



Mount Holyoke College
Department of Psychology and Education
Education Division
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April 29, 2021

Dear Teacher Selection Committee,

I am pleased to write a letter of reference to accompany Katy Jones's application for a classroom teaching position. Katy is a distinguished candidate in the Mount Holyoke College Teacher Licensure Program for elementary education (grades 1-6). She has been a highly respected, contributing member of the Psychology and Education Department community for four years.

I serve as the director of Katy's licensure program and her academic advisor. I've had the opportunity to watch Katy develop into a skilled teacher of elementary aged learners over 8 semesters. We meet for regular advising sessions several times each semester. I enjoy our conversations about teaching and learning, coursework, fieldwork, and career goals. I always leave these meetings with the feeling that Katy has countless gifts to offer the field of education. I've also had the good fortune to teach the inclusive education course that Katy completed during January of 2021 and the practicum seminar she is completing now. In addition, I supervised Katy's independent study on mathematical content and pedagogy in online learning environments in fall of 2020. I feel that the variety of ways that I have worked with Katy allow me to provide a comprehensive reference for her. Katy's deep professional commitment combined with a joyous enthusiasm for teaching and learning make it a real pleasure to work with her.

Katy will graduate from Mount Holyoke College in South Hadley, Massachusetts in May of 2021. Her academic program is a rich combination of politics, psychology, and education courses, including the elementary teacher licensure requirements of the state. As part of the licensure program, Katy participated in several supervised field-based experiences leading up to her full-time practicum placement in the spring of 2021. Katy completed a robust remote practicum in a third grade classroom at the Thomas Edison Charter Academy in San Francisco, California.

During the practicum semester, Katy was able to design, implement and reflect on curriculum across the content areas. In each lesson, Katy focused on the social and emotional needs of her students, as well as their academic needs. She provided rigorous and engaging remote instruction designed with each child's unique needs in mind. I had the pleasure of observing a morning meeting this month. Katy was able to seamlessly guide the meeting through well organized and colorful slides, well established routines, and clear and carefully worded directions. She offered choices for student participation, rephrased and extended many of the verbal contributions of the students, and provided language scaffolding for those that needed it. The meeting offered opportunities for social emotional learning, mathematics, English language arts, science, and movement. Children and adults were smiling, laughing, connecting, and building off of the ideas of one another. It was evident that this is an environment where students are known and where they know others well. Katy was able to adjust her responses based on what she knew about each learner. All students were successful in meeting the objectives of the lesson.

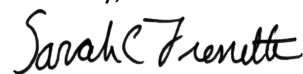
Katy completed successful internships and pre-practicum experiences in second, third, fifth and sixth grade classrooms during her undergraduate years. Her mentor teachers in urban and suburban public schools report that Katy exceeds expectations for a beginning teacher, which comes as no surprise to those of us that know her well. We expect to endorse her for an elementary teacher certification in the Commonwealth of Massachusetts in May of 2021. Katy will also receive a Sheltered English Immersion Endorsement at that time. Katy will be one of 18 undergraduate students completing our selective program in 2021.

In the time that I have known Katy, I have always been impressed with her thoughtfulness about teaching all learners. She is passionate about her work with youth, and aspires to provide inclusive, responsive, meaningful educational opportunities to elementary aged students. Katy incorporates strong content and pedagogical knowledge, an unwavering dedication to social justice, and a love for learning into a teaching philosophy and curriculum that supports all learners.

Katy is in the top 1% of students I have taught at Mount Holyoke College. Her cumulative GPA is 3.91. Katy is a deep thinker, thoughtful in all of her academic pursuits. She has excelled in coursework, volunteer work, and field experiences at Mount Holyoke College. Her transcript reflects investigation, enjoyment, and knowledge of politics, art, Spanish, education, psychology, and more. During Katy's time in my advanced methods course, she completed a series of comprehensive position papers on inclusive education, interdisciplinary curriculum design, literacy, and classroom management. Together, these position papers paint a picture of a thoughtful and well informed educator that is ready to support the learners in her care.

As the Director of the Early Childhood and Elementary Licensure Programs at Mount Holyoke College, I highly recommend Katy Jones for a classroom teaching position. I am confident in her ability to contribute in countless ways to the students, faculty, and local community that welcomes her. She is warm, supportive, and joyously enthusiastic in the elementary classroom. Katy's sincere dedication to the education of youngsters, coupled with the experience she has acquired in the elementary licensure program at Mount Holyoke College make her an exceptionally qualified candidate. I trust that you will give Katy's application the serious consideration that it deserves. Please do not hesitate to contact me for further information.

Sincerely,



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Chair, Education Division
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