

Fellow Teacher Recommendation Letter

To Whom It May Concern:

I have worked with Miss Jessica Swan for five years in Connecticut Middle School. As a fellow teacher, I am a witness to the remarkable qualities of Miss Swan.

She is an excellent Science teacher. She is a favorite among students and can truly make any lesson more exciting and interesting to her class. Her teaching style is truly innovative and unique. Miss Swan uses a variety of strategies to make her teaching more effective. Her cheerful attitude and excellent work ethics are truly admirable.

Miss Swan is also an excellent leader. She has been the chairperson of the Teacher's Association in our university for three years. During that term, she was able to initiate and complete projects and other activities that has greatly helped the situation of teachers in our institution.

As a fellow teacher, I have seen all these outstanding characteristics in Miss Swan. She will surely be an asset in your university. I find her highly qualified for a teaching position in your prestigious

As a fellow teacher, I have seen all these outstanding characteristics in Miss Swan. She will surely be an asset in your university. I find her highly qualified for a teaching position in your prestigious institution.

If you have further questions, you can call me on the contact numbers stated in my letterhead.

Sincerely,

Ms. Leah Joy Bacon

Teacher

Connecticut Middle School

Sample Letter Of Recommendation For Fellow Teacher

Xiaolong Qi



Sample Letter Of Recommendation For Fellow Teacher:

Teacher Selection and Interview Portfolios Ronald K. Theel, 2002-04-27 The major research questions for this study were a What forms do teacher interview portfolios take b What meaning do school principals make of these portfolios c How if at all are teacher portfolios being used by principals in deciding whom to hire This was a case study using qualitative research procedures The study was situated in the hiring policies and practices of Central City School District from 1995 to 1999 Semi structured interviews of 18 k 12 principals and 4 key informants were primary means of data gathering Document analyses supplemented interview data Interview portfolios typically consisted of lesson plans photographs of projects activities and teacher student interactions and supporting examples of classroom practice Statements of educational philosophy credentials letters of reference transcripts and other background information were also included Most principals viewed portfolios as a way for candidates to express their educational beliefs illustrate skills and methods and supplement the interview with examples from applicants experience Principals expressed a desire for more evidence of having used the portfolio development process as a means of reflection and introspection Overall interview portfolios were not key contributors to principals hiring decisions The reasons for this varied Some principals mentioned time constraints during interviews Others expressed skepticism that portfolios provided meaningful evidence of candidates teaching ability and people skills Propositions and implications for future research center on portfolio format and assessment criteria authenticity and self knowledge selection interview procedures teacher preparation teacher recruitment and hiring and information management in Central City School District Perhaps one of the most valuable benefits of the portfolio process lies in the development of a new norm for the profession placing discussion and debate about what constitutes good teaching into a public forum

Survive and Thrive on Your Teacher's Salary , Teacher-scholar Program for Elementary and Secondary School Teachers , Effective Teacher Selection Arthur E. Wise, 1987 *Developing Learning Communities Through Teacher Expertise* Giselle O. Martin-Kniep, 2003-10-14 No book I have read in the past ten years has made clearer to me the difference between what I am doing as a professional developer and what I should be doing It is so unremittingly honest about the difficulty of our work and yet so rich in practical examples that I cannot help but feel inspired to move forward and change the way I teach and learn with teachers Richard W Strong Vice President Silver Strong however this book is concise provides excellent templates and is backed by real experiences and expertise Suzanne C Fonoti Principal Flagstaff Arizona Unified School District Forget expensive consultants use the expertise within your own school for quality professional development Martin Kniep offers practical methods for developing a reflective collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes *Developing Learning Communities Through Teacher Expertise* includes frameworks templates and examples that can be employed to determine the value and implications surrounding the use of teacher designed standards

based curriculum and assessment data driven inquiry and professional portfolios Based on work completed at the nonprofit Center for the Study of Expertise in Teaching and Learning this innovative volume includes Examples of teachers reflections portfolio artifacts and student work Sample standards based curriculum units for different content areas and grade levels Discussion questions and recommended readings Sample worksheets and self assessments Standards based curriculum and assessment design tools Sample rubrics for student and teacher development Developing Learning Communities Through Teacher Expertise offers step by step instructions for developing an action plan for incorporating learning communities into a school Providing numerous real life examples Martin Kniep includes three specific teaching units and supporting material which illustrate how to identify and capitalize on teachers existing expertise The Canadian Teacher ... Gideon E. Henderson, Matthew Parkinson, 1909 *No Place But Here* Garret Keizer, 2015-10-01 Weaving anecdotal narrative with trenchant reflections on his profession Garret Keizer offers one teacher s answer to the hue and cry over the crisis in education An English teacher in rural Vermont he writes of the opposing realities he faces every day the promise and energy of the young and the oppressive effect of their economic disadvantages the beauty of the countryside and its people and the harsh sometimes ugly edge of life there the need for discipline and the importance of rebellion In exploring the demands peculiar to his own community Keizer movingly depicts the difficulties some triumphantly overcome some overwhelming that form the heart of teaching anywhere *American Primary Teacher* ,1910 *Catalog of Federal Domestic Assistance* ,2013 Identifies and describes specific government assistance opportunities such as loans grants counseling and procurement contracts available under many agencies and programs **The Inland Educator** ,1899 *The Internship Bible* Mark Oldman, Samer Hamadeh, 2005-01-25 Lists internship opportunities in a variety of fields giving information about selectivity compensation deadlines and duration Resources in Education ,1995 **Hill's Manual of Social and Business Forms** Thomas Edie Hill, 1882 **Breaking Down the Schoolhouse Doors** Stephen V. Newton, 2018-12-14 College students finishing their academic preparation programs face the difficult challenge of transitioning into the teaching profession In a short period of time they can no longer function as a student themselves and must immediately transform into a professional educator This can be a difficult challenge for a young person and they need guidance doing this successfully The one opportunity college students have in gaining practical experience as a teacher is through the student teaching experience Unfortunately many students squander this critical opportunity and finish their assignment without maximizing their own learning and without capitalizing on professional opportunities that they will need to be hired as a teacher By building a professional brand name through a thoughtful preservice teaching experience novice educators are better able to survive the application and interview process and secure a teaching position Capitalizing on the difficult transition point between the college experience and the school environment is more important than ever When this is done in a systematic and thoughtful manner educators can be certain that they are as prepared as possible to enter the demanding profession of education

NASB, Thompson Chain-Reference Bible, Hardcover, 1995 Text, Red Letter, Comfort Print

Zondervan, 2023-10-03 With an easy to learn and easy to use reference system acclaimed for more than five generations the Thompson Chain Reference Bible allows you to search the breadth of Scripture's teachings on thousands of topics Ideal for personal study and sermon preparation it's now available in the 1995 text of the NASB and the NASB Comfort Print typeface

Teacher's Communications Resource Book P. Susan Mamchak, Steven R. Mamchak, 1986 The American School Board Journal William George Bruce, William Conrad Bruce, 1923 **The Teacher and School Organization** Leo M. Chamberlain, Leslie Withrow Kindred, 1966 Ethics in Ministry Walter E. Wiest, 1989 An ethical guide for clergy and laypersons who deal with the vexing questions that arise in the daily life of a minister at work The authors discuss salaries truth telling surviving church politics confidentiality the unmarried pastor the two clergy family accepting gifts working with other church staff and more **Revising Moves** Christina LaVecchia, Allison Carr, Laura Micciche, Hannah Rule, Jayne Stone, 2024-04-22 Revision sometimes seems more metaphor than real having been variously described as a stage an act of goal setting a method of correction a process of discovery a form of resistance Revising Moves makes a significant contribution to writing theory by collecting stories of revision that honor revision's vitality and immerse readers in rooms life circumstances and scenes where revision comes to life In these narrative driven essays written by a wide range of writing professionals Revising Moves describes revision as a messy generative and often collaborative act These meditations reveal how revision is both a micro practice tracked by textual change and a macro phenomenon rooted in family life institutional culture identity commitments and political and social upheaval Contributors depict revision as a holistic undertaking and a radically contextualized distributed practice that showcases its relationality to everything else Authors share their revision processes when creating scholarly works institutional and self promoting documents and creative projects Through narrative the volume opens a window to what is often unseen in a finished text months or years of work life events that disrupt or alter writing plans multiple draft changes questions about writerly identity and positionality layers of sometimes contradictory feedback and much more

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