

LETTERS OF RECOMMENDATION

Separate letters of recommendation are completed by the cooperating teacher and by the College Supervisor for the student's own credential file. This credential file is by the student in the process of applying for teaching positions. Letters of recommendation can be completed on either school or Carroll College letterhead. Letters of recommendation can be given directly to student teachers as they are responsible for their own credential file.

Suggestions for Writing Evaluations of Student Teachers

Four Paragraph Format

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|-------------|---|
| Paragraph 1 | Sentence summarizing student teacher assignment.

Sentences describing characteristics and traits such as enthusiasm, creativity, willingness to work hard, rapport with student, staff, and parents. |
| Paragraph 2 | Sentences describing planning and organizational skills, ability to evaluate effectively, ability to use a variety of methods and strategies, develop and Implement appropriate instructional objectives. |
| Paragraph 3 | Sentences describing ability to motivate and manage students, ability to Keep students interested and involved, provide for individual student differences. |
| Paragraph 4 | Overall summary of the student teaching assignment and a prediction for success of the student teacher in full time teaching. |

Descriptive Words

Excellent Performance

Extraordinary
Excellent
Distinguished
Superb
Superior
Noteworthy
Outstanding

Good Performance

Good
Capable
Competent
Effective
Appropriate
Favorable
Positive

Fair Performance

Adequate
Sufficient
Suitable
Fair
Satisfactory
Average
Passable

Poor Performance

Below Standard
Unprepared
Inadequate
Weak
Unqualified
Unacceptable
Inappropriate

Outstanding Student Recommendation

(School District Letterhead)

(Student) student taught at Garfield Elementary School, Davenport, Iowa from August 25, 1999 through December 17, 1999. Garfield School, A US Department of Education Blue Ribbon School, is a K-5 environment comprised of a diverse population of students. The current enrollment is 378, with about a 33% minority. (Student) was assigned a departmentalized fourth grade Math and Science structure of two classes, one of which was a full inclusion. A fifth grade Math class was also part of their assignment. Extra duties included supervision of students, attendance, at staff and committee meetings, staffings, conferences with parents, and weekly reports.

(Student) has shown a true sense of professionalism. Punctuality, sincerity, and dedication were evident in her daily work. The same standard was evident throughout her experience. (Student) showed an energetic attitude and maintained a professional appearance and a professional manner.

Throughout their experience, (Student) lessons continue to be well thought out and showed a wide variety of child centered activities to meet the many needs of different learning styles within the classroom. (Student) lessons demonstrated confidence in her ability to have all students be successful learners and participants, which promoted self confidence and a higher level of self esteem in her students. Her kind and gentle way with the students provided a safe environment for all to learn. (Student) demonstrated outstanding fairness and consistency in dealing with behavior management. The classroom climate was one of mutual respect, friendship, and a sincere understanding of each student's self esteem and ability level. In meetings with parents, (Student) displayed professionalism and often added valuable information for both parents and teachers.

(Student) communication skills, both with students, supervising teacher, staff and parents were excellent. Lessons were delivered with directions being clear and concise. (Student) had a gift of questioning techniques which elicited responses from all children. Students were comfortable seeking out (Student) for additional help, which she gave readily. Written communication with parents was clear and accurate and sent home on a weekly basis. I felt (Student) was able to communicate with me on a professional level as well as a friendship level. This made our working relationship very comfortable. (Student) would not hesitate to ask questions and was very accepting of constructive feedback and applied suggestions readily. I have truly enjoyed supervising and watching (Student) mature in her teaching ability.

And so it is without hesitation, and my personal opinion, that (Student) will be an outstanding addition to any school faculty. Her dedication to the education field, her outstanding organizational skills, and her exemplary teaching ability, leads me to believe that (Student) has the dedication and knowledge to be a successful teacher and will have much to offer the teaching profession.

Sincerely,

Cooperating Teacher
(School District)
(City)

**Struggling Student Recommendation
(School District Letterhead)**

(Student) completed her student teaching at (school), (district), (city). (Student) worked in a self-contained fourth grade classroom from (beginning date) to (ending date). The class consisted of 30 students ranging in ability from mainstreamed special needs to talented and gifted students.

It took some time for (Student) to get to know the students and the classroom routine. She assisted in team-teaching situations as well as routine duties. She taught in all subject areas and with guidance she was the head teacher for two weeks. She was cautious about teaching math, but she was willing to put together and teach a unit on time and money in which she used manipulatives to facilitate learning. She was more confident in the language arts area, but planning for, and working challenged her with, more than one group of students at a time. She became more aware of planning for the appropriate use of time by all students. One group enjoyed participating in a play that she organized for them. She is developing the ability to recognize and adjust for a variety of learning levels within the classroom. (Name) has shown an interest in trying new ideas and is willing to listen to advice.

I feel (Student) would benefit from being a part of a mentoring program as a new teacher. She displayed a willingness to learn and she showed a genuine concern for students. Her engaging manner helped her establish good rapport with the students. In a supportive environment, she will then be able to further refine her abilities and to grow as a teacher. With her willing attitude and warmth toward students, she would be an asset as a teacher in an elementary school.

Sincerely,

Cooperating Teacher
(School District)
(City)