

October 10, 2008



**RHODE ISLAND
COLLEGE**

Department Advisory Committee
[REDACTED] Chair
Health and Physical Education Department
Murray Center – 130
Rhode Island College
Providence, RI 02908

Department of Health and
Physical Education

Dear Department Advisory Committee,

On October 03, 2008, I went with [REDACTED] to observe two practicum students from HED 418: Practicum in Health Education. The students would be teaching a joint lesson at an elementary school.

[REDACTED] presented herself in a professional manner throughout the lesson and the discussion that followed. Upon arriving in the classroom, the students were setting up. She immediately greeted the cooperating teacher and asked her if she had any questions. [REDACTED] then addressed her students to assist their readiness to begin.

While the two students went about teaching their lesson, [REDACTED] was alert to all aspects of the room, and the bigger picture. She was very aware of each student's individual teaching styles. At the same time she was able to take in what was happening in all areas of the classroom. During all this, [REDACTED] was making careful notes, via the computer.

Her ability to multi-task was clearly noted when the lesson was completed. Once the lesson ended, the students and [REDACTED] along with me, and for a short time the cooperating teacher, got together to discuss the lesson. As the students reflected upon their lessons, I observed [REDACTED] guide the students back to specific aspects of the lesson, her students' behaviors and those of the classroom students. It speaks highly of [REDACTED]'s dedication, experiences, and ability to teach, to watch her bring out very specific aspects of the lesson, as well as individual aspects of each of her students' teaching.

Through her guidance the students were able to see, understand and process the lesson they had just taught. They were able to speak to the points she raised and develop strategies, on the spot, to address adjustments to the lesson. This entire process was conducted in a learning, nurturing, atmosphere that allowed her students to grow as teachers. It was obvious that there was a great deal of respect in both directions.

[REDACTED] is a credit to the teaching profession, and the education process. Not only do her students learn for her, but the department does as well. She has been an indispensable member of the faculty in times of accreditation, assessment, review of the program and numerous other aspects within the department. But it is truly the students, and the process of learning for them, that drives her.

Respectfully,

[REDACTED]

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