

Recommendation Letter For A Teacher From Principal

Recommendation Letter for a Teacher from Principal: A Comprehensive Guide

Introduction:

Are you a principal tasked with writing a stellar recommendation letter for one of your teachers? This task, while demanding, is incredibly rewarding. A well-written recommendation letter can significantly impact a teacher's career trajectory, opening doors to new opportunities, promotions, or prestigious awards. This comprehensive guide provides you with everything you need to craft a powerful and persuasive recommendation letter that truly showcases your teacher's exceptional qualities. We'll cover essential elements, provide sample phrases, and offer actionable tips to ensure your letter stands out. Prepare to elevate your letter-writing skills and make a real difference in a teacher's professional life.

Keywords: recommendation letter for a teacher from principal, teacher recommendation letter, principal recommendation, letter of recommendation for teacher, recommendation letter example, strong teacher recommendation, how to write a teacher recommendation letter, writing a recommendation for a teacher, effective recommendation letter

I. Understanding the Purpose and Audience

Before you even begin writing, it's crucial to understand the purpose of your letter and who will be reading it. A recommendation letter for a teacher serves as a testament to their skills, experience, and dedication. It's not just a summary of their resume; it's a persuasive argument for why they are exceptionally qualified for the opportunity they're pursuing (e.g., a new position, a grant, a fellowship, further education). Consider the audience: Are they looking for a specific skill set? What are their priorities? Tailor your letter to address their specific needs and expectations. Knowing this beforehand allows you to highlight the most relevant aspects of the teacher's qualifications.

II. Gathering Essential Information

Thoroughly collecting information about the teacher is vital for writing a compelling letter. Schedule a meeting with the teacher to discuss their aspirations and gather relevant details. This discussion should delve beyond their resume. Ask about:

Specific accomplishments: What are their proudest achievements? Did they develop innovative

teaching methods? Did they mentor students exceptionally well? Quantify these achievements wherever possible (e.g., "increased student engagement by 20%," "mentored 15 students to win science fair awards").

Teaching philosophy and style: How would the teacher describe their approach to teaching? What makes their teaching unique and effective?

Strengths and weaknesses: While focusing on strengths is key, a brief, honest mention of areas for growth (if applicable and appropriate) demonstrates your objectivity and trustworthiness. Frame any weaknesses as areas for development, showcasing a commitment to continuous improvement.

Specific examples: Request anecdotes that illustrate their skills. These real-life examples add weight and authenticity to your letter. Consider classroom observations or student feedback.

Goals and aspirations: Understanding the teacher's future goals helps you connect their past achievements with their ambitions, demonstrating a clear trajectory of professional growth.

III. Structuring Your Recommendation Letter

A well-structured letter is easier to read and more impactful. Follow this format:

Heading: Include your name, title, institution, contact information, and date.

Salutation: Address the recipient formally (e.g., "Dear [Recipient's Name]").

Introduction: Briefly introduce yourself, your relationship with the teacher, and the purpose of the letter. Clearly state your recommendation.

Body Paragraphs (3-4): This is where you showcase the teacher's skills and accomplishments. Each paragraph should focus on a specific area of expertise or achievement. Use strong verbs and specific examples.

Conclusion: Reiterate your strong recommendation and express your confidence in the teacher's abilities. Offer to provide further information if needed.

Closing: Use a formal closing (e.g., "Sincerely," "Respectfully") followed by your signature and typed name.

IV. Crafting Compelling Content

Use strong, active verbs and specific examples. Avoid clichés and generalizations. Quantify achievements whenever possible. Use language that reflects the teacher's professionalism and dedication. Consider these phrases:

Instead of: "A good teacher."

Use: "An exceptionally gifted educator who consistently exceeds expectations."

Instead of: "Works well with students."

Use: "Cultivates a supportive and engaging classroom environment, fostering a love of learning in all students."

Instead of: "Dedicated to their profession."

Use: "Demonstrates unwavering commitment to professional development, actively seeking

opportunities to enhance their pedagogical skills."

V. Proofreading and Editing

Before submitting your letter, thoroughly proofread and edit it for grammar, spelling, and punctuation errors. Have a colleague review it for clarity and impact. A polished letter reflects well on both you and the teacher.

VI. Sample Recommendation Letter Outline

Name: Example Recommendation Letter for Ms. Jane Doe

Contents:

Introduction: Introduce yourself as the principal of [School Name], state your relationship with Ms. Doe (length of time known, specific roles), and clearly state your strong recommendation.

Chapter 1: Teaching Excellence: Highlight Ms. Doe's innovative teaching methods, her ability to connect with students from diverse backgrounds, and specific examples of successful lesson plans or projects. Quantify achievements where possible (e.g., improved student test scores).

Chapter 2: Professionalism and Collaboration: Discuss Ms. Doe's dedication to professional development, her active participation in school activities, and her collaborative spirit with colleagues and parents. Provide specific instances of teamwork and leadership.

Chapter 3: Student Impact: Focus on Ms. Doe's positive influence on students' academic and personal growth. Share anecdotes about her mentorship, support for students facing challenges, and her creation of a positive and inclusive classroom environment.

Conclusion: Reiterate your strong recommendation and express your confidence in Ms. Doe's ability to excel in her future endeavors. Offer contact information for further inquiries.

VII. Example Recommendation Letter incorporating the Outline:

(Note: This is a sample, replace bracketed information with specific details about the teacher.)

[Your Name]

Principal, [School Name]

[Your Phone Number]

[Your Email Address]

[Date]

Dear [Recipient's Name],

It is with immense pleasure that I recommend Ms. Jane Doe for [Position/Opportunity]. I have had the privilege of knowing Ms. Doe for [Number] years as the principal of [School Name]. During this time, she has consistently impressed me with her exceptional teaching abilities, unwavering dedication, and profound positive impact on her students.

Ms. Doe is an exceptionally gifted educator who employs innovative teaching strategies to engage students from diverse backgrounds. Her unit on [Subject] not only significantly improved student understanding but also fostered critical thinking skills. For instance, her project-based learning approach resulted in a [Quantifiable Result, e.g., 20% increase in student engagement]. She seamlessly incorporates technology into her lessons, creating dynamic and interactive learning experiences.

Beyond her teaching prowess, Ms. Doe is a highly collaborative and professional educator. She actively participates in school committees, mentoring new teachers, and consistently seeks opportunities for professional development. Her contributions to the school's professional learning community have been invaluable. Her collaboration on the [Project Name] project showcased her leadership skills and her ability to work effectively with colleagues to achieve shared goals.

Ms. Doe's dedication extends beyond academics. She consistently goes above and beyond to support students facing personal challenges, providing mentorship and guidance. Many students credit her with inspiring them to pursue their passions. For example, her mentorship of [Student Name] led to [Positive outcome, e.g., the student's acceptance into a prestigious university].

In conclusion, I wholeheartedly recommend Ms. Jane Doe without reservation. She is an outstanding educator who possesses the skills, dedication, and passion to excel in any role she undertakes. Please do not hesitate to contact me if you have any further questions.

Sincerely,
[Your Typed Name]

VIII. FAQs

1. How long should a recommendation letter for a teacher be? Aim for one page, typically between 300-500 words.
2. What if I don't know the teacher extremely well? If you lack extensive knowledge, it's ethical to decline the request. A weak recommendation is worse than no recommendation.
3. Should I mention weaknesses? Only if you can frame them positively as areas for growth.
4. Can I use a template? Use a template as a guide, but personalize it significantly to reflect the specific teacher.
5. How important is quantifiable data? Including numbers and statistics significantly strengthens your letter.
6. What if the teacher asks me to write a letter, but I don't feel I can write a strong one? It is best to

be honest with the teacher and decline, perhaps suggesting a colleague who may be a better fit.

7. How should I address the letter? Use a formal salutation, such as "Dear [Recipient's Name]".

8. What kind of tone should I use? Maintain a professional and enthusiastic tone, highlighting the teacher's positive attributes.

9. Where should I send the letter? Follow the recipient's instructions carefully regarding submission method and deadline.

IX. Related Articles

1. Writing Effective Recommendation Letters: A Step-by-Step Guide: A general guide to crafting compelling recommendation letters for various professionals.

2. How to Ask for a Letter of Recommendation from Your Principal: Tips for teachers on requesting a strong recommendation letter.

3. Common Mistakes to Avoid in Recommendation Letters: Highlights pitfalls to avoid when writing a recommendation.

4. The Importance of Strong Recommendation Letters in Education: Explores the impact of recommendation letters on teacher career progression.

5. Sample Recommendation Letters for Various Professions: Offers various samples to illustrate different writing styles.

6. How to Showcase Your Teaching Skills in a Recommendation Letter: Focuses on effectively highlighting teaching expertise.

7. Tips for Writing a Recommendation Letter for a Teacher Applying for a Grant: Tailors advice to grant applications.

8. Legal Considerations When Writing Recommendation Letters: Addresses ethical and legal aspects of providing recommendations.

9. Building a Strong Portfolio to Support Your Recommendation Letter: Explores how teachers can build a supporting portfolio to complement the letter.

recommendation letter for a teacher from principal: 194 High-Impact Letters for Busy Principals Marilyn L. Grady, 2006-07-21 Grady's book encourages principals who are perpetually pressed for time to get to correspondence that languishes at the bottom of their to-do lists. My own correspondence has doubled since getting my hands on this book! —Cathie West, Principal Mountain Way Elementary School, Granite Falls, WA The letters cover a wide variety of topics and give administrators ideas on what kind of letters to write. After going through the letters, I realize that I need to send more letters of appreciation to parents and organizations. —Gina Segobiano,

Principal/Superintendent Signal Hill School District 181, Belleville, IL Build a culture of care with positive communication! As the key communicators for schools, principals write a wide range of correspondence—from thank-you letters and congratulations to best wishes and other personal notes. Yet, this critical responsibility can easily fall victim to every administrator's busy schedule. Marilyn Grady's updated and expanded collection of letters is truly a time-saving starter kit, with user-friendly and easy-to-personalize templates to revitalize every busy administrator's communications repertoire. This practical resource provides jargon-free templates useful for:

- Improving communication with parents, teachers, and other school stakeholders
- Initiating a letter-a-day plan to improve school culture
- Advancing parent education, health and wellness, and safety initiatives, among others
- Reminding you to communicate with all stakeholders
- Evaluating your current written communication
- Identifying areas where you could communicate more

This targeted collection will add a new level of organization, efficiency, and effectiveness to your communication tasks. Unlock the secrets of effective communication and watch relationships on all levels flourish! Includes a PC- and Mac-compatible CD-ROM containing all letters for easy customization.

recommendation letter for a teacher from principal: The Principal's Quick-Reference Guide to School Law Robert F. Hachiya, 2022-02-15 The go-to legal resource for today's principals! New technology and world events have upended everything we once took for granted about schools, including the laws and policies that govern them. School safety concerns, curriculum challenges, the ever-changing landscape of social media, and the 2020/2021 COVID-19 crisis have made school leadership an infinitely more complex arena. Familiarity with the law is essential to help principals maintain safe and equitable communities and minimize legal risk. The 4th edition of The Principal's Quick-Reference Guide to School Law provides the go-to help principals need to increase their knowledge of education law in this time of change. Within its pages, leaders can access tools to help them make better decisions when educational law related issues impact their schools. Readers will find

- A completely revamped design for easier reference
- Practical examples to help demystify complex cases
- Updated cases studies from 2014 to today
- Guidance on new topics, such as vaping, sexting, student protests and walkouts
- An Education Law 101 for Teachers section to help leaders provide basic legal training for staff and teachers.

Written for aspiring and current school principals, this book will answer all the "what if" questions that inevitably arise at least once in every leader's tenure.

recommendation letter for a teacher from principal: Cracking Med School Admissions Rachel Rizal, Rishi Mediratta, James Xie, Devin Nambiar, 2013-06-01 There's a unique perspective on medical school admissions that only near-peers who have recently gone through the application process can provide. Stanford Medical Students Rachel Rizal, Rishi Mediratta, and James Xie, along with Devin Nambiar wrote Cracking Med School Admissions to provide timely, specific, and relevant tips about medical school admissions. The book's highlights include

- 1) 50 primary AND secondary essays from medical students accepted at elite medical schools,
- 2) Practical examples and tips about completing the primary medical school application, letters of recommendation, medical school interviews, and selecting medical schools, and
- 3) Profiles of successful MD/PhD, clinical researchers, post-baccalaureate, and global health applicants.

The Collective Experience of the Cracking Med Admissions Team Includes:

- Current Stanford Medical Students
- College and Medical School Admissions Interviewers
- Graduates from Princeton University, Stanford University, Columbia University, Johns Hopkins University, London School of Hygiene & Tropical Medicine, and School of Oriental and African Studies
- A British Marshall Scholar
- A Fulbright Scholar
- Backgrounds in business, computer science, public health, education, global health, and entrepreneurship

Hundreds of pre-med clients successfully advised and accepted to medical school

recommendation letter for a teacher from principal: Madhubun's Grammar for Learners 8 Anuradha Murthi, Madhubun's Grammar for Learners is a series of eight books for students of Classes 1 to 8. It aims at helping learners grasp grammatical concepts with ease through its learner-friendly approach. It offers sufficient practice in grammar, comprehension and composition.

The ebook version does not contain CD.

recommendation letter for a teacher from principal: *Oh, the Places You'll Go!* Dr. Seuss, 2013-09-24 Dr. Seuss's wonderfully wise *Oh, the Places You'll Go!* celebrates all of our special milestones—from graduations to birthdays and beyond! "[A] book that has proved to be popular for graduates of all ages since it was first published."—The New York Times From soaring to high heights and seeing great sights to being left in a Lurch on a prickly perch, Dr. Seuss addresses life's ups and downs with his trademark humorous verse and whimsical illustrations. The inspiring and timeless message encourages readers to find the success that lies within, no matter what challenges they face. A perennial favorite for anyone starting a new phase in their life!

recommendation letter for a teacher from principal: *124 High-Impact Letters for Busy Principals* Marilyn L. Grady, 2000-08-16 CD-ROM contains: Electronic version of text.

recommendation letter for a teacher from principal: Succeeding at Your Interview Rita S. Brause, Christine P. Donohue, Alice W. Ryan, 2002-01-01 *Succeeding at Your Interview: A Practical Guide for Teachers* uses an effective interactive format to present core information about interviewing for a teaching job, document a wide variety of interview processes, guide teacher candidates in developing strategies for interviewing, and increase their confidence in communicating their professional knowledge. In a spiral process, readers are asked to consider scenarios, respond to questions, contemplate the perspective offered by the authors, and modify their responses. The goal is to help teacher candidates develop and articulate a clear idea of their own professional knowledge and of the culture of the schools at which they are interviewing. Special features: *Eleven detailed chapters and five interview scenarios engage the reader in continuous reflective practice in the multifaceted activities integral to interviewing--beginning with organizing the job search and proceeding through the entire interview process. *The scenarios implicitly develop knowledge and the chapters explicitly detail the information. *Specific interview situations engage readers in articulating their professional knowledge, linking theory and practice. *Keep in Mind comments, Margin Notes, and Decision Trees provide opportunities to reflect on the issues and develop personal responses. *Sample documents, formats, questions, and responses enhance understanding of evaluation processes. *Graphic organizers at the beginning and end of each chapter provide visual representations of the concepts and concerns addressed in each chapter, assisting the reader in identifying chapters relevant to their current needs in the job search and in synthesizing, organizing, and reviewing the information contained in the chapter.

recommendation letter for a teacher from principal: *What Do Principals Do?* Jonathan Hurst, 2021-04-01 *What Do Principals Do?* provides a comprehensive and expansive look into a high school principal's job. Rather than a survey asking principals how much time they spend on various tasks, this work provides empirical evidence of exactly what a principal does every day of the year and how much time he spends doing it. Based on the results of a three-year longitudinal study conducted by a California High School Principal of the Year (Association of California School Administrators, 2012), this book reveals precisely what a principal does, when he does it, and how much time he spends doing it. The study identifies 72 discrete tasks performed by principals and examines how much time (disaggregated by day, week, month, and year) they spend on each of those 72 tasks. The results of the data collection are the foundation of the book. The findings are supplemented with explanations and analyses that reveal the workings of K-12 education and give readers a glimpse of life in a comprehensive high school. This is a must read for everyone considering a life in public school administration. The author, Dr. Jonathan Hurst, the longest running principal in Elsinore High School's 130-year history, provides insightful commentary and relevant anecdotes from a rich and rewarding career served in a large comprehensive high school in Southern California. This book provides detailed, quantitative evidence and an explanation for just what a principal does and how much time he spends doing it. In the process, it demonstrates the requisite skills for effective school governance, administrative multi-tasking, and productive principal behavior. Data collected covers three years and encompasses over 20,500 tasks and 7,500 hours of work. This is a useful augmentation to existing administrative credential course readings as

it provides evidence for what the research and authors are saying and demonstrates those skills, procedures, and operations that are an everyday part of a school administrator's job. But the appeal for *What Do Principals Do?* goes beyond those seeking knowledge about educational administration. Besides the facts and figures about how a principal spends his time, Dr. Hurst offers explanations for why and how the time is spent, and he provides insight into the educational scene. This book has appeal for students in teacher education programs, because it explains school communities and life in a school system, and that also makes it appealing to the lay person or parent who wants to understand how schools work.

recommendation letter for a teacher from principal: *"The Boss of the Whole School"* Elizabeth Ann Hebert, 2006-04-24 Elizabeth Hebert uses her 21 years of experience as an elementary school principal to offer inspiration and guidance to aspiring and practicing administrators. Using real-life stories from an outstanding career, this book examines the responsibilities, demands, and challenges principals manage on a daily basis; demonstrates how qualities of leadership mature over time and the conditions that both nurture and suppress it; provides a heartfelt and compelling rationale for becoming (and staying!) a principal. New and veteran administrators will recognize the school scenarios and appreciate the sincere voice of the author as she passes on valuable lessons learned.

recommendation letter for a teacher from principal: *Insider's Guide To Ivy League Admissions* ,

recommendation letter for a teacher from principal: *The Student Teacher's Handbook* David C. Schwebel, Carol R. Schwebel, Bernice L. Schwebel, Susan L. Schwebel, 2001-08 Fourth edition of a popular textbook. Primary or supplementary text for teacher education, methods courses, and seminar courses for student teachers.

recommendation letter for a teacher from principal: *Teaching in the Dark* Genét Simone, 2023-09-22 A young teacher buys a one-way ticket to Shishmaref, Alaska. Within minutes of landing, she finds herself dealing with unexpected, rustic accommodations, and the culture shock of living in a remote Inuit community. She relies on her courage, resilience, and wit while enduring freezing temperatures, power outages, loneliness, and first-year teacher anxieties and missteps, but eventually realizes that those challenges pale in comparison to the life lessons she learns about the heart of teaching—lessons from her students, their culture, and their community, on the vast, windy landscape at the edge of the Chukchi Sea.

recommendation letter for a teacher from principal: *From the Principal's Office* Reginald Gardner, 2012-08-24 *From The Principal's Office* is a book about public school administration. It describes how and why administrators chose such a career and shares the experience of the author as he describes his forty years in public education. The reader will share the highs, lows, frustrations and the how tos of a career that encompasses all levels of public education.

recommendation letter for a teacher from principal: *Building the Best Faculty* Mary C. Clement, 1999-12-29 Why not improve your recruiting techniques and staff development strategies? Clement describes realistic yet simple hiring strategies ranging from performing the initial interviews to making the final hiring decision. She also outlines the importance of maintaining a continuing support structure for the entire faculty and illustrates strategies through case studies. An important tool for administrators, teachers, and other staff members involved in recruiting and retention.

recommendation letter for a teacher from principal: *A Principal's Guide to Special Education (3rd Edition)* David F. Bateman, C. Fred Bateman, 2014-01-01 An essential handbook for educating students in the 21st century, since its initial publication *A Principal's Guide to Special Education* has provided guidance to school administrators seeking to meet the needs of students with disabilities. The third edition of this invaluable reference, updated in collaboration with and endorsed by the National Association of Elementary School Principals and the National Association of Secondary School Principals and incorporating the perspectives of both teachers and principals, addresses such current issues as teacher accountability and evaluation, instructional leadership,

collaborative teaching and learning communities, discipline procedures for students with disabilities, and responding to students' special education needs within a standards-based environment.

recommendation letter for a teacher from principal: *A Special Case* Vernetta R. Northcutt, 2007-05 In June 2002, a teacher challenged a northern California public school district's adverse employment policies. Her use of the school district's grievance procedures ignited an almost four-year legal struggle that ended in December 2005, and cost the school district over \$600,000. This cost will ultimately be paid by California taxpayers. The book is well documented and provides the names of all of the primary participants. Also, included are actual statements from arbitration hearing transcripts, court documents, emails and letters.

recommendation letter for a teacher from principal: *Bible Stories* Bella Stevenson, 2018-03-16 Three boys and four girls were already living with Mama when Osas came to join them as the eighth domestics servant. She had a four room apartment in the Warders' Barracks, Abude where she was the prisons Department head cook. At the end of every day, the remnants of the raw food stuffs from the kitchen were shared into three parts. Two thirds went to the Chief Warder's house while Mama Benin had the rest. The same went for palm-oil, salt, mutton and firewood. So, food was not her problem mama Benin never spent a kobo of her salary on food stuffs. She was thus in a position to maintain a large number of domestic servants. All the seven boys and girls living with her were off-spring of her distant relations. Osas abalone was her nephew. Mama Benin was a strict disciplinarian. She never speared the rod. The slightest offence by any of her servants attracted heavy flogging. Even when a neighbor intervened, she never failed to use the cane. The only thing she did, if she like the intruder, as she always called person, was to reduce the number of strokes to be given out to any offender who had an interceder. The offender might be lucky to have just twelve lashes. Sometimes, she might be infuriated by the plea from a neighbour and so increase the number of strokes to twenty-four. Tired to receiving entreaties from any one on behalf of any offending servant, she devised another method of flogging her offenders. She kept a number of canes in her bedroom. As soon as a servant committed any offence, she sent the culprit to fetch something for her from her bedroom. She was always obeyed. Seconds later, she would close up with the offender in her bedroom, lock up the door and empty as many canes she wanted on the culprit. The best the pleading neighbours could do was to plead for mercy for the would open the windows. Such pleas normally fell on deaf ears as she would open the door release the culprit only when she was satisfied that she had meted out of the offender sever punishment as she pleased.

recommendation letter for a teacher from principal: *Aspen's Practical Guide to Interviewing Teachers* Whaley, 1996 This practical guide provides all the tools needed for principals to review and screen candidates, conduct effective interviews to help them uncover the strengths and weaknesses of potential teachers, make decisions about the best way to assess teaching skills, and probe references to get the most accurate picture of a candidate.

recommendation letter for a teacher from principal: *How to Say It to Get Into the College of Your Choice* Linda Metcalf, 2007-06-05 The latest in the How to Say It(r) series demystifies the omplex college admissions process. How to Say It(r) to Get Into the College of Your Choice offers students-as well as their parents and school counselors-a variety of essential resources and information, including: - Worksheets for writing personal statements and resumes - Winning words and phrases for filling out a sample Common Application used by more than 200 of the top colleges - Finding the right words for the admissions essay-using advice from admissions directors at top schools - Pointers for the essay portion of the New SAT- plus a practice test - The fundamentals of obtaining winning recommendations - Statements to make interviews successful

recommendation letter for a teacher from principal: *North Carolina Public Schools* , 1954

recommendation letter for a teacher from principal: *The Principal Reboot* Jen Schwanke, 2020-03-16 Today's school principals face unprecedented challenges that can overwhelm even the most dedicated among them. What can they do when their initial enthusiasm for the job begins to deflate, when the demands of the job seem to outnumber the rewards? How can they regain the energy that propelled them early in their career? The Principal Reboot answers these questions with

specific advice on how to reignite passion in addressing the many aspects of the principalship, including * Defining a school's values and mission through rebranding; * Strengthening relationships with staff, students, and community; * Leading renewed efforts to improve instruction; * Developing teacher leadership; * Using data effectively and innovatively; and * Improving operational procedures and processes. Sharing the wisdom gained from colleagues and her own experience as a principal, author Jen Schwanke offers an engaging, accessible account of the ups and downs of the job, along with helpful, step-by-step suggestions for how to reinvigorate a flagging career and restore the joy that comes with making a school the best that it can be.

recommendation letter for a teacher from principal: Screening Teacher Candidates

Anthony James Bolz, 2009

recommendation letter for a teacher from principal: *How to Write Powerful Letters of Recommendation* Susan Whalley, 2000 Offers advice and suggestions to educators on how to write powerful letters of recommendation for students with post-secondary plans, and features fifty-two sample letters that highlight the special skills or qualities of different types of students.

recommendation letter for a teacher from principal: *Induction Malfunction* Leonid Chernyak, 2006 In *Induction Malfunction: Leaving Teachers Behind*, Dr. Leonid Chernyak, utilizing his investigative reporting skills, showcases what happens to novice teachers, specifically at a Florida charter middle school, when a mentored induction program is purposefully and neglectfully disbanded. The study - which took almost an entire school year to chronicle, research, and exhaustively reference is seen through the points of view of three novice teachers who, despite efforts to (a) collaborate, (b) grow professionally together, and (c) take lessons learned from the first year into the next, witness first hand (a) how easily promises made can be broken, (b) how easily the building of collaborative bridges can be burned, and (c) how hard incorporating highly regarded education theories into practice can be. Dr. Leonid Chernyak is a former member of the Society of Professional Journalists and the National Honor Society. He has appeared twice in *Who's Who Among American High School Students* and was honored by the Florida Department of Education for his writing. At the University of Florida, he earned a Bachelor of Science degree in print journalism and a Master of Arts degree in Mass Communication. At Argosy University, he earned an Education Specialist degree and a Doctor of Education degree, both in curriculum and instruction. Dr. Leonid Chernyak has, so far, worked as a freelance reporter, a substitute teacher, a language arts instructor and tutor, a translator, a collector, and a customer relations representative. His philosophy of life revolves around breaking routine, a team spirit, thinking outside the box, questioning everything, reading between the lines, standing up against the few who rule the many, not limiting yourself to others' criticisms, and taking a world view of everything. His first book, *Breaking Routine: A cosmic outlook on our comic world*, was published in 2005.

recommendation letter for a teacher from principal: The Applica-Phobia of College

Admissions P. J. Finer, 2007-08-28 If you are preparing to apply to colleges and universities in the United States you need this book! College is one of the most expensive investment students will make. Therefore, helping students find the right college for them not only makes for happy students, but helps parents feel more confident about the result. College is not only a big decision that students have to make, but it is also the foundation of their future success. Students and parents are discovering that schools that a few years ago were considered second- and even third-tier schools have elevated their standards significantly. With substantially more students applying, and in some cases fewer spots available, for the select colleges across the country, schools are demanding higher grades and have higher test score criteria, which seemingly place college out of reach. The applicant pool changes annually, thus nothing is carved in stone as to which students are accepted and which are not. However, the best chance of getting in to the school of your choice is to display your passion as to where you are headed in life, starting in 9th grade. High school seniors and college transfer students know how difficult it is to get into the top-tier colleges today. Creating a persuasive, eye-catching application requires creativity, foresight, and a marketable presentation as to what you can offer that will attract schools. That is why the process has to start with a resume. The student

applying to college today must show schools why they are different from every other student applying. If you showcase your abilities through the development of a talented resume and a strong essay, admissions committees will have no choice but to fall in love with you! Students must figure out how best to present themselves to admissions committees; difficulties arise when students begin feeling anxiety, their parents begin applying real or perceived pressure, and the student crumbles. The *Applica-phobia of College Admissions: Why Getting in Starts With Your Resume* is a how-to guide for students navigating the Applica-phobia of the application process. Oftentimes students don't know where to start, and the entire experience becomes overwhelming. This book offers a program that assists students by mapping out the plan that will best suit them. The book addresses how to explore your talents, skills, and aspirations to create a picture of who you are; how to identify the schools that are right for you; how to determine which type of application to submit (early action vs. early decision, binding vs. non-binding); exercises to help determine what you can bring to a college or university that will create interest; ideas for essay topics, a step-by-step guide to writing a college application essay, and sample essays to get your creative juices flowing; techniques you can use in the interview to convince admissions committees you are the right candidate for their schools; how to put your summers and out-of-school time to beneficial use (with internships, jobs and/or community service); and more. Students who fall under The DREAM Act and Student Adjustment Act will have an opportunity to understand this favorable bi-partisan legislation and the benefits it offers them and their communities. This section also includes a listing of various grants, loans, and scholarships for which students can apply. Colleges and universities across America have one goal: to get the best students that fit within their ideals, thoughts, and personality. Your job is to figure out what those components are and how you fit in and this book will help you.

recommendation letter for a teacher from principal: *Teaching, Bearing the Torch* Pamela J. Farris, Patricia L. Rieman, 2013-12-12 Teachers are torchbearers—leaders who impart knowledge, truth, or inspiration to others. Pamela Farris, joined by Patricia Rieman in the latest edition of this exceptional foundations text, clearly demonstrates how teachers bear the torch. The authors' well-researched approach provides both positive and negative aspects of education trends. Their generous use of examples shows how teaching and schooling fit into the broader context of U.S. society and how they match up with other societies throughout the world. Farris and Rieman's lively writing style instills teacher education candidates with a lucid understanding of such topics as philosophy and history of education, national trends, requirements of becoming a teacher, teachers' salaries, how schools are governed and funded, demographic changes and expectations for the future, differences in rural and urban schools, and use of technology. Detailed lists of a variety of websites provide additional resources. Anecdotes of professionals in the field—authentic-voice narratives with frank insights into real-world teaching experiences—punctuate the text. Boxed scenarios concentrate on important issues and educators, energize readers' interest, and stimulate proactive thinking. Other outstanding features are the book's affordability and versatility. Instructors can easily assign all or a portion of the chapters to fit course needs.

recommendation letter for a teacher from principal: *Teaching Empire* Elisabeth M. Eittreim, 2019-09-27 At the turn of the twentieth century, the US government viewed education as one sure way of civilizing "others" under its sway—among them American Indians and, after 1898, Filipinos. *Teaching Empire* considers how teachers took up this task, first at the Carlisle Indian Boarding School in Pennsylvania, opened in 1879, and then in a school system set up amid an ongoing rebellion launched by Filipinos. Drawing upon the records of fifty-five teachers at Carlisle and thirty-three sent to the Philippines—including five who worked in both locations—the book reveals the challenges of translating imperial policy into practice, even for those most dedicated to the imperial mission. These educators, who worked on behalf of the US government, sought to meet the expectations of bureaucrats and supervisors while contending with leadership crises on the ground. In their stories, Elisabeth Eittreim finds the problems common to all classrooms—how to manage students and convey knowledge—complicated by their unique circumstances, particularly the military conflict in the Philippines. Eittreim's research shows the dilemma presented by these

schools' imperial goal: "pouring in" knowledge that purposefully dismissed and undermined the values, desires, and protests of those being taught. To varying degrees these stories demonstrate both the complexity and fragility of implementing US imperial education and the importance of teachers' own perspectives. Entangled in US ambitions, racist norms, and gendered assumptions, teachers nonetheless exhibited significant agency, wielding their authority with students and the institutions they worked for and negotiating their roles as powerful purveyors of cultural knowledge, often reinforcing but rarely challenging the then-dominant understanding of "civilization." Examining these teachers' attitudes and performances, close-up and in-depth over the years of Carlisle's operation, Eittreim's comparative study offers rare insight into the personal, institutional, and cultural implications of education deployed in the service of US expansion—with consequences that reach well beyond the imperial classrooms of the time.

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oriented, holistic, and life centered. This reform-minded volume is divided into three parts. The first part focuses on the reform processes in teacher education, the second on the reforms of pedagogics at schools and teacher education institutions, and the third on the processes of reculturing schools. New prospects for active schools in the United States and Europe, as well as in Japan and China, are discussed.

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