

Clay Elliott  
108 White st. NE  
Huntsville, Al 35801  
(256) 655-9257

July 23, 2017

Dear Members of the Search Committee,

I was excited to hear about the Head of School opening at Episcopal Day School. The warm, authentic culture, innovative curriculum, and high standards at EDS characterize the kind of community that I am looking to join and lead. My educational background, including Williams College and the Klingenstein Master's program, and twenty years of teaching, coaching, and leadership experience have given me knowledge and skills that I am eager to bring to EDS.

My story is one of seeking for and service to schools that understand that each child is unique, while working to connect all students in authentic community. After graduating college, the Eaglebrook School welcomed me as a history teacher and dorm parent, and the community that I experienced there convinced me that education would be my calling. Fostering a purposeful, positive, and ethical middle school culture was the start of a lifelong commitment. Throughout my career, my passion for service has been affirmed and directed through my connection to the Episcopal church. Love for and care of others drives everything that I do and remains at the heart of my student-centered approach.

Two summers at the Klingenstein Summer Master's program buttressed my compassion and interest in curricular innovation with research-based strategies. In four years at St. John's, I established myself as a highly regarded teacher of history and an active participant in the school community. I received a History chair as recognition for my innovative teaching and was selected as an inaugural member of the Curriculum Committee. These experiences equipped me with the tools to support and inspire teachers to build programs that respond to students' interests and developmental needs.

An administrative opportunity brought me to the Randolph School, where I was promoted to my current position as Head of Middle School in 2015. As a leader at Randolph, I have consistently sought to build connections and strengthen the bonds amongst the school. I enacted the 8lead program and a more responsive student discipline approach to highlight core values and to focus on the critical role of service. The work that we have done to help each child reach their potential through support, challenge, and opportunity has been the highlight of my career to date. You can read more about my philosophy and guiding principles in the attached personal statement.

EDS's strong ethical and spiritual foundation, focus on 21st Century Learning, and commitment to a student-centered approach are critical in our rapidly changing world. The description of the 8th graders walking their buddies to chapel particularly struck me. My family and I have loved our time in Huntsville - a dynamic, Southern city of similar size, optimism, and character to Pensacola - and would be excited about the opportunity to establish ourselves as active members of the school, church, and wider city. I look forward to sharing more about how I can be of service to your community.

Sincerely,

Clay Elliott  
Middle School Head  
Randolph School

# Claybourne S. Elliott

108 White St. NE · Hunstville, Alabama 35801 · 256-655-9257

## Education

Teachers College (Columbia University, New York City)

*Master's Degree in Private School Leadership*

*Klingenstein Summer Master's Institute (Summer 2005 – Summer 2006)*

*Courses included:* Resource Allocation in Non-Profit Organizations, Supporting Teaching and Learning in Private Schools, School Law and Ethics, Program Leadership, Philosophy of John Dewey, Intro to Research Methods in Education

*Work included:* Creating a personal philosophy, an extensive research project on the effect on students of constantly broadening programs in independent schools, a study of a current outstanding school leader, a full year practicum in a leadership position

Williams College (Williamstown, Massachusetts)

*Bachelor of Arts Degree in History and Mathematics, Cum Laude*

*History concentration in East Asian Studies. Courses included:* Vietnam, Modern Japan, Ancient China, US Foreign Relations until 1920, the U.S. Congress, Greek History, Roman History

*Math courses included:* Advanced Statistics, Differential Equations, Linear Algebra, Number Theory

## Experience

Randolph School (Huntsville, Alabama) 2014 to present

*Middle School Head (2015-present)*

Accomplishments include:

- Redesigned middle school discipline approach based on a constructive discipline model
- Introduced Explorations courses to allow students to explore passions
- Led and empowered teachers to create “8lead” – 8<sup>th</sup> grade Capstone project
- Chaired Design Engineering strategic planning committee
- Created quarterly divisional newsletters using “Sway” - <https://sway.com/8GU5OL4z0N5FUS4y>
- Streamlined divisional schedule to best meet students and faculty needs
- Introduced and enabled English faculty to lead change toward Teachers College Writing Workshop
- Wrote blogs and led parent education - <http://blogs.randolphschool.net/K12/2015/02/18/student-centered/>
- Oversaw a program which received a net promoter score increase of over 20 points

Responsibilities include:

- Division lead for 5<sup>th</sup> – 8<sup>th</sup> grades, over 300 students
- Member of Administrative Leadership Team
- Responsible for 30 faculty, including several mid-level administrators
- Lead discipline, social- emotional, and academic program
- Coordinate with Athletics and Arts programs to ensure well-rounded experience
- Lead hiring process to attract and retain outstanding faculty
- Create scheduling for all students and faculty
- Maintain records for students and faculty
- Communicate clearly with all constituents in the division
- Managing middle school budget

*7<sup>th</sup> and 8<sup>th</sup> Grade Dean, 8<sup>th</sup> Grade History (2014-2015)*

Accomplishments included:

- Redesigned U.S. History course to make it more thematic and student-centered
- Worked collaboratively with 5/6 Dean to build robust advisory program
- Led Time Management discussion with students and parents
- Used Google Forms and scripts to streamline communication systems for teacher feedback to students
- Participated in Student Led Conference grant group and aided the roll-out of the program

Responsibilities included:

- Advocating for students and supporting their learning within the context of the school's mission
- Leading 7<sup>th</sup> and 8<sup>th</sup> Faculty Team Meetings
- Assistant Coach for 7<sup>th</sup>/8<sup>th</sup> Football

St. John's School (Houston, Texas) 2010 to 2014

*7<sup>th</sup> and 8<sup>th</sup> Grade History Teacher, Coach*

Accomplishments included:

- Awarded William P. Hobby Chair in History for excellence in teaching history (2013)
- Appointed as one of two faculty representing the Middle school in all-school Curriculum Committee
- Head Coach of Middle School wrestling team that took first in the city among all private schools
- Created and coached Academic Team which in its second year (2013) took fourth in the nation

Responsibilities included:

- Planning and teaching 3 sections of 8<sup>th</sup> grade Ancient Civilizations
- One section of 7<sup>th</sup> grade American History
- Head Coach of middle school wrestling, assistant coach of 8<sup>th</sup> Football
- Member of Philosophy and Mission committee for accreditation process
- Member of professional development committee considering research pedagogy

Johns Hopkins Center for Talented Youth Summer 2007, 2009, 2012

*Site Director - Lafayette University and University of California at Santa Cruz*

Accomplishments included:

- Led and built strong administrative teams that managed sites with two sessions of approximately 300 students and over 60 staff.
- Responded effectively to a wide variety of crises and student and faculty challenges.

Responsibilities included:

- Top Administrator on site – responsible for the overall quality of the program
- Overseeing and coordinating administration
- Coordinating events and schedule with Lafayette University
- Planning full site events, especially opening and closing
- Reviewing and responding to instructor performance
- Keeping records and communicating with parents about disciplinary and medical issues
- Managing budget and financial records

Rainard School (Houston, Texas) 2009 - 2010

*Middle School Science and Math Teacher*

Responsibilities included:

- Sole Middle School Math and Science teacher for 21 highly gifted students
- Working with Humanities teacher to assess and redirect middle school program
- Teaching Math ranging from pre-Algebra to Algebra II level
- Led and organized weeklong middle school trip to NASA's Space School

Eaglebrook School (Deerfield, Massachusetts) 1998-2008

*History Department Chair:*

Accomplishments included:

- Implemented Design Thinking History curriculum examination and discussion
- Led coordination of History and English classes

*Housemaster of Halsted House:*

Accomplishments included:

- Creating Friday night community building meetings, since implemented by all dorms
- Instituted "No blame" conflict resolution practices

*Teacher, Dorm Parent, Coach:*

Accomplishments included:

- Received Headmaster's Awards in recognition of excellent teaching multiple years
- Developed new courses – Ancient Civilizations, Military History, and History of Current Issues

### **Other Skills and Experience**

Five month sabbatical (2008) – included volunteer work, language skill development, and outdoor programs in Peru, Menorca (archaeological dig), China, and New Zealand

Conversational Spanish: Two years of high school classes, two years of college level study at Williams, and two months immersion in Peru and Spain (Fall 2008).

## Personal Statement of Educational Philosophy

I feel called to build communities which inspire in their students a deep love of learning, care for each other, and a call to serve others. Within this context, I strive to be responsive to the unique needs of each child, always considering how we can best prepare them for a diverse and rapidly changing world. My responsibility as a school leader is to shepherd the community, uniting it in the mission, and challenging it to fulfill its mandate.

My experience at Randolph has convinced me that every administrator must remain immersed in the community on multiple levels. I came to Randolph as a teacher, coach, and administrator, and that experience connected me to students, teachers, and parents in a fundamental way. As Division Head, I welcome students at car line in the morning, and I host coffees with parents to increase their comfort level and explore topics of interest and concern. I have also made it my mission to greet and wave to each student every time I pass them in the hall or see them around the community. At first, some 8th graders found this deeply uncool. By the end of the year, I knew that I had fully arrived when several of those same students wrote me heartfelt notes identifying my greetings as meaningful and an important part of their daily routine. Coming in, I knew how Randolph described itself, but a community must be lived to be truly understood and celebrated.

My favorite memories of Eaglebrook center around rich holiday traditions. As Dorm lead, I converted my dorm's Christmas party from the typical "Yankee Swap" to an opportunity for service to the local community. We baked goods to raise money, caroled among the elderly in the old town, and completed projects around the campus. This simple change altered the context of the event, building community and a shared set of values through a commitment to service. These same values have always been a part of my life through my connection with the Episcopal church. Episcopal values provide a strong bedrock for a school community and unite families in service to each other and the broader world.

Within the context of the community and mission, a Head of School must keep the focus squarely on what's right for the students under his care. My first publication as Division Head was a [blog](#) exploring what student-centered education means for a child's experience at Randolph. In the last few years, we have simplified the school schedule and rearranged the role of the Deans in order to make them more responsive to student and parent needs. In addition, we shifted to a discipline approach based on conversations and natural consequences, which focuses on helping students learn from their mistakes and make stronger ethical choices based on their core values. This has led to a dramatic reduction in parent/teacher conflict and resulted in a significant growth in our division-wide net promoter score.

The most critical role for any Head of School is hiring and retaining talented educators who share in the mission. A leader should be creative and thoughtful in attracting candidates and should keep the needs of the students foremost. Every child deserves to connect meaningfully with their teachers, and all children should have the opportunity to be truly inspired during their formative years. A faculty should be diverse enough to ensure this. Hiring has been an area of particular success for my division. Several new hires have already become beloved community members, and we have only had one teacher leave during my tenure. My teachers come to me for advice, knowing that I care about them. In addition, I strive to empower them to create programs of their own. Under my leadership, teachers have established a new Design Engineering program, the 8lead capstone project, and have brought Teachers College Writing Workshop to our curriculum. These and other developments have had a tremendous positive impact on the quality of our program.

This past year, I led a school-wide conversation on the social and emotional development of adolescents. We offered parent education sessions built around mental health, sleep, and introducing and managing mobile and social technologies. The last caught on with the [local news](#) and will be expanded into a community event this year. I believe that effective communication lies at the heart of the work of any good leader. A Head of School must share the good work going on, as well as be able to explain necessary change or exciting opportunity. Good stewardship, including raising capital and working with supporting families and institutions, requires warm and meaningful contact. I prefer face-to-face contact as the best way to build connections and model it for my students. I also reach out regularly to the whole community through my division-wide [newsletters](#). I maintain an open door policy and have found that most issues can be resolved through a willing ear and a focus on what's best for each child.

My success in my role as Division Head, as well as conversations with my supervisors and colleagues, have inspired me to seek out broader leadership opportunities. Today's challenges require a deeper commitment to teaching clear thought, open communication, and strong values. In the coming years, I am eager to lead a strong school community into its next chapter and a thriving future.

The following references are available for conversation and will be providing letters:

**Jay Rainey**, Head of School, Randolph School - Huntsville, AL  
Current Supervisor, 2014 - present  
(256) 799-6102, [jrainey@randolphschool.net](mailto:jrainey@randolphschool.net)

**Jerry Beckman**, Assistant Head of School, Randolph School - Huntsville, AL  
Current Supervisor, 2014 - present  
(256) 799-6160, [jbeckman@randolphschool.net](mailto:jbeckman@randolphschool.net)

**Eric Lombardi**, Head of School, Fort Worth Country Day - Fort Worth, TX  
Former Supervisor at St. John's School, 2010-2014  
(817) 732-7718, [eric.lombardi@fwcd.com](mailto:eric.lombardi@fwcd.com)

The following have provided references in the past and would be willing to speak on my behalf:

**Andrew Chase**, Head of School, Eaglebrook School - Deerfield, MA  
Former Supervisor, 1998-2007  
(413) 774-7411, [achase@eaglebrook.org](mailto:achase@eaglebrook.org)

**Vicki Jenkins**, Head of School, Hyla Middle School - Bainbridge Island, WA  
Former Colleague (Director of Studies) at Eaglebrook School, 1998 - 2007  
[vicki.jenki@gmail.com](mailto:vicki.jenki@gmail.com)

I would also be happy to provide further names and contact information as needed.

July 25, 2017

To Whom It May Concern:

I am honored to write a letter of recommendation for Clay Elliott. I have known Clay well throughout his ten years at Eaglebrook and feel he is an excellent candidate for a teaching and administrative position. In the classroom, Clay is a sought after teacher who brings an elevated level of discourse to his classroom. His love of history coupled with his own scholarship skills are an excellent example to the students he teaches. Clay is always well prepared, presents material clearly and engagingly, and has the structure and follow through that help students to succeed.

In addition to his strength in the classroom, Clay's ability to step back and think reflectively about the larger curriculum made him the obvious choice when we needed to select a new History department chair. He is a natural mentor to less experienced teachers, who through listening attentively and asking guiding questions, encourages them to find their own way through difficulties. Under his guidance, the history department worked to identify common objectives and skills across a diverse curriculum by taking a "walk across the stage". Clay is an insightful contributor to our Curriculum Committee meetings and I will miss his perspective.

I also had the opportunity to work with Clay in the dormitory as fellow Housemasters. I have never failed to be impressed by his patience with adolescent boys. Whether in the classroom, on the sports field or in the dorm, Clay takes the time to get to know each of the boys with whom he works, and his intuition serves him well in this capacity. Clay has been a key support person for several difficult boys in recent years and has been successful in his work with them. He has added to our leadership program for ninth graders and is known for his Sunday evening programs in which complex topics are discussed in depth.

While the thought of his departure is certainly our loss, I can say without reservation that he would be a powerful addition to any school. Please feel free to contact me if you would like to further discuss his candidacy for a position in your school. I can be reached via email at [vjenkins@eaglebrook.org](mailto:vjenkins@eaglebrook.org), and by phone at (413) 774-9107.

Sincerely,

Vicki Jenkins  
Director of Studies

Letter of Recommendation for Clay Elliot  
December 14, 2009

To Whom It May Concern:

It is my privilege to write a letter of recommendation for Clay Elliot. Clay spent the summers in 2007 and 2009 working for the Center for Talented Youth (CTY) as Site Director at our site in Easton, PA. The CTY program offers intense summer experiences to academically talented students in elementary, middle, and high school. Clay's site offers programs specifically for students in 7<sup>th</sup> through 10<sup>th</sup> grade. These students reside on a college campus for three weeks and take one course over that time period. The Easton, PA site is home to 300 students and 75 staff members for the six-week program (two three-week sessions). In this immersion experience, instructional staff teaches for seven hours a day, develops hands-on curriculum, and designs laboratory assignments. Residential staff supervises the students whenever they are not in class, offering a wide array of weekend and daily activities. Most importantly, each member of our site community is responsible for ensuring the emotional and physical well-being of the students.

As Site Director, Clay directly supervised the academic and residential deans, counselors, health office staff, and general office staff. He indirectly supervised our instructors, teaching assistants, and residential assistants. On a daily basis, Clay was charged with speaking to parents, students, staff, and the host institution. Additionally, he trained staff during the site orientation, resolved site logistical issues, acted as a disciplinarian, and ensured the mission of the CTY program was upheld during the summer.

It was a pleasure to work with Clay this past summer and in the summer of 2007. Clay's prior experiences prepared him well to take on the role of site director. In particular, his expertise when working with students in grades 7 through 10 was exceptional. In many instances, Clay had to manage student issues, which included counseling and disciplining students. In each situation, Clay was able to not just find a resolution, but also set high expectations for their conduct and academic work. By setting these expectations and being consistent and fair when dealing with students, Clay won the respect of much of the student body.

Additionally, having worked in and managed a diverse school setting, Clay took initiative this year to address some topics of diversity at the site. The Easton, PA site has approximately 300 students from all over the country. When bringing students from such diverse areas, cultures, and experiences into an intense academic setting, there are often issues amongst the student body that arise from having such a diverse population interacting. Having seen these issues arise in our program from the summer of 2007, this summer Clay designed a training session for staff to give them tools to address issues of diversity. The training addressed student issues that arose from factors such as race, economic status, country of origin, ethnicity, religion, and sexual orientation. Using role-play scenarios, Clay and his administrators instructed staff how to manage these situations with students in a way that was educational and also emphasized the programs goals for inclusion.

Clay's educational background is in history, but he also has a great deal of other academic preparation. In one instance, when he was the site director in the summer of 2007, a writing instructor became ill shortly before her class. With little preparation, Clay decided to teach the two-hour session himself using a lesson he had previously taught modified to fit the goals of the course. The lesson went over very well with the students. Clay's quick thinking, teaching expertise, and broad educational background saved the day, and continue to be an asset to the program.

Clay was also well respected amongst the staff. He made himself available on a daily basis to meet with staff to either check in or listen to any issues or concerns. Clay's leadership style with staff was conducted in the same manner as with students. He always remained consistent, fair, and calm. Several times throughout the summer he had to enact changes to how the program operated. In particular, when CTY implemented a daily screening process of all students for flu-like symptoms, the staff was initially opposed to the additional work. In a staff meeting, Clay was able to explain the importance of the screening and effectively convinced many of the staff of the importance of their role in maintaining the health and safety of the students. He also led by example by taking additional shifts to ensure the new screening process was effective.

Overall, Clay's performance in our program has been excellent. Last summer, it was great to see Clay grow in his confidence as a Site Director, and I think he will be even stronger if he decides to return next summer. I am hopeful that the future of our CTY program in Easton, PA will include Clay's leadership, and I believe he would be an asset to any graduate program.

If you have further questions about Clay's work with our program please do not hesitate to contact me at 410-735-6073 or [vbonina@jhu.edu](mailto:vbonina@jhu.edu).

Sincerely,

A handwritten signature in cursive script that reads "Vince Bonina".

Vince Bonina  
Program Manager

## Center for Talented Youth

McAuley Hall  
5801 Smith Ave, Ste 400  
Baltimore, MD 21209  
410-735-4100 / Fax 410-735-6200

November 14, 2007

To Whom It May Concern:

It is my distinct honor to write a letter of recommendation for Clay Elliott. Clay spent last summer working for the Center for Talented Youth (CTY) as Site Director at our site in Easton, Pennsylvania. The CTY program, now in its 28<sup>th</sup> year, offers intense summer experiences to academically talented students in elementary, middle, and high school. Clay's site offers programs specifically for students in 7<sup>th</sup> through 10<sup>th</sup> grade. These students reside on a college campus for three weeks and take one course over that time period. The Easton, Pennsylvania site has about 600 students and 150 staff members divided between two sessions. In this immersion experience, instructional staff teaches for seven hours a day, develops hands-on curriculum, and designs laboratory assignments. Residential staff supervises the students whenever they are not in class, offering a wide array of weekend and daily activities. Most importantly, each member of our site community is responsible for ensuring the emotional and physical well-being of the students. As Site Director, Clay directly supervised the academic and residential deans, counselor, health office staff, and general office staff. He indirectly supervised our instructors, teaching assistants, and residential assistants. On a daily basis, Clay was charged with speaking to parents, students, staff, and the host institution. Additionally, he trained staff during the site orientation, resolved site logistical issues, acted as a disciplinarian, and ensured the mission of the CTY program was upheld during the summer.

Clay accepted a challenge when he came to work at CTY last summer. The Easton site had no returning administrators and had just finished a summer the previous year where there had been a change in site leadership in the midst of the program. Instead of being overwhelmed, Clay came into the situation by asking important questions and brainstorming ways to get the staff and students to feel part of an inclusive site community. Under his leadership, student programming was much more effective, the staff were able to support one another professionally and socially, and most importantly, no student was asked to leave the program for behavioral or academic reasons. On the last day of the program, one student, who would not be able to return in the summer of 2008 because he would age out of the program, gave a tribute to his time at CTY noting this summer as his best. I credit Clay's efforts for making this past summer the most memorable for this particular student and many others like him.

While Clay excelled in many areas during his time as Site Director, I would like to comment on two areas in particular where he really thrived. First, Clay was extremely organized and effective at working with the administrative team. In each daily meeting he discussed vital pieces of information such as concerns about students so that the administrative team was always informed, however he was not afraid to delegate follow-up tasks to the appropriate administrator. He trusted his team and used their expertise to ensure that quality decisions were made as a group. He also maintained a highly visible presence at activities, in the classroom, and at meetings, showing the entire staff he was involved and aware of site issues and culture. Besides his great work with the administration, Clay handled a difficult situation with an instructor remarkably well. When the academic dean was somewhat lost in how to help a struggling math instructor, Clay worked with both the dean and the instructor to make the best out of a bad situation. The instructor was ill-prepared to teach his content to the age group he was instructing, and Clay offered resources, teaching strategies, planning ideas, and evaluation tools to help the instructor. I believe Clay's

efforts and patience with this situation were vital in getting the instructor and class successfully through the summer session.

Clay's ability to quietly motivate those around him to strive for excellence is the defining characteristic of his leadership style. In addition, he was more than willing to throw in an extra hand to help out in the main office for a few minutes or escort a student to the health office or doctor's office when needed. Last summer, it was great to see Clay grow into the position of Site Director, and I think he will be even stronger if he returns next summer. I am hopeful that the future of our CTY program in Easton, Pennsylvania will include Clay's leadership, and I believe he would be an asset to any school's administration.

If you have further questions about Clay's work with our program please do not hesitate to contact me at 410 – 735 – 6183 or [lsaxton@jhu.edu](mailto:lsaxton@jhu.edu).

Sincerely,



Laura Saxton, Program Manager  
Center for Talented Youth  
Johns Hopkins University

Clay Elliott  
Personal Recommendation

To Whom It May Concern:

It is my pleasure to write a personal recommendation for Clay Elliott. Clay and I were colleagues for three years at Eaglebrook School in Deerfield, MA, and in that time, he earned respect as a leader in our community and I am proud to call him a friend.

Our primary working relationship was in the History Department, where Clay was the department chair. During that time, Clay proved to be a strong team builder and leader. He was able to work with the different personalities to align individual professional goals with school wide curricular goals. He focused on measuring student achievement and helped foster departmental professional development by discussing student work in meetings. Clay was always available to talk with members of the department outside of meetings because he valued both the informal and formal interactions with the department, often soliciting ideas from us and sharing his own.

Clay was also a housemaster, a position that carried great importance in the school. Not only did he manage the daily lives of students in the dorm, he also managed dorm faculty and the affiliated non-dorm faculty. He introduced regular Friday evening current events meetings in his dorm that eventually became a part of the schools residential curriculum for every dorm.

I was also able to work with Clay as an assistant on his JV football team. The same care and attention he put into academic and residential life he also put into athletics. He balanced the intensity and fire needed to play football with the teaching and nurturing aspects that middle school boys need, and he expected all of us to do the same.

Clay was influential in my decision to enter postgraduate work at Teachers College at Columbia University as well. Evidence of his strong leadership became even more apparent after I entered the program one year after he completed it. Clay was able to utilize both his natural leadership skills as well as new ideas from the program, which was designed for leaders in independent schools.

Any school would be fortunate to have Clay as a leader and I recommend him wholeheartedly for an administrative position. Should you need a reference, I am available by email at [cowherd@post.harvard.edu](mailto:cowherd@post.harvard.edu).

Sincerely,



Christopher Cowherd

Christopher Cowherd · American School of Barcelona  
C/ Jaume Balmes 7 · 08950 · Esplugues de Llobregat, Barcelona, Spain

November 8, 2007

LETTER OF REFERENCE FOR CLAYBOURNE S. ELLIOTT

Growing up in Houston, Texas and having graduated in 1998 with a B.A. in mathematics and history from Williams College, Clay Elliott arrived at Eaglebrook to teach, coach and advise in the fall of 1998. At Williams Clay concentrated in Eastern Asian Studies and the course work included Vietnam, Modern Japan, Ancient China, U.S. Foreign Relations until 1920 and the U.S. Congress. At Eaglebrook Clay currently chairs the History Department, has taught Military History, Colonial American History and Ancient and Medieval History. He also coaches football, Varsity wrestling and baseball. Currently he is a housemaster of Halsted House leading three other dorm parents and three outside advisers and advises eight students. In all areas Clay is dedicated and outstanding. He is committed to all children where they are in their development. He is the type of energetic, dynamic and intelligent person who has a rare gift in dealing with young people at the middle school age level. He could teach anywhere at the K-12 spectrum and he is keen on professional development. In fact he recently completed his Master's degree program in Education Leadership through the Klingenstein Center at Columbia University's Teachers College. At this stage of his career, Clay is ready and eager to pursue other challenges.

I enthusiastically recommend Clay Elliott for his academic curiosity and excellence and his professionalism and care as a teacher and educator.

Sincerely,

Andrew C. Chase

ACC/cl