TEACHING SITUATION
During her internship, she taught beginning level French throughout the year, and added second and third year levels of French during her lead-teaching time. During this time, she was responsible for teaching four classes on a daily basis for a ten-week period. Our high school, in the suburbs, has a student population of 1,053 and includes grade levels nine through twelve. The student population is economically and ethnically diverse, with 25% being African-American, and 12% being of Asian, Hispanic, or Native American descent.

SUBJECT MATTER TEACHING
She has a good command of the French language. She introduces each lesson in French and tries to use as much French as possible in class each day. She can discuss cultural similarities and differences with ease and enthusiasm, as she spent one summer traveling throughout the French region of Provence, and one semester studying in Tours, France. She has challenged herself throughout the year to refine and build upon her speaking skills and knowledge of French grammar. She taught a three-week literature unit in the French III class where the reading, questions and answers, and most of the discussion were carried out in French.

She uses a wide variety of classroom activities to build upon students’ interest and knowledge of French. She incorporates activities to build on listening, speaking, reading and writing skills on a daily basis. She focuses on the goal of communication in the language in a relaxed and non-threatening environment. Whenever possible, she seeks out other resources and materials, such as the internet, realia, and videos to supplement and support the curriculum.

CLASSROOM MANAGEMENT AND STUDENT ENGAGEMENT
She demonstrates an excellent understanding of and respect for cultural, racial and ethnic diversity. Lesson plans are designed to create a non-threatening and safe, learning environment in which students are caring and productive learners who are responsible not only for their own actions, but for those of others.

She uses a wide variety of classroom activities to engage all students in the learning process. Activities include teacher-led activities with the entire class, small group activities, paired work, individual work, and an assortment of games for teaching or reviewing material. Daily goals are introduced at the beginning of each period, or summarized at the end of the hour. She helped implement the beginnings of a written final project in the French I and II classes, and was responsible for directing and grading video projects in French I, II, and III classes.

She is very organized and thorough in all she does. She carefully maintains records for attendance, make-up work, homework, class participation, grades, etc. Student work (quizzes, tests, projects) are corrected and returned in a timely manner. Her organizational skills are outstanding.

She manages student behavior through multiple strategies including nonverbal cues, proximity, changes in voice or intonation, counseling, and parent contacts. Her consequences for inappropriate behavior are fair and appropriate, and require that the student self-evaluate his/her behavior, accept responsibility, and work on improving. Her great sense of humor and her ability to remain calm and in control when dealing with students, are two more of the many assets that she brings to her teaching.
PROFESSIONAL DEVELOPMENT AND RELATIONSHIPS

She respects and cares about all students; she relates well to them and is concerned about their learning and performance. She considers various learning styles in her lessons (visual aids, aural aids, kinesthetic aids) and speaks with counselors when necessary in order to remain informed and up to date on students who concern her. She is also polite and patient with students, yet firm when necessary, and has earned their respect. She works at motivating students through a variety of ways and expects all to be active participants in each lesson. Her sense of humor and enthusiasm also positively impact student work.

She is very professional in her dress and demeanor. She is poised, self-confident, and has a great sense of humor; she is able to laugh at herself. She has been punctual, well prepared, and has had an excellent attendance record. She is prompt in carrying out responsibilities and submits all school documents in a timely and accurate manner. She is dependable and trustworthy and has dealt respectfully and professionally with administrators, faculty, parents and students.

Throughout her internship, she has had many opportunities to work with parents, students, and staff outside of the classroom. She participated in the fall Open House, fall Parent/Teacher conferences, and made phone calls home and sent written communications and/or progress reports to parents. She has participated in all staff meetings, language department meetings, and district-planned professional development sessions.

During French Week in November, she helped with in-class and school-wide activities provided by the French Honor Society and French Club. She participated in society and club meetings throughout the year and offered help and advice.

During our school’s World Language Week in early March, she was integral in planning and directing students in an art project (imitation stained-glass) in the French I and II classes, and helped students to prepare dances and skits in all four classes that she taught during her lead-teaching time. She attended our World Language Banquet and Program during that week and was responsible for coordinating and directing French and German entertainment off and on stage during the program. She also prepared an internet lesson for Spanish, German, and French students to use the career-cruising web site in our computer center to research career possibilities of interest to them that could integrate their language of study. Her work and help during that week of activities were invaluable.

CONCLUSION

I highly recommend her for any secondary teaching position in French. She is going to be an excellent teacher who will most certainly be an asset to any school district. She demonstrates on a regular basis, a love of the French language and culture, outstanding organizational skills, unending enthusiasm and poise, and the desire to see students learn and appreciate the French language and cultures. It has been my pleasure to work with such an outstanding teacher candidate.

Respectfully submitted,

[Name]

[High School], MI