Below is my original letter (in Blue) with my comments on each goal. At the very end is a paragraph of overall comments.

Goals for the year:

- As this is the first year I'm repeat teaching a course, one of my major goals is to organize and catalog assignments in such a way that they are a good reference for next year.

Hmm… compared to last year my courses and all material that I generate for those courses is far more organized than last year. I came up with a file naming convention for myself that allows me to be quite organized. My homework on the web has really been the main historical record of what we did. At the beginning of the year I wrote a summary of each class after I taught it and while it didn't take that long it was one of those things that I would always forget to do at the end of the day. Eventually it had so many holes that it was no longer a useful document. Perhaps I'll start another one for the second semester, I haven't decided. For the first quarter I was organized enough to keep current grades on the web (sorted by a code name, I threw in some fakes, switched people who were upset that people knew who they were etc.) I thought that was quite effective and certainly made it easier to give people grades that they were expecting at the end of the year. I fell off that bandwagon when I got sick (I was still coming to school but essentially going home and sleeping until the next day). Once the backlog of work piled up I dropped all the extra stuff I did in order to get work back. I certainly plan on getting the grades up and current again this semester.

- Obviously one goal is to successfully develop and AP Electricity and Magnetism course over the year.

Well this has certainly been the most intellectually interesting part of the year for me. E&M is one of the more abstract physics classes (for high school). You never see any of the things you calculate directly; you can only see the effects of your calculations. The course I took in E&M was a college level course using higher math and an entirely different system of units. It has been a challenge to do all the same work that I have done but in a slightly different system. However it has been easy and fun to take on that challenge because I have a great class of bright students, most of which have complete confidence in me from last years class (which to some felt "too fun" or "not stressful enough") but since they got 4s and 5s they realize that they did in fact learn a great deal. The newcomers have just adopted that attitude, so it is fun and we get a lot done, in fact I'll be introducing material that *should* be on the AP test but isn't because we have the time.

- While I don't have quite the same strength of students in the AP Mechanics class this year, I would like to maintain the AP average of 4.0 this year while having everyone pass.

We'll have to see about this one. So far I have two students that are definitely going to get 5s but the whole rest of the class is really struggling. If any one of the students in the rest of the class was where they are I would encourage them to drop into regular physics

but since there is a clump down there I've kept them on. I'm trying a slightly different tack this semester than last which will hopefully counter some senioritis but many of the kids in that class have never scored above an 80% on any of the tests I've given. As I told them yesterday, all the information and preparation will be there for them but I can't make them learn it, they have to do some work. Depending on the motivation throughout the rest of the semester of some of my less driven seniors I may let a few of them opt out of the test.

- I aim to have a winning season for the Girls JV Volleyball team.

Oooh, it was so close. We ended the season 6-7 and we really should have won that last game (to have 7-6). However that in itself was quite an accomplishment considering last years record of 1-11, perhaps we won two games I don't really recall. I was particularly happy with this years' season in that I balanced 15 players (only 6 are on the court at a time). Everyone got to play in every game regardless of skill (provided they show up for practice) which for me is important in a school's JV program especially if we require sports participation.

- I aim to make Blue-White more of a presence on campus.

Certainly there is still a ways to go on this one. I feel that the first semester was quite good with competitions, mini-field day etc. We took minisemester off and are about to start up the next season. I've slowed it down a touch as many of my captains are overcommitted to other things. We plan on getting field day together earlier this year so it isn't quite as hectic as it was last year. So are we more of a presence this year? Absolutely. Will I still have the goal of increasing the presence next year? Absolutely.

- I wish to build accuracy and efficiency into the scheduling process.

Well we redid some of the forms for this year which has helped. Next year is going to be considerably more work and considerably more complex than this year. This year there are three types of classes (F, S, FS) next year there could be as many as six (F, W, S, FW, WS, FWS). So efficiency becomes crucial. At some point in the year I will need to spend some time with Jim Coan (phone should be fine) to make sure the software is setup for a trimester system.

In the last week I have started a project with Cameron and his independent study group to build a web interface to automate much of the scheduling data collection process. This will be quite an undertaking and has to potential to really improve our data accuracy and student accountability from the get go. This could be pretty amazing if done right. I've signed on to consult with the class at least once a week almost as if I'm a customer asking them to build me a program. Yesterday I think the students finally understood the complexity of the process as I related all the various variables to them. They are excited because unlike many computer science assignments, theirs will eventually be put into service as an actual program for Bentley to use.

- I wish to develop regular physics into a course that students can't wait to take their junior or senior year. The major goal of that course is to leave students, who may never take another science course, with an understanding and appreciation of the way the world works around them while providing them with curiosity and confidence to figure things out.

Clearly this is an ambitious goal and I feel that I've been making strides towards it all year. We are about to start the semester of physics that really inspires excitement and I'll really have to wait until I get my final evaluations back to know for sure how much progress I've made towards this one. Certainly I go into every class aiming to inspire curiosity about the universe and the laws governing it.

- On the professional growth horizon I would like to do the summer workshop at the Exploratorium, the teaching workshop with Sea Education Association and take classes at SF Academy of Art in industrial design. I also have a large list of secondary interests that I wish to pursue, everything from taking a class on Unix to learning to TIG weld. I also have contemplated spending a summer developing Physics demonstrations for the upcoming class year (which would require some money for materials).

Clearly this list can't all be done in one semester. So far I've been in conversations with the folks over at SF Academy of Art about various class offerings. I'm temped to get a degree in industrial design. Pending acceptance, I plan on doing the Exploratorium teacher development workshop over the summer (this is actually at no cost to Bentley though I might apply for coverage of my transportation costs to SF). I also plan on taking a course in either programming or AutoCad, this will probably be an online course, allowing me to be mobile for the summer and I would ask for development money for that as well. Especially if I have access to the Exploratorium shop, I will be building physics demos throughout the summer. Potentially having a large rollercoaster hanging from my ceiling before next September. As for money for materials, they could probably come out of the science budget but I may apply for ProDev money for that as well.

- I also believe that a discussion about the merits of the AP system for science may be in order as our school grows in reputation. It's a tough call and I can give you the issues at any time if you like.

It seems as if this discussion may be underway in the upper ranks of the school, if you ever want to hear the issues of the physics APs I can talk at length about them. I don't mind teaching them the base physics if they go on to learn the really interesting stuff in college.

- Jim has indicated that I will be taking over as Department Head next year, thus I will also be spending the year observing and learning any and all intricacies of that position for next year.

Throughout the year Jim has progressively been "handing over the reins," as he says, which is why many of the science reports in the recent past have originated from my

email address. I know that this decision has not been made at this point but I do feel quite confident that I could do that job well and look forward to the opportunity.

- Depending on what my projected class load is next year I wish to develop a physics elective in either astrophysics/astronomy or 20th century physics.

I still would like to develop an elective but I've recently reconsidered the subject. My current plan (though it would require a fair amount of prep over the summer) is to do an elective called "Science Workshop." The idea being that the class would not be focused on math and calculations but on understanding and building. Students would spend the trimester doing a variety of things (I haven't figured all of them out yet) such as building everyday devices (motors, radios, batteries, airplanes, speakers, boats), taking apart old appliances and deducing how they work and teaching these types of things to the middle and lower school as a final project. It would be open to anyone who has completed Fusion. Obviously getting the internship at the Exploratorium would support this class immensely and this class would likely include a field trip to the Exploratorium. There will be a workshop materials fee associated with this class akin to an art class.

Support:

- So far I've had a lot of monetary support (from donations) that has really helped me build a physics lab and as Bentley moves forward and we funnel more money away from that type of donation and to the general fund I would appreciate continued generosity towards the physics "department." As we discussed last year, high quality physics work requires high quality equipment which comes at a bit of a premium. I would just ask Bentley to continue to invest in the physics department. Unless we teach a new course the investment will not be of the same magnitude as the previous year but it may still be substantial as there are a few items that I held off on this year due to their cost.

- I will be utilizing faculty support for Blue and White throughout the year but mostly during and leading up to field day. I'm contemplating having a teacher, who teaches primarily seniors, sign on as an additional Blue-White coordinator for that busy time leading up to field day.