

## 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

**Camilla Rothe**



## **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* , **Effective Teacher Selection** Arthur E. Wise, Linda Darling-Hammond, Barnett Berry, 1987 Case studies were conducted in six school districts nationwide to examine teacher selection in terms of policy and organizational context organizational characteristics selection processes and effects Interviews were conducted in each district with directors of personnel superintendents staff involved in the selection process directors of curriculum and instruction directors of research and local teachers organization officials At representative schools principals recently hired teachers and more senior teachers were interviewed and other relevant data gathered This report details the findings for each of the districts studied and assesses aspects of each school district s procedures Conclusions and recommendations to improve teacher selection recruitment screening hiring placement induction and evaluation processes are presented These involve the enhancement of the efficacy of state and local policies for recruitment efforts tighter bonds between recruitment and hiring decisions recognition and balancing of the varying operational definitions of a good teacher recognition of the effects of the hiring process on teachers need to place teachers carefully in the appropriate setting and school need for comprehensive induction plans for new teachers and development of a special

evaluation program specifically for beginning teachers CB      *A Medical Teacher's Manual for Success* Helen M. Shields, 2011-01-03 Although most medical school faculty members are required to teach the standard medical school curriculum doesn't tell them how to do it well This book does An award winning clinician teacher Helen M Shields has spent her career training future doctors researchers and medical school instructors Here she shares classroom tested methods for developing implementing and evaluating effective curricula for medical students Shields's five steps emphasize extensive behind the scenes preparation with a focus on visualizing both one's own performance and the desired student feedback clear and logical presentations that match the material being taught controlled exploration of topics through prepared questions and management of group dynamics reinforcement of important concepts throughout the teaching session a five minute summary of take home points Shields's easy to follow guide discusses what teachers should do and what they should not do She provides pertinent beginning of chapter questions sample teaching materials tips for last minute assignments and other pearls of wisdom Shields also describes the methods of dynamic and effective instructors offers a step by step approach to preparation and presentation and relates proven ways to address a variety of expected and unexpected situations Innovative and practical *A Medical Teacher's Manual for Success* is an essential resource for medical school faculty members who want to teach well      Developing Learning Communities Through Teacher Expertise Giselle O.

Martin-Kniep, 2003-10-14 Learn practical methods for developing a collaborative environment where teachers and administrators work together to enhance teachers practices increase student learning and produce valuable school processes

**The Canadian Teacher ...** Gideon E. Henderson, Matthew Parkinson, 1909      The Inland Educator , 1898      Educator's Lifetime Encyclopedia of Letters P. Susan Mamchak, Steven R. Mamchak, 1998-04-30 Provides 236 tested model letters covering every conceivable aspect of your job from recommending a student to dealing with student behavior from expressing condolences to making a complaint all conveniently organized into ten sections from Effective Recommendations 20 letters positive and negative and Dealing with Illness Death 22 letters to Handling Job Related Issues 20 letters and Expressing Thanks Appreciation 31 letters Ready to use as is or adapt to the particular situation      **Labor Relations**

**Reference Manual** , 2004 Vols 9 17 include decisions of the War Labor Board      Teachers and the Law Louis Fischer, David Schimmel, Leslie Stellman, 2003 This text provides a question and answer format which addresses every aspect of school law from a teacher's and school administrator's perspective Clearly written and useful to both teachers and school administrators this text focuses on legal issues reflecting current trends that are important to educators in the 21st century The authors designed the text for school professionals seeking an easy to use reference on every important area of school law including student and employee rights the impact of the No Child Left Behind Act on those rights and how to understand their legal rights and responsibilities This up to date presentation provides insights into laws governing education as well as court decisions from all 50 states and the federal courts Guiding legal principles are presented in such a way that educators can

easily understand and follow today's trends in the law governing education      *The American School Board Journal* William George Bruce, William Conrad Bruce, 1923      **The Ohio Teacher**, 1921      **Minutes of State Board of Education** California. State Board of Education, 1972-06      *An Evaluation of an Adjustment School for Exceptionally Bright Pupils* William Daviess Hennessy, 1930      **Portfolio Development for Paraeducators** Suzanne Koprowski, Carol A. Long, 2005

This book provides a comprehensive hands on format to guide the paraeducator student or the practicing paraeducator through the portfolio development process from start to finish Practical application suggestions are provided as are suggestions for reflective documentation of skills and knowledge to help paraeducators meet federal standards mandated under the No Child Left Behind Act      *The American Teacher Magazine*, 1920      Primary Plans, 1913      *Notable sayings of the Great teacher, and other biblical studies* Henry Thorne (evangelist.), 1893      *Pannell's Reference Book for Home and Office* Pannell, 1907      Hill's Manual of Social and Business Forms Thomas Edie Hill, 1882

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### **Sample Letter Of Recommendation For Fellow Teacher Introduction**

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