

April 4, 2011

To Whom It May Concern:

It is my pleasure to write this letter of recommendation for Melissa Moffat. I have known Lissy as her Cohort leader and University supervisor and instructor. Lissy has successfully completed all the requirements of the University of Utah's early childhood education licensure program. The students in this program have the advantage of working in both a Kindergarten and a primary grade classroom for nearly a full year – from the beginning of school in August all the way through the middle of April. During this time, Lissy has seen what it takes to begin a school year, to participate in both long and short term planning and to participate in, as well as conduct, parent/teacher/student conferences.

For the purpose of this letter, I would like to focus on Lissy's full time student teaching. Lissy spent her student teaching working at Guadalupe School, Salt Lake City, Utah in both a full day Kindergarten and a second grade placement. Guadalupe is a birth through fourth grade school that serves at risk students. This unique school really gave Lissy an education in working with diverse student populations, struggling students and a wide range of parents, volunteers and social services professionals.

I really enjoyed watching Lissy work with her Kindergarten students. As I stated above, Lissy had a very diverse group of learners in her classroom and she had to quickly learn how to differentiate lessons for ELL learners. Guadalupe is limited on both space and materials and Lissy quickly figured out ways to reach her students despite these limitations. Lissy used her Kindergarten placement to work on her classroom management skills. She became very clear and direct about both directions and expectations.

Next, Lissy took on the challenge of the second grade class. Lissy's Site Teacher Educator left towards the end of Lissy's placement to have a baby. Lissy and the students didn't miss a beat. She jumped in and gladly took over the role of teacher. She worked very hard reinforcing classroom management techniques already used in the class. She established habits setting expectations proactively vs reactively and she reflected daily on her own personal use of proactive management techniques. Lissy was very reflective in her teaching and always set daily goals for improvement.

Melissa Moffat is committed to giving her very best effort to the job at hand. I believe she shows great potential as an effective and dedicated teacher,

Sincerely,



Trish Saccomano
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