



College of Liberal Arts
Department of Education
NCATE Accredited
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The Standard of Excellence
in Teacher Preparation

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In reference to: Anne Crisler

To Whom It May Concern:

As her University Supervisor, I had the opportunity to get to know Anne Crisler during this past semester while she completed her student teaching internship. She became a dedicated addition to the faculty of her host school and her cooperating teachers spoke highly of her accomplishments. I observed her teaching on numerous occasions in a second grade classroom and in a fifth grade classroom. Based on these observations, the recommendations of her cooperating teachers, her written work and her exit portfolio, I highly recommend Ms. Crisler for a teaching position in your school.

Ms. Crisler began her final semester with enthusiasm and energy. She worked side by side with her cooperating teachers to plan lessons cued to the state standards. She came to class with creative, well-prepared lessons. She went beyond the expected to create highly engaging, connected lesson plans that usually crossed core disciplines. She gave clear directions and implemented instructional strategies based on the developmental stages of her students. The assessments she administered were timely and appropriate and gave her the necessary feedback to inform the future direction of her instruction.

Ms. Crisler integrated various themes into her lessons, enriching the core curriculum for her students. She knew how best to reach and teach her students because she identified her students' learning styles and frequently administered pre-tests. During her second grade placement, she used technology in daily lessons and integrated literature, writing and grammar into a comprehensive letter writing unit. This highly engaging unit utilized multiple opportunities for her students to master grade-level objectives from the AL Course of Study while keeping students focused on target skills in unique, life-connected activities.

While teaching in the fifth grade setting, Ms. Crisler attended to the heightened interests of her students in the areas of science and math. She developed interactive science notebooks, incorporated hands-on science experiments, and integrated technology into her daily lessons. Students were able to process difficult science concepts because of her abilities to scaffold their learning through these various activities, websites, discussions and text. She kept her finger on the pulse of their understandings through formative and summative assessment practices. Student learning was evident throughout her teaching and she became skilled at looking at portions of student work to gain further understandings of student learning. She used assessment data to help guide her lessons in ways most often seen in experienced educators.

During classes and seminars in the university setting, Ms. Crisler began to explore basal reading materials and was able to integrate what she learned in this setting to work with students in whole and small reading groups. The small group lessons she designed included engaging, connected activities



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geared toward meeting the goals of the core program in exciting, student-centered ways. Her use of authentic texts and appropriate web resources became an integral part of her instructional repertoire.

During a Positive Behavior Support workshop, Ms. Crisler learned various strategies to encourage student engagement and effective use of classroom instructional time. She was able to use several positive behavior support strategies to effectively increase students' time on task, classroom engagement and academic responsibility. Ms. Crisler has shown growth in her classroom management strategies as well as an ability to work as a member of a team and school community. She has excellent communication skills and is able to work well with whole groups of students as well as individuals and small groups. During the course of the semester, I had several opportunities to have conferences with Ms. Crisler and her cooperating teachers. She is an active listener and responds to suggestions in a timely manner. As Ms. Crisler begins her teaching career, I feel confident that she will continue to grow in her abilities because she is able to reflect on her practices, notice her students' learning potential and respond to students' needs for support and additional instruction.

I recommend Ms. Crisler without reservation. She has demonstrated that she is a person of drive and ability. She would be an asset to any faculty with whom she would be affiliated. If you have any questions regarding this recommendation, please do not hesitate to contact me.

Sincerely,

Pamela Cowie Patrick

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