

June 15, 2015

To Whom It May Concern,

Our teachers had the great opportunity to participate in professional development with Mr. Robert Kaplinsky in June 2015. Mr. Kaplinsky designed and facilitated three one-day sessions of professional development targeting specific audiences and grade bands. The feedback from teachers, instructional coaches, and administrators following these sessions was universally positive. Mr. Kaplinsky is a talented facilitator of professional learning and I highly recommend his speaking and consulting services.

It became clear during the planning phase that Mr. Kaplinsky was an ideal consultant for our district. We are specific in our goals and outcomes and we appreciate consultants that can tailor professional development to further our purposes. Mr. Kaplinsky listened and took the time to understand our particular needs. He planned and lead each session with our district context in mind and as a result, participants strongly connected with his message.

As reflected on his website, Mr. Kaplinsky holds firm beliefs about student and teacher learning that drive his design of professional learning experiences. Throughout his sessions, Mr. Kaplinsky makes the case for *why* problem-based lessons and more rigorous tasks must be included in math classrooms. By the end of his sessions, participants know *where* to access these tasks and have an initial understanding of *how* to enact these tasks in the classroom, but beyond that they feel a need to begin to implement. Mr. Kaplinsky ended his sessions with a call to action, and many of our teachers tried a problem-based lesson or rigorous task the very next day and shared the results. By attending to both the *why* and *how*, Mr. Kaplinsky creates the right conditions to ensure teachers carry their learning forward into practice.

Mr. Kaplinsky honors the perspectives of participants, demonstrating his belief that the collective wisdom of the group is greater than any one person. Though the depth of his math education experience and are evident, Mr. Kaplinsky presents himself as a co-learner and fellow educator, not as the only expert in the room. He speaks from the classroom perspective with a focus on students, so he quickly builds relationships and gains trust with teachers. Mr. Kaplinsky creates a safe learning environment that encourages participants to take risks and share ideas.

Mr. Kaplinsky also designed a professional learning experience for coaches and administrators that included a demonstration lesson in a fourth grade classroom. It was powerful to see and discuss the results of this experience. Mr. Kaplinsky engaged the group in anticipating outcomes prior to the lesson, and then modeled use of effective practices in the classroom. He was transparent about his decision-making, which provided new insight for observers.

Our experience with Mr. Robert Kaplinsky created new enthusiasm and reinvigorated our teachers, coaches, and administrators. If your organization is looking for that math "sizzle," or seeking support for making math instruction better, I recommend you contact Mr. Kaplinsky.

Sincerely,



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