective in regaining the students' attention and focusing them on what they had just seen.

Assessment:

Informal assessment was on-going throughout the class as Mr. Clark led the discussion and asked students for their opinions. Questioning was effective at both the literal and interpretive levels. ("What's an ecologist?" "As an ecologist, what's one observation that you made?") Students used higher order synthesis and analysis thinking skills as they considered why field biologists used the procedures they did (putting barbed wire around "rubbing trees") as well as what impact

to the ecosystem would result from protection of grizzlies. Several students were repeatedly called upon as they raised their hands to volunteer answers, while others were not called upon because they did not raise the hands to volunteer. As a result, it is unclear whether all students understood the material and to what extent.

Comments/Recommendations:

I acknowledge several improvements over previously observed lessons. I liked that you spent the time to introduce the segment of the video in advance and told students to look for points on either side of the controversy. I particularly liked when you stopped the video on two occasions to help the students recognize some of those important points. You did a nice job of questioning at both the literal and interpretive levels. The students who volunteered their answers gave very insightful viewpoints, and you praised them for their contributions. You watched the time very carefully and stopped the video earlier than you might have liked, for the purpose of having a closure discussion, which was meaningful and appropriate.

During our brief post-observation conference, I mentioned that your expectation regarding students taking notes during the video was unclear. I recommend giving the students a focus question (or several) and specifically telling them to take out their notebooks and a pen or pencil so that they will take notes while they watch the video. Although you elicited some tremendous responses through your questioning, you did call on some students repeatedly while others chose not to participate, and you could not assess their level of understanding. I still recommend strategies we have discussed in the past that would facilitate this: having students first share with a partner at their table (ensuring that all students give a response to *someone*); using cards to call on students randomly; agreeing on a maximum amount of contributions from any one student before each child has had an opportunity to participate in the discussion; and/or having students write something down in their science notebooks or on an exit ticket so that you can see their individual contributions (without significantly increasing your correcting workload).

In summary, I recommend that you provide consistent expectations for student achievement, including explicit clarity of instruction. For example, you told student to take notes, but not what they would do with those notes (*What were they taking notes for?*). If you observed that they were not taking notes, you should then have told them to take out their notebooks, etc. (*Be explicit in terms of their following your instruction.*) These things were implicit to you, but not explicit to the students (the students did not comply with your directions). Finally, I recommend that you provide clear criteria of achievement and assessment. (*How do you know what they know?*) Again, *some* of your students responded, with sophisticated responses, to your discussion prompts. However, other students were not engaged, so while it was perhaps *implicit* that the class "*was getting it*"; it was not *explicit* whether or not *each* student "*got it*", and the degree to which that was so.

Teacher's Signature Date

Supervisor's Signature Date

My signature indicates that I have read this document. It does not indicate agreement or disagreement with its contents.

6/2001 Version

Teacher Observation 7F

Bedford Middle School

88 North Avenue
Westport, Connecticut 06880

Angela Wormser
Principal

Anthony Formato
Vice principal

Patricia Raneri
Vice Principal

To Whom It May Concern:

March, 2006

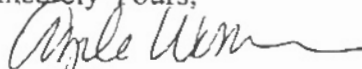
Ejay Clark has been employed as a full time sixth grade Science teacher at Bedford Middle School for the last few years. He has demonstrated curricular knowledge, a keen sense for the needs of middle school students and the ability to work collegially with his team members.

In his classes, Mr. Clark has focused on teaching the Science curriculum to all students regardless of their ability levels. His lessons incorporated the use of a variety of teaching strategies to accommodate different learning styles. His lesson objectives are aligned with learning outcomes for his subject area. Students' assessment results inform his lesson content on a daily basis.

Mr. Clark has strong relationships with his students. He builds these relationships to encourage students' academic and social growth. He shares information about his students with colleagues and other professionals to insure that all the students' needs are met. In addition, he encourages students to advocate for themselves.

Mr. Clark has demonstrated a high level of energy and commitment to his growth as a professional. He has shared his own reflections with me and his colleagues. He participates on a daily basis in team meetings. His contributions are constructive and add dimension to the teams understanding of teaching and learning. He has a strong desire to continue his learning and grow professionally. I would recommend him for any Science position he would choose to pursue in his career. His commitment and dedication to students will serve him well!

Sincerely Yours,


Angela Wormser, Principal

netting was, with estimates from 0.1 to 1.0 which Mr. Clark settled by saying, "I've had different estimates all day; the nylon netting is somewhere around 1 mm." In closure discussion, Mr. Clark asked students about why we use microscopes. Students came up with thoughtful responses about the need to view viruses and germs in order to learn about them, prevent them, and cure illness. This was a nice connection from the activity to the "big picture".

Assessment:

Students were assessed informally throughout the lesson with questions. Often, the questions led toward group acceptance rather than an understanding of misunderstandings. As an example, while calculating magnification power, Mr. Clark asked, "How many of you agree with Bobby?" This ended that particular question, as opposed to uncovering 'Does anyone *disagree* with Bobby?' and following up on different calculations. As another example, "How many of you saw that field of view gets smaller on higher power?" Students also had a worksheet to complete and turn in that will be evaluated. Students were observed to have mastered a particular performance task, safely carrying the microscopes using two hands. Students were asked to "Raise your hand if you can compute the power." This was another informal assessment, as most students readily raised their hands and Mr. Clark called on one student (Courtney) who struggled with a response. Even with prompting, "Remember the formula we used before?", she was unsuccessful and Mr. Clark called on another student (Charlotte) who was able to answer the question correctly. The homework sheet looked like a quiz with true/false and multiple choice questions plus one open-ended question to be written on the back side. It was assumed that the homework sheet would be completed independently.

Comments/Recommendations:

You have an excellent rapport with the students and they clearly appreciate your sense of humor. The classroom walls are filled with inspirational posters and uplifting images, creating a positive environment. My only recommendation deals with questioning technique and more of an emphasis on uncovering misunderstandings.

Gay Clark 11/16/04
Teacher's Signature Date

Supervisor's Signature Date

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Staples High School
70 North Avenue
Westport, CT 06880

Department Head – Science

Harry.Rosvally@westport.k12.ct.us

Phone (203) 341-1375

May 3, 2006

To Whom It May Concern:

I am writing to recommend **Ejay Clark** for a science teaching position. Ejay is personable, entertaining, animated, knowledgeable, and passionate about science. Ejay connects with kids of all ages. He has established an excellent rapport with his 6th grade students, and he coaches softball at the high school level. He is an experienced, veteran middle school science teacher yet still willing to try new approaches and techniques.

Ejay is a natural performer. He keeps a variety of "persona" on hand to provide his students with memorable lessons. He goes the extra mile to wear costumes and put on accents and try to convince his students that they are actually in the presence of a historical figure such as Ben Franklin. He acts out the predator-prey relationship of animals in the wild. Over time, he has collected a number of text and visual resources to help students to access a wide variety of information and viewpoints about environmental impacts. He even recites poetry (appropriate to the science lesson of the day).

This past summer, Ejay went with a colleague to attend the Institute for Inquiry (sponsored by GE and the CT Center for Science & Exploration, based on the San Francisco Exploratorium's Inquiry Curriculum) for a week. He made a positive impression on the Institute's facilitators and brought back ideas to try in his classroom this year. As a few examples, his students now regularly write in science journals and they now discuss questions (and whether or not they are investigable questions) in small and large groups in his class.

I meet with Ejay and his other two grade 6 science colleagues each week to plan units, lessons, and activities. Ejay contributes in these meetings with insights about what he has previously tried with his class or novel ideas that he has located on the Internet. During a recent lesson that I observed, he took some time to "set up" a video clip that he was about to show (told the students specifically what to watch for), stopped the video at two points to re-engage students and point out specific information, and he led an effective closure discussion afterward. His students made some incredibly sophisticated connections between what they saw on the videotape and classroom discussions held over the previous few weeks.

I can be reached at the phone and address provided above, and would be happy to further discuss this candidate with you upon request.

Sincerely,

A handwritten signature in black ink, appearing to read "Harry Rosvally, Jr.".

Harry Rosvally, Jr., Ed.D.
District Science Coordinator