

- MICHAEL J. KARLIN -

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Unified School District 232

De Soto – Shawnee – Lenexa – Olathe
w w w . u s d 2 3 2 . o r g

35200 West 91st Street
De Soto, Kansas 66018
Phone: 913 667 6200
FAX: 913 667 6201
Email: dsumner@usd232.org

Dr. Doug Sumner
Superintendent

January 20, 2012

To Whom It May Concern:

This letter is written in support of Mr. Michael Karlin. My professional association with Mr. Karlin began while I served as Director of Human Resources and Assistant Superintendent with the Gardner Edgerton School District. I now serve as Superintendent of the De Soto (Kansas) School District, a suburban school district of approximately 7,000 students just outside of Kansas City. Without question, my association with Michael has been one of the most rewarding of my professional career. I was impressed with Michael from the moment I met him and had to compete against several other school districts to hire him as a high school science teacher.

Michael demonstrates an exemplary level of professional knowledge, enthusiasm, patience and professionalism and applies these skills to positively impact the lives and performance of all students and staff members with whom he comes into contact. Not surprisingly, Michael was honored as Kansas Horizon Award winner after his first year of teaching. The Kansas Horizon Award honors a mere 16 first year teachers annually and speaks to Michael's current skill and future promise as a classroom teacher.

However, Michael's value as a teacher and colleague goes well beyond his professional knowledge. Michael is a dedicated professional and possesses an understanding of children and the learning process to a degree that is truly exceptional. Michael's self-less approach to his work, coupled with his kindness and good judgment are assets valuable to our profession. Michael is a genuine collaborator and master communicator. Michael is also action oriented, leads by example and is unrelenting in his quest to actively engage all students in their learning.

In his role as a classroom teacher, Michael was responsible for analyzing and assessing student learning and behavioral needs and collaborating with parents and teachers to make sound educational decisions. I assure you Michael's performance in these responsibilities far exceeded all district expectations.

In summary, Michael Karlin is a model professional, dynamic in his pedagogy and is an inspirational role model for those around him. As a professional colleague, Michael will be an immediate and valued asset to any school fortunate enough to hire him.

Please do not hesitate to contact me if I can be of further assistance

Sincerely,

Dr. Douglas A. Sumner
Superintendent

GARDNER EDGERTON HIGH SCHOOL

425 N. Waverly
Gardner, Kansas 66030
High School Office (913) 856-2600
Activities Office (913) 856-2775
Office and Activities Fax (913) 856-8218



Tim Brady, Principal
Mark Meyer, Associate Principal
Heather Peeke, Associate Principal
Kent Glaser, Associate Principal/Activities Director
www.usd231.com

Dr. Alexa Posny
Commissioner of Education
Kansas State Department of Education
120 S.E. 10th Avenue

What is it that distinguishes your
teacher as most outstanding?

Topeka, KS 66612-1182

Dear Dr. Posny,

When I first saw Mike Karlin I thought he was one of our high students who wandered into a staff meeting. I quickly found out he was our new science teacher. By the end of the school year my outlook on Mike changed from, "I hope this young guy can survive" to "Wow, this was one of the best first year teachers I have seen in 20 years as a school administrator."

What distinguishes Mike from other first year educators is his expertise in his content area, maturity and poise, engaging lessons, desire for student academic success, and willingness to collaborate with colleagues. Mike was asked to present to the entire high school staff on how to incorporate VoiceThread into the classroom and presented to the Kansas Teacher of the Year finalists regarding the USD 231 new teacher mentoring program. He excelled in both instances.

My sophomore son was fortunate to have Mr. Karlin as his biology instructor. Tommy shared Mr. Karlin was a teacher which used hands-on activities, rarely lectured, and created a positive classroom environment. As a result, students in Mr. Karlin's classes were successful academically. Students view Mr. Karlin as a teacher who is knowledgeable, applies science to everyday life, fun to be around, and challenging. Parents, colleagues, and support staff would agree with this assessment.

I highly recommend Mike Karlin as a 2010 Horizon Award recipient.

Sincerely,

Tim Brady, Principal
Gardner Edgerton High School



Gardner Edgerton High School Activities Office

425 N. Waverly
Gardner, Kansas 66030
Phone (913)856-2775
Fax (913)856-8218

Tuesday, October 06, 2009

Dr. Alexa Posny
Commissioner of Education
Kansas State Department of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

Dear Commissioner Posny,

It is my privilege to write a letter on behalf of Michael Karlin, Gardner Edgerton High School Science Teacher. Mike has just finished his first year at GEHS and is off to an outstanding start in his educational career.

Mike currently teaches Biology for Gardner Edgerton High School. He does an excellent job of relating to students and providing engaging lessons that reach all within his classroom. The lessons he presents are in line with today's teaching techniques where he has his students actively engaged and involved with activities that enrich the lesson. To be specific, Mike integrated "Voice Thread" technology into a lesson where students were able to record voice, along with animation and visual effects, to present information back to the other students within the classroom. The lesson was a success. Students were actively participating in depth and were able to gain far more information because of this simple and effective integration of technology. This is a snapshot of one lesson, but it was multiple forms of new technologies and teaching techniques that have allowed Mike to engage his students on a regular basis through out the year.

Mr. Karlin, has also extended himself as a first year teacher and shared his ideas with colleagues. He presented at our staff inservice, along with some of our more veteran and accomplished staff, his effective lesson techniques. He was also very active in our mentor teacher program and helped in monthly discussions with new teachers across our district. Our confidence in Mike Karlin and his abilities to share with staff were also highlighted, as our Administrative staff asked him to present and describe his first year experiences to all of the Kansas Teacher of the Year candidates when they were visiting our campus.

Outside of the classroom, Mike Karlin has also made a connection with kids. He is active in our school, after regular hours, by engaging in additional opportunities to lead our students. Activities such as leading a group of students in our Natural Helpers club, of which Mike is a co-sponsor, at the Roe Fest benefit for kids with SMA (Spinal Muscular Atrophy). Taking kids out of the district to engage them in leadership and community service opportunities.

Mr. Mike Karlin, has made an impact on GEHS within the classroom, with his colleagues, and within our community. I am honored to help him in the process and the pursuit of the Horizon Award.

Sincerely,

Kent Glaser
Associate Principal/Activities Director
Gardner Edgerton High School



GARDNER EDGERTON HIGH SCHOOL
425 N. Waverly
Gardner, Kansas 66030



Tuesday, October 06, 2009

Dr. Alexa Posny
Commissioner of Education
Kansas State Department of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

Dear Commissioner Posny,

It is an honor to write a letter of support for Mike Karlin for the Kansas Horizon Award. Mr. Karlin is an exceptional young science teacher. New teachers often struggle to merely survive in their first and second year. However, Mr. Karlin has excelled both at establishing relationships with his students and motivating them with dynamic lesson plans.

I had the good fortune of being able to personally observe Mr. Karlin during his first year of teaching. Mr. Karlin reaches all students through a tremendous variety of activities. One day, Mr. Karlin's lesson focused on enzyme function. This topic can be very abstract and often kids may not see the value in understanding such a topic. In Mr. Karlin's class, though, students modeled enzyme activity using toothpicks and other manipulatives. I saw students role-playing and discussing enzyme activity with curiosity and interest. These students were involved and engaged in a difficult science topic. Being able to inspire students in abstract science topics is a skill many young teachers need years to develop. Mr. Karlin mastered that skill in his first year of teaching.

Along with his skill at communicating abstract science topics, Mr. Karlin places great value on both communicating and establishing relationships with his students. He cares about his students as people and he lets them know it by taking interest in their lives and activities. Additionally, Mr. Karlin is willing to share his time and personality which helps students relate to him. Mr. Karlin has volunteered his time as an assistant coach with our national champion National Engineering and Design Challenge team and he also volunteered to help with student groups such as our Natural Helpers club. Last year, Mr. Karlin even played a little jazz piano for our student body during a lunch time concert.

Finally, as science department chair, I cannot overstate my satisfaction with having a young teacher of Mike's caliber on our staff. In my tenure as department chair, our department has grown a great deal. We have had a handful of new teachers come and go. All teachers bring positives to the job but Mike is simply a natural. He has a natural talent for relating to kids and for piquing their interest and curiosity about science. I am very grateful that he is on our staff and I am excited to give him my highest recommendation for the Kansas Horizon Award.

Sincerely,

Jason C. Sutton
Science Teacher/Science Department Chair
Gardner Edgerton High School

October 06, 2009

Dr. Alexa Posny
Commissioner of Education, KSDE
120 SE 10th Avenue
Topeka, KS 66612


Dear Dr. Posny,

It is with great pleasure that I write to you regarding Michael Karlin's nomination for the Kansas Horizon Teaching Award. I have been extremely fortunate to work with Mr. Karlin during his first year of teaching science at Gardner Edgerton High School in the Gardner Edgerton School District. I currently serve as the Assistant Director of Educational Services Secondary for the district and support the new teacher orientation and induction program as well as a district-wide curriculum and staff development. My first experience working with Mr. Karlin was last year while I served as an Assistant Principal at GEHS. Through my prior position and current position I have had the pleasure of getting to know Michael and watch him shine through his first year teaching. Michael is an extremely strong addition to our district and a joy to watch with students.

As a science teacher, he strives to create a safe and engaging environment for his students. At times it can be a real challenge to motivate high school student, but Mr. Karlin provides a learning environment that students truly enjoy and are extremely motivated to attend daily. He is constantly collaborating with his colleagues creating new projects and creative activities that allow high school students to engage and succeed in their learning. Michael's students participate in science labs that challenge and amaze students at levels that very few teachers can achieve in their first year of teaching. I've entered his room on numerous occasions intending to do a quick walk-through observation and found myself entranced in the learning activities to the point that I was unable to leave. His creativity shines clearly in his lessons and instruction but what is even more commendable is the emphasis he has placed on creating a learning environment where students understand their role in the class and the importance their role plays in contributing to the success of the learning environment.

Michael is an exceptionally bright, creative, and positive teacher. He is a fantastic role model for our students and profession. You would be challenged to find a better or more deserving candidate than Michael Karlin for this recognition.

Sincerely,


Pam Stranathan
Assistant Director of Educational Services Secondary
Gardner Edgerton USD 231

October 6th, 2009

Dr. Alexa Posny
Commissioner of Education
Kansas State Department of Education
120 S.E. 10th Avenue
Topeka, KS 66612-1182

Dear Dr. Posny,

When I think of a great teacher, there are several criteria I look for. The first and most important thing a teacher needs is confidence. When something goes wrong, teachers can't take it personally and let it ruin their day, they just need to shrug it off and joke about it a bit and pick themselves back up. They also have to be able to understand the students, and a great teacher will be able to adapt and be flexible with different learning styles. The last quality I look for is passion. If I go into class and the teacher acts like it's a chore to come to work every morning, it doesn't really make me want to learn. But when a teacher is excited to teach, it really puts you in a positive mood to learn. These qualities I have listed above are all found in one great teacher, Mr. Michael Karlin.

Mr. Karlin is easily the best teacher I have ever had. He can relate to the problems that we have as teenagers and can give really good advice on how to handle our situations. I remember waking up in the morning and getting excited to go to school just so I could go to his biology class. I always thought, "I wonder what fun thing we're going to learn in Karlin's class today." I have to say that I even miss going to his class every even block day. After his class, I told myself, "If I were ever to become a teacher I want to be just like Mr. Karlin." He has been a great inspiration to me. He's so laid back, but also gets to the point when teaching. He lets us have fun, but is stern when he needs to be.

Overall, Mr. Karlin is an excellent teacher and I know he will continue to be. If he stays on the path he is on I can see a great and long teaching career ahead for him. I believe that any student that is taught by Mr. Karlin is very lucky because he is a one-of-a-kind teacher. There are not many teachers I look up to, but Mr. Karlin is definitely one of them. Some kids' role models are sports players, actors, and parents, but I'm proud to say that mine is a teacher.

Sincerely,

A handwritten signature in dark ink, appearing to read "Allen Fuller". The signature is written in a cursive, slightly slanted style.

Allen Fuller
Junior at Gardner Edgerton High School



Chorim Elementary School



경기도 성남시 분당구 수내동 90 번길 26 교 장실 031-711-2100

23 February, 2011

To whom it may concern:

I am pleased to be asked to write this letter of recommendation for Michael Karlin. I served as Michael's co-teacher during the 2nd semester of the 2010 school year. During this time, he taught 5th and 6th grade at Chorim Elementary School and we taught the 5th grade students together. I found his knowledge and planning to be excellent. He came to class well prepared to teach, executed his lessons effectively and efficiently, and carried out meaningful assessments of his instruction. Additionally, his rapport with the students was quite impressive, especially given that he is not very familiar with the Korean language.

Michael has many strengths in the classroom, but the main strength, from my observation, is his ability to motivate students. He always seemed sincerely interested in students' progress and presented new material in a way that captured their attention. He also did a great job of recognizing when students needed special assistance or attention. Another major strength I observed is that Michael knows how to manage and structure his classes; his transitions from one lesson or activity to the next were always smooth and sensible.

In addition to his responsibilities with the 5th and 6th graders, Michael took part in teaching two extra classes: the international leadership class and the teachers' English class. His lesson plans for the international class, where Korean students met weekly with students at our sister school in New Zealand through the video learning system, were effective and valuable. For the teachers' English class, Michael met once a week with a group of teachers who were interested in learning English. He planned lessons to help each teacher bolster their language skills and feel more confident communicating in English.

In conclusion, I believe that Michael has the knowledge, skills, and desire to be an outstanding teacher in any position. In every meeting, he contributed valuable information in a very positive manner. At this point of his professional career, Michael has thoroughly demonstrated that he is an effective and influential teacher. He was indeed an asset to our school, our students, and our teachers. Please do not hesitate to contact me with any further questions you may have about Michael.

Sincerely,

김혜선 (Kim Hyeseon)

English Co-teacher at Chorim Elementary

E-mail: maria93@hanmail.net

Phone: 010-9391-3834

19 March 2012

To Whom It May Concern:

It is my pleasure to write this letter of recommendation on behalf of Michael Karlin. I have served as Michael's manager for the past year at AllieJam English Hagwon, where I work as the owner and director. Over the year, I have observed Michael in a variety of educational settings and I can firmly state that he is one of the most creative, engaging, and professional teachers I have ever met.

Our hagwon is located in a suburb of Seoul and has an enrollment of approximately 100 students, ages 4 to 12. The ability levels of our students range from the most basic to the most advanced. Because of this wide gap in ages and abilities, many teachers have difficulty designing lessons that can fit the needs of every student. However, this was not the case with Michael. I was consistently impressed with his ability to create a curriculum that reached, engaged, and even entertained all of our students.

In my opinion it was Michael's creativity that benefited our organization the most. Every month he would come up with a new set of lessons that got the students and their parents excited to learn! He would have the kids engage in explorations of their senses, go on journeys through space, and even star in movies that they had written themselves. Over the course of this year, I have never had more positive feedback from parents and students than I have had with Michael.

In closing, I would not hesitate to recommend Michael for any position within the field of education. His ability to teach and interact with students of all ages is impressive, to say the least. Michael is one of the most passionate, intelligent, and professional educators I have ever had the privilege to work with and he would assuredly be an asset to any school or organization.

If you have any further questions or concerns regarding Michael, please do not hesitate to contact me at any time.

Sincerely,

A handwritten signature in cursive script that reads "Cindy Park".

Cindy Park
Owner and Director
AllieJam Hagwon
+82 010-9078-0704
alliejam@gmail.com

- AWARDS -

The Kansas State Department of Education

recognizes

Michael Karlin
Gardner Edgerton High School

on this 26th day of February, 2010,
as a 2010 Horizon Award Recipient for exemplary
achievement in the first year of teaching

A handwritten signature in black ink, appearing to read "Janet Hayes".

Chairman, Kansas State Board of EducationA handwritten signature in black ink, appearing to read "Dave M. Suber".

Interim Commissioner of Education

STATE OF KANSAS

SENATE RESOLUTION No. 1822

A RESOLUTION congratulating and commending the 2010 Horizon Award Program educators.

WHEREAS, Thirty-one beginning educators from across the state have been named as Kansas Horizon Award Program educators; and

WHEREAS, The Kansas Horizon Award Program, sponsored by Kansas State Department of Education, identifies and recognizes representatives of excellent teaching in the elementary and secondary classrooms of the state. The mission of the Kansas Horizon Award Program is to recognize exemplary first-year teachers who perform in a way that distinguishes them as outstanding; and

WHEREAS, The Kansas Horizon Award Program, currently in its eighth year, allows all school districts in the state an opportunity to nominate one elementary and one secondary teacher for the award. To be eligible for a Kansas Horizon Award, teachers must have successfully completed their first year of teaching and have performed in such a way as to distinguish themselves as outstanding. The Kansas Horizon Award Program is a regional competition with four regions corresponding to the state's United States congressional districts. Four elementary and four secondary classroom teachers may be selected for the award from each district; and

WHEREAS, This year's recipients are: Region 1: Jesse Ediger, Graber Elementary School, Hutchinson USD 308; Cole Fredrickson, Marysville Jr/Sr High School, Marysville USD 364; Grant Geis, Emporia High School, Emporia USD 253; Kevin Poland, Salina High School South, Salina USD 305; Kristy Randel, Grant F. Timmerman Elementary School, Emporia USD 253; Anastasia Riedel, Schilling Elementary School, Salina USD 305; Scott Schoenfeld, Southeast of Saline Elementary School, Southeast of Saline USD 306; Alex Underwood, Russell High School, Russell County USD 407; and

Region 2: Amy Bartlow, George Nettels Elementary School, Pittsburg USD 250; Ashley Beason, Washburn Rural Middle School, Auburn Washburn USD 437; Abby Burnett, Paola Middle School, Paola USD 368; Benjamin George, Manhattan High School, Manhattan-Ogden USD 383; Laura Hammond, Shawnee Heights Elementary School, Shawnee Heights USD 450; Jenna Jones, Louisburg High School, Louisburg USD 416; Kala Robinson, Guthridge Elementary School, Parsons USD 503; Sarah Smith, Broadmoor Elementary School, Louisburg USD 416; and

Region 3: Andrew Bricker, Lawrence High School, Lawrence USD 497; Kylee Dardine, Nike Elementary School, Gardner Edgerton USD 231; Lindsay Frazier, Santa Fe Trail Elementary School, Shawnee Mission USD 512; Michael Karlin, Gardner Edgerton High School, Gardner Edgerton USD 231; Megan McMillian, Indian Valley Elementary School, Blue Valley USD 229; Kathy Pickens, Heatherstone Elementary School, Olathe USD 233; Alisa Stevenson, Pleasant Ridge Middle School, Blue Valley USD 229; Tara Wycoff, Lexington Trails Middle School, DeSoto USD 232; and

Region 4: Jarrod Craig, Nelson Elementary School, Haysville USD 261; Shanda Day, Amelia Earhart Elementary School, Goddard USD 265; Eryn Elder, Wichita High School South, Wichita USD 259; Joe Gehrler, Meadowlark Elementary School, Andover USD 385; Taylor Harrison, Valley Center Middle School, Valley Center USD 262; Heidi Johnson, Santa Fe Middle School, Newton USD 373; Joshua Kelly, Tri-City Day School, Haysville USD 261: Now, therefore,

Be it resolved by the Senate of the State of Kansas: That we congratulate and commend the 2010 Kansas Horizon Award Program educators for outstanding performance in their chosen career; and

Be it further resolved: That the Secretary of the Senate provide 31 enrolled copies of this resolution to the Commissioner of Education for forwarding to each educator so honored plus one copy for the Commissioner of Education.

Senate Resolution No. 1822 was sponsored by Senator Jean Schodorf.

I hereby certify that the above RESOLUTION originated in the SENATE, and was adopted by that body

February 17, 2010

Stephen A. Morris

President of the Senate.

Pat Saville

Secretary of the Senate.

- EVALUATIONS -

Gardner Edgerton Unified School District 231 Teacher Evaluation Form

Name: Mike Karlin

Date: November 6, 2009

Position: Science

Building: Gardner Edgerton High School

Evaluation Procedure Dates: 9/9/09 Pre-Conference: 10/6/09 Observation 1: 9/23/09 Observation 2: 10/6/09 Post-Conference 1: 9/24/09 Post-Conference 2: 10/6/09 Summative Conference: 11/6/09	Rating Key: 1. Exceeds Expectations 2. Meets Expectations 3. Partially Meets Expectations 4. Does Not Meet Expectations
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1. CURRICULUM	RATING
A. Implements lessons that address district, state, or national curricular indicators	2
B. Understands and demonstrates content knowledge	1
C. Organizes and links subject matter to other disciplines (interdisciplinary)	2
Evidence to Justify Rating: Mike has a strong science background. He is able to successfully field a wide variety of questions from students. Mike has a daily science current event which enables students to make the connection between science and the everyday world.	

2. INSTRUCTIONAL	RATING
A. Evidence of effective planning and management	1
B. Provides clear statement of objective(s)	2
C. Designs and implements an effective assessment plan (formal, informal, check for understanding)	1

D. Maintains appropriate levels of student engagement	2
E. Utilizes effective questioning techniques	2
F. Implements multiple methods of delivery/inquiry based on student needs	2
G. Integrates appropriate technology to support learning	1
H. Provides effective transitions between learning activities	2
I. Demonstrates effective differentiation of instruction	2
Evidence to Justify Rating: Mike has strong instructional skills. He is intentional about evaluating each lesson and how to maximize the time spent on each lesson. Mike is effective in using technology knowing its use engages students. Mike has selected as a performance goal the regular use of the Marcia Tate engagement strategies.	

3. ASSESSMENT AND STUDENT DEVELOPMENT	RATING
A. Assessments align to stated instructional objectives	2
B. Follows state and district assessment procedures	2
C. Maintains ethical assessment practices	2
D. Maintains records and regularly monitors outcomes achieved by students	2
E. Pre-assesses student knowledge to guide instruction	2
F. Interprets and communicates data for students, parents and improvement teams	2
Evidence to Justify Rating: There are no concerns in this area.	

4. MOTIVATION AND CLASSROOM MANAGEMENT	RATING
A. Communicates expectations for student behavior	3
B. Successfully builds and maintains positive relationships with students	1

C. Demonstrates understanding of individual and group motivation strategies that result in positive student behavior	2
D. Effectively monitors behavior and issues appropriate consequences when needed	3
E. Provides feedback and works to resolve student behavioral issues in a timely manner	2
F. Models enthusiasm and creates a learning environment that encourages positive social interaction, active engagement in learning, and student self-motivation	2

Evidence to Justify Rating:

Mike has an excellent rapport with students. At the same time, however, students can take advantage of Mike's friendly disposition. Be clear and consistent on your expectations, particularly with how class begins and ends. Create routine with the classroom management piece (sharpening pencil, restroom use, handing in assignments, raising hand, movement to group work). Create high expectations in this area for students. Initiate appropriate consequences for students who fail to meet your expectations.

5. COMMUNICATION	RATING
A. Successfully collaborates and communicates with students	2
B. Establishes and maintains professional/appropriate communication with parents colleagues and administration	2
C. Establishes and maintains professional/appropriate communication with colleagues	1
D. Establishes and maintains professional/appropriate communication with administration	1
E. Maintains confidentiality when appropriate	2
F. Uses a variety of communication techniques (possible examples: webpages, newsletters, email) to foster supportive interaction throughout the learning community	2
G. Demonstrates effective written and verbal communication skills	2

Evidence to Justify Rating:

Communication is a strength area for Mike. He has established himself as an effective communicator with all the GEHS stakeholders.

6. PROFESSIONALISM AND LEADERSHIP		RATING
A. Maintains appositive demeanor while carrying out professional responsibilities, participating in collaborative sessions, and completing assigned tasks.		1
B. Establishes and seeks to attain annual professional development goals		2
C. Manages conflict and accepts constructive feedback in a tactful and professional manner		2
D. Committed to continuous learning and engages in professional discourse about subject matter knowledge and pedagogy		2
E. Provides leadership through service on building, district or professional committees, inservices and/or professional organizations		2
F. Maintains appropriate professional dress/appearance		2
Evidence to Justify Rating: There are no concerns in this area. Mike demonstrates leadership and professionalism on a daily basis at GEHS. Mike is emerging as a leader on our campus, particularly with our staff.		

Administrator Comments: (Areas of Concentration)

Mike is an effective 2nd year teacher at GEHS. In fact, he was selected as the USD 231 secondary Horizon Award nominee which honors outstanding first year teachers. Mike has selected two performance goals for this year. They include increasing the number of written lab reports for students and utilizing the Marcia Tate strategies. I am confident Mike will successfully complete these goals.

TEACHER OBSERVATION FORM

Teacher Mike Karlin Evaluator Tim Brady Date 10/6/09
 Course Biology Block 5 10:10 - 11:05 # Students 20

+ = Observed

- = Needs Improvement

___ = Not Observed

Comments


- + Orchestrates smooth transitions
- + Establishes consistent routines
- + Demonstrates fairness, consistency
- + Organizes classroom space efficiently
- Anticipates potential problems
- + Effective use of space, proximity
- + Sets positive, high expectations
- + Stresses student responsibility/accountability
- + Handles administrative tasks efficiently
- + Links instruction to learning objectives
- + Lessons are aligned to district curriculum
- + Organizes content effectively
- + Explores student understanding through questioning
- + Develops cognitively appropriate objectives
- + Checks for student understanding
- + Clearly explains homework - You tell me...
- + Promotes student interaction & participation
- + Adjusts the lesson's pace according to student cues
- + Monitors student engagement
- + Instructional time utilized effectively
- + + Uses a variety of strategies to engage learners
- + + Students were active learners
- + Uses a variety of assessment strategies
- + Integrates technology effectively
- + Daily objective posted or stated
- ? Anticipatory Set Evident
- + Provides guided practice
- + Provides independent practice
- Achieves closure
- + Student work displayed
- + Student centered
- + Positive feeling/tone
- + Climate is supportive & collaborative
- + Actively engaged
- Actively listening
- Responding appropriately
- On task

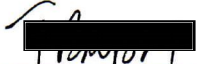
10:10-10:15 = 5 min.

10 minutes

Approx. 15 minutes

- Mike was greeting students in hallway before class.
- Good morning - how are you doing.
- Brain Builder - How can humans impact the environment. Various students called upon. Also reviewed the prefix eco.
- Mike checked each brain builder & 2 students picked up the b.b.s
- Science News - reusable grocery bags
- Personal Connection - story about Mike's visit to Grand Island (3 minutes)
- NOTES (handout and power point)
- Mike walked the aisles while he spoke.
- Mike asked about what's going on in California (wild fires) to help make a connection with ecosystems.
- What did M. Tate share regarding taking notes & teacher talking @ the same time? Your students are missing the details/connections.
- VISUAL - food chain poster.
- Field Trip - outdoors. Each student received a sign identifying their role in the ecosystem.
- "Imagine if you will that this field was burned down." Food chain simulated.
- Mike bundled the kids together to review.
- Shawn Fort was granted use of restroom. Why? Made faces into art room & was wearing hatie shoes.
- Would you have done anything differently with the outdoor activity.

 10/6/09
 Teacher's Signature / Date

 10/6/09
 Evaluator's Signature / Date

TEACHER OBSERVATION FORM

Teacher Mike Karlin Evaluator Tim Bram Date 3/30/10
 Course Biology - CWC Block 2 8:00 - 9:25 # Students 20

+ = Observed

- = Needs Improvement

___ = Not Observed

Comments

- + Orchestrates smooth transitions
- + Establishes consistent routines
- + Demonstrates fairness, consistency
- + Organizes classroom space efficiently
- + Anticipates potential problems
- + Effective use of space, proximity
- + Sets positive, high expectations
- + Stresses student responsibility/accountability
- + Handles administrative tasks efficiently
- + Links instruction to learning objectives
- + Lessons are aligned to district curriculum
- + Organizes content effectively
- + Explores student understanding through questioning
- + Develops cognitively appropriate objectives
- + Checks for student understanding
- + Clearly explains homework
- + Promotes student interaction & participation
- + Adjusts the lesson's pace according to student cues
- + Monitors student engagement
- + Instructional time utilized effectively
- + Uses a variety of strategies to engage learners
- + Students were active learners
- + Uses a variety of assessment strategies
- + Integrates technology effectively
- + Daily objective posted or stated
- + Anticipatory Set Evident
- + Provides guided practice
- + Provides independent practice
- + Achieves closure - YOUR THOUGHTS?
- + Student work displayed
- + Student centered
- + Positive feeling/tone
- + Climate is supportive & collaborative
- + Actively engaged
- + Actively listening
- + Responding appropriately
- + On task

- 8:00-8:10 = 10 minutes
- * "Good morning guys" First words as students were working on brain builder. Topic: What is natural selection.
 - * Music playing in the background
 - * Review from Monday on natural selection. This is an important part of any day in class - kids will remember the content better & longer.
 - * Mike reviewed the prefix - MICRO.
 - * Utilize one of your speed kids to wipe down the WB while you check papers.
 - * Science News - Fig Trees & Wasps - Very Interesting
- 8:10-8:25 = 15 minutes
- * Anticipatory Set - 6 min video on the natural selection of humming birds. + would encourage you to "tip off" students on what to look for during the video. Gives students a purpose & focus point. Brief discussion of video clip.
 - * Mike transitioned to a simulation on Camo Flouge. A handout accompanied the simulation. Mike prepared this lesson on a REBS day of in-service.
 - * Mike modeled how to conduct the simulation. This was very helpful. Good decision to explain the graphing later in the hour.
 - * Groups were pre-assigned.
 - * Supplies were organized & ready to be used
- 8:25-9:15 = 50 min.
- * Students immediately got into their groups and began the simulation. Speed kids were dispersed well. T.I. worked w/ 3.
 - * Mike walked the aisles monitoring the students, answering questions, and providing guidance.
 - * Do you think the kids understood WHY they had to repeat the hunting 20 times?

[Signature]
 Teacher's Signature / Date

3/30/10

[Signature]
 Evaluator's Signature / Date

3/30/10

NOTES - continued

- * How did you feel like the simulation went?
- * Any changes planned for the next class?

Miscellaneous Comments

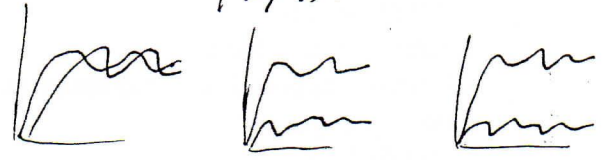
- * Daily objective posted on WB
- * Safety posters displayed.
- * April calendar is helpful to students.
- * Solid use of technology throughout lesson.
- * Students engaged during simulation.
- * Animals present in the classroom.
- * Room is neat & orderly.
- * No discipline issues. Why?
- * Students feel comfortable in class and willing to ask Mr. Karlin questions.
- * Improvised midway through because it was going to take too long for each person to "hunt" 20 times.
- * T.J. was great help to the 3 sped students, allowed you to focus on rest of class.

- * On the handout - the questions & conclusion section had nine questions. These were higher level thinking. (Prediction, Drawing Conclusions, Summary.)

- * Mike provided a "5 more minute" statement so kids knew it was time to wrap up.

7 minutes

- * 3 graphs on WB - kids had to decide which one was most like theirs. Multiple questions asked over these graphs.



- * Youtube video on dresser crabs and how they blend into their environment.

5 minutes

- * With the last 5 minutes, students worked on their 9 questions. How will you wrap up this lesson/unit up? CLOSURE?

- CERTIFICATION -

The University of Kansas

By the authority of the Board of Regents of the State of Kansas and
upon the recommendation of the Faculty of the

School of Education

confers upon

Michael Jay Karlin

the degree of

Bachelor of Science in Education

with all its rights, privileges, and responsibilities.

Given under the seal of the University of Kansas
this twentieth day of May, two thousand and seven.

State Board of Regents

Nelson D. Hall

Chair

Richard C. Bond

Jani B. DeBauge

Christine Denny-Schmitt

Heather D. Davis

James R. Smith

Dan Lybina

James R. Smith

Donna L. Shank

Robert E. Hume
Chancellor

Walter
Provost

Richard J. Smith
Dean

Cynthia Smith
University Registrar



The University of Kansas

By the authority of the Board of Regents of the State of Kansas and
upon the recommendation of the Graduate Faculty

confers upon

Michael Jay Karlin

the degree of

Master of Science in Education

with all its rights, privileges, and responsibilities.

Given under the seal of the University of Kansas
this first day of August, two thousand and nine.

State Board of Regents

Douglas L. Shank
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Dean

Craig ...
University Registrar



Kansas State Board of Education

Degrees Earned
BSE 07

120 S.E. 10th Avenue, Topeka, Kansas 66612-1182

L I C E N S E

This license is granted to
Michael Jay Karlin

In accordance with Kansas State Statutes and Regulations of the Kansas State Board of Education.

LICENSE NUMBER: 9424725264

PROFESSIONAL LICENSE

EFFECTIVE: 11/9/2009

EXPIRATION: 9/27/2015

BIOLOGY

6-12

EFFECTIVE: 6/9/2008

RENEWAL REQUIREMENTS

Within the term of the professional license, verification of one of the following:
Completion of 160 professional development points awarded by a Kansas local professional development council, including at least 80 points for college credit
OR

If retired and participating in an educational retirement system in Kansas or another state, completion of 80 professional development points awarded by a Kansas local professional development council, including at least 40 points for college credit
OR

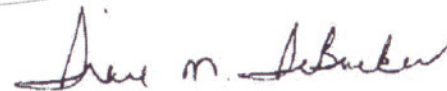
If you are completing (or complete) a program to add a new teaching, school specialist or leadership endorsement during this license period, you may renew on 8 of the semester credit hours you complete as part of the program. (Program must be verified by the teacher education institution.)
OR

Completion of all components of the national board for professional teaching standards assessment for national board certification
OR

To move to an accomplished license: verification of achieving national board certification. License may be renewed up to six months before the expiration date.


Pamela Coleman

DIRECTOR OF LICENSURE


David M. Schubert

COMMISSIONER OF EDUCATION

Boise State University

The Board of Trustees by virtue of the
Authority vested in it by law and upon recommendation
of the University Faculty does hereby confer upon

Michael Karlin

a

Graduate Certificate

in

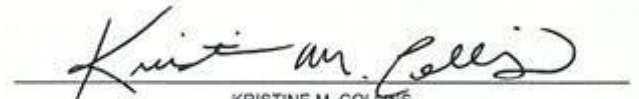
Technology Integration Specialist

With all of the rights and responsibilities pertaining thereto.

Given at Boise, Idaho, this eighteenth day of August, two thousand and thirteen.



ROBERT W. KUSTRA
PRESIDENT OF THE UNIVERSITY



KRISTINE M. COLLINS
REGISTRAR