

February 19, 2015  805-756-2596
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To Whom It May Concern:

It is with enthusiasm that I recommend Cadence Mitchell for a teaching position at your school site. I had the pleasure of working with Cadence throughout the yearlong credential program as both her professor and advisor. During this time, Cadence demonstrated her ability to create and implement carefully scaffolded and relevant lessons for her students as well as manage a class seamlessly.

Although I did not serve as Cadence's university supervisor during her yearlong placement at Nipomo High School, I did have the opportunity to observe her for a lesson on the prologue of *Romeo and Juliet*. During this lesson, students were learning about iambic pentameter, sonnets, and how to analyze the prologue. In addition, students were exploring themes of the play and making connections to how these themes are relevant to adolescents today.

One strength of the lesson that I observed is Cadence's ability to help students to unpack the meaning of the prologue. For example, Cadence implemented several instructional strategies to support this analysis: reading the prologue out loud, modeling how to paraphrase each line, having students practice paraphrasing, providing feedback to students, and showing a video clip of the performance of the prologue. What seemed to students to be a challenging task at first became accessible and enjoyable. After observing this lesson, it was evident that students were prepared for this type of analysis when continuing to read the play.


Cadence also understands that Shakespeare may seem challenging and irrelevant to adolescents. Recognizing this, Cadence implemented a 4 Corners Debate in which she made a statement and had students determine their level of agreement with that statement. One statement shared was "Teenagers don't know what true love really feels like." Students then physically moved to the corner of the room that aligned with their level of agreement with the statement (e.g., strongly agree, strongly disagree) and explained why they believed what they believed. This was a great way to get students to make personal connections and become excited about the play. It also helped students to practice formulating an argument and supporting that argument with evidence and explanation.

In addition, Cadence's background in theater serves her well in the English classroom. Not only are there direct connections to the discipline of English with her background in theater and drama, but her performance background also helps her when managing the classroom. For example, Cadence has much confidence and a strong presence in the classroom, allowing her to establish clear expectations and reinforce these expectations. Her performance background also allows her to engage her students throughout the lesson by her dynamic speech, hand gestures, and movement in the classroom.

I would be remiss if I did not also mention Cadence's contributions to school outside of her classroom. During her part-time student teaching experience, Cadence was the director of *High School Musical* for Nipomo High School. What was remarkable about this level of involvement in the theater department was the fact that Cadence already had a full plate of responsibilities – completing part-time student teaching while enrolled in two graduate-level classes at night and completing her performance-based assessment for her credential. Cadence was able to juggle all of her responsibilities beautifully, which showed that she is able to succeed inside and outside of the classroom. The production of *High School Musical* was a success, and Cadence was instrumental in this success. In addition, Cadence was able to interact with her students outside of the classroom, which then allowed her to be a better teacher in the classroom, creating instruction that aligned with the learning styles, needs, and interests of her students.

Cadence is an excellent beginning teacher and has much to offer her future students as well as a school community. If you have questions about this exceptional teacher, please feel free to contact me.

Sincerely,

A handwritten signature in cursive script that reads "Megan Guise".

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