



Mr. Richard J. Miller [Please use the hyperlinks to relevant information](#)

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U.S. Passport Single: No Dependents	Website: Richard Miller The Science Guy

CAREER OBJECTIVE

A passionate, student-centered educator who is dedicated to lifelong-learning for our students and for my personal growth.

EDUCATION

- Master's Degree Instructional Technology/specializing Distance Learning W.S.U. 2008 (G.P.A. 3.7)
- B.A., K-8 Elementary Education. Wayne State University, Detroit Mi. May 2001(G.P.A. 3.8)

CERTIFICATION

- Michigan Cert. K-8 with single subject specialization in Mathematics and Science.

The American School of Kuwait Kuwait City Kuwait July 2023 - Current. Middle School Science

- Department Chair Middle School Science 2023/24
- Moved from covid centric (distance learning) lessons to [inquiry based](#) (hands on) [lesson model](#).
- Worked within the team on ATLAS for curriculum alignment.
- Committee member that developed an advisory program for the middle school.(Falcon time)
- [Official Evaluation of lesson and year.](#)

Basis International School Shenzhen China July 2021- July 2023 Chemistry.

- Implemented UBD documentation in the science department.
- Utilized as a team a continuous feedback model for grade 6 chemistry..
- Teamed for introduction of PLC model in the Middle School.[Full year evaluation](#)

Jakarta Intercultural School- Jakarta Indonesia July. 2012-July 2021 General Science.

- Science teacher: Working within NGSS, Australian Curriculum, New South Wales Curriculum and MYP
- Jakarta Intercultural School utilizes both MYP and AP as a base for [curriculum development](#).
- Developed assessment tool for students with standards based reporting for both skills and knowledge.
- Developed, with my PLC, a [unique inquiry based program](#) for grade 6 science focusing on skill development. Utilize one column rubrics with a constant feedback loop for students to achieve mastery.
- [Developed extensive lessons for synchronous and asynchronous learners](#). Synchronous Zoom lab activities.
- Science curriculum developer for multiple extended studies program trips for middle school.
- PD presenter at JIS for technology development sessions.
- Presenter at Global Educational Solutions and Supplies (GESS Jakarta) representing JIS 2016,17,19 & [2020](#).
[Contributions to the Communities of Indonesia](#)
- [GK \(Gerakan Kepedulian\) Indonesia](#): A service club connecting students to the communities of Jakarta. The contributions included weekly club meetings as well as site visits, weekend activities, and multiple fundraising including during the Covid pandemic. Habitat for Humanity with 18 build events as supervisor/advisor.
- Innovative School Program- Developed P.D. for local Indonesian teachers to improve pedagogy.

West Bloomfield School District West Bloomfield Mi. July. 2001- 2012. (12 yr.) Middle School Science and Mathematics plus various electives. *Teacher of the Year 2011-12*

- [Contributions within West Bloomfield School District U.S.A](#)
- Developed use of interactive testing remotes as a means to assess student learning.
- District-wide technology leader charged with assisting other teachers in use of technology.
- Professional Development presentations, both for district level and building level.
- Developed and maintained building Website.
- Organized off campus science tours for school families at local science centers
- After school programs including study skills, flag football, science club and facility manager.
- Co-Chair of District Strategic Visioning and Budget Prioritization committee on Human Resources.

Fraser High School Fraser Mi. 1999-2001 High School Science Astronomy and Drama.

[Full year evaluation by Iain Trafford Basis Int. May 2023 \(Link\)](#)

Mid-Year Evaluation by Iain Trafford Dec. 2021

Richard made a clear effort to learn the names and personalities of all of his students as quickly as he could at the start of the year. Relationships are proactive and positive.

Richard's planning is driven by knowledge of each student's next steps for learning- Richard re-plans lessons on the basis of students' demonstrated knowledge, modifying teaching based on what students need to succeed.

Richard employs a range of techniques, including whole class instruction, whole class collective discussion, paired talk and small group dialogue, to support learning. He employs practical, experiential based tasks and maintains close control of those practical lessons.

Richard links classroom learning and practical lessons to real life situations.

Richard use evidence of student learning to make judgements on student achievement against stated objectives and plans future learning opportunities accordingly.

Feedback to students is timely and constructive employ feedback.

In his practical lessons, Richard creates learning environments that welcome risk taking and are appropriately challenging and frequently fascinating to students. In his lessons, all students will be on task regardless of activity- not an accident, this is planned. This engagement leads to deepening of understanding and the sharing of ideas in class discussion.

Richard's self reflection and conversations with colleagues demonstrate his desire for constant improvement as a teacher and professional growth.

He is collaborative and communicative with his colleagues. Feedback for growth.

It is difficult, but try to allow more time in lessons for students to reflect on their learning, or design tasks for students to demonstrate that they have reflected on your feedback.

Richard has been an enormous asset to our community as well as an excellent subject teacher. He has unofficially mentored and guided colleagues and has been a role model to his less experienced colleagues.

Classroom observations:

Fri 9/24/2021

Dear Richard,

The things I saw in your lesson were:

- Instructions delivered when all students' attention is on the teacher
- Teacher keeps track of where each student is in their completion of tasks
- Teacher keeping track of Thomas in particular
- Teacher re-plans lessons on the basis of students' demonstrated knowledge
- Teacher has close control of the practical element of the lesson
- Teacher has arranged for 2 groups
- Teacher has students rotate through the practical
- Transition from lab to desk and vice-versa is well managed and obviously planned
- Good use of appropriate praise
- Peer marking reviews, teacher monitoring results
- Self Assessment by students
- Feedback to the teacher
- All students on task regardless of activity- not an accident, this is planned
- Teacher checks cross-curricular learning in order to inform his future planning
- Timing of tasks is well planned and different tasks end together

Regards,

Iain Trafford LL.B(HONS), FCIEA Head of Middle and High Schools Basis International School Shenzhen

Nov 2, 2020

Hi Rich,

Enjoyed the opportunity to see your online class yesterday/. Here are some things I observed:

Quick wins:

The kids were gathering their own items for the density lab, which was great.

Having kids make their observations throughout the experiment

encouraging kids, "You're doing an amazing job"

encouraging kids to point their cameras at their lab

showed a lot of patience

Thanks!

Noah Bohnen Principal M.S. Jakarta Intercultural School

Oct 26, 2020

Hi Rich,

Great video. I can tell that you put a lot of time and effort into planning it out and thinking about your delivery to the students. I like the idea that students can watch it at their own pace and this frees you to support them. I also like that you have a scaffolded google document for the students to show what they are doing.

A couple of suggestions that I have:

I am sure you have thought of this already, however in the case that you might have overlooked it, I would suggest that you start with the guiding questions (to get the inquiry juices going) for the lesson.

I'm not sure if this will be a piece of evidence for students, but if it is then you should also let them know what skills they will be using so they can provide evidence of developing those skills.

I know we have talked about this before - don't give away too much. Part of the excitement in learning through inquiry is letting them discover the surprises and phenomena of science. Maybe next time you could model one of them that they may have seen before and wondered why that happens. (oil and water).

Regards, Dan Assistant Principal Jakarta Intercultural School

Jan 27, 2019

Dear Keith and Rich,

I want to congratulate both of you on the work you are doing this year. I have noticed the two of you effectively collaborating and focusing your time on rubrics and creating meaningful, relevant learning experiences for your students.

Thank you for all that you are doing for our students.

Sincerely,

Dan Assistant Principal Jakarta Intercultural School

Jan 24, 2019

PLC Meeting

Rich and Keith are working on rubrics and assessment tasks for the energy unit. I want to take this opportunity to celebrate the work They have been focused on developing a better understanding of how to assess critical thinking

Dan Assistant Principal Jakarta Intercultural School

