



To Whom It May Concern,

Dec 2, 2013

Jennifer was a part of the Bowness High School Staff from August 28- Dec 19. Her load included teaching two chemistry 30 classes. Initial impressions of Jennifer were great; she presented herself in a confident and professional manner. Her enthusiasm for the upcoming semester was refreshing.

She immediately fit in with the Staff. She quickly learned how to use our Marks Program and set up her classes, build a Course Outline and navigate our online D2L courses. She was always at school early in the morning and stayed late to prepare for the upcoming day. She participated in my extra- curricular commitments and volunteered to help out with the basketball team.

She quickly became aware of the challenges to using technology in the classroom; the list of approved websites which restricted her options, the diversity of socio-economic demographics among students, the intermittent access to the internet and computers in the building and in the classroom. She adapted with ease and maintained her composure.

Jennifer established a good relationship with her students. Her energy in the room was infectious and students responded positively. She shared her friendly personality with them and almost always had a smile. Her passion for the profession is evident.

Classroom management was enforced early on and she set appropriate limits. If those limits were crossed, she was quick to discipline. She uses her youthfulness to connect with students, while still maintaining an appropriate distance; her students respect and trust her. Many lessons started with encouraging words or a thought-provoking statement.

She was very open to constructive criticism and thrives on feedback; it was amazing to see her implement ideas in to a lesson, only having discussed them with her an hour beforehand. She is flexible and stays calm under pressure. She is willing to try new ideas, even if they are outside of her comfort zone. Jennifer is very aware of various learning needs of her students and will try to change her style of teaching accordingly. If a lesson didn't work out as she had planned, she makes a note of it and continues on without hesitation.

Jennifer implemented various forms of assessment throughout her teaching; both summative and formative. Students were completing mind maps, exit slips, videos, quizzes and tests, gameplay, pair and share and voting on and discussing answers. She was more than accommodating with assignments and homework due dates; her concern was that the students learned the material rather than enforcing a rigid timeline.

Her experience came with some lessons early on; as expected with a new teacher, there were some concerns with the lack of depth and detail of knowledge in the course. But just as quickly as the issue arose, she responded by digging deeper in to the content, beyond the textbook and rose to the challenge.

I am confident that Jennifer will be an absolute asset to any school. She has chosen a career that she loves and I look forward to hearing about her future success in the profession.

Rachel Toews