



FACULTY OF EDUCATION

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Letter of Recommendation – Natalie Visser – April - 2016

It is my pleasure to recommend Natalie Visser to you as an excellent candidate for any Science teaching position. I have had the privilege of knowing and working with Natalie in our Chemistry Curriculum class at Queen's University and I am honoured to take this opportunity to comment on her solid teaching skills, her exemplary integrity and good nature, her superb planning and preparation, and her well-founded interest and commitment to the teaching. It is my hope that you will learn to appreciate Natalie as a strong, reflective, and caring individual who finds herself to be in the early chapters of an exciting career in education.

I was first introduced to Natalie in early September of 2015 as she was starting her journey through her final year of teacher candidacy. I truly believe that Natalie's interest in education is well-rooted through a genuine desire to grow and share with her students and colleagues. She comes by her passions in education honestly and has blended these with a strong interest in Science and the environment. Natalie is certainly no rookie to rigorous academic work and challenging employment situations and she does well to bring her past skills and experiences into the classroom.

Over the past few months Natalie has established and proven herself as a promising and talented classroom teacher. What struck me the most over the past few months is Natalie's never-ending energy and her dedication and sense of respect for the teaching profession. This has surfaced as hard work, professional reflection, enthusiasm, and as a healthy dose of anxiety. I believe that Natalie's wide-eyed disposition, mixed with her strong sense of self and good judgment, will effectively equip her for a dynamic and successful career as an educator.

I have seen Natalie teach on several different occasions. She has shown admirable attention towards the appreciation of different learning styles and her lesson plans demonstrate a variety of teaching strategies and methods. These range from student-centred constructivist methods to cooperative activities to Socratic, teacher-centred chalk-and-talk strategies. Her planning and preparation is exemplary and she has developed a sense of continuity and dynamics in her teaching. Of special note, Natalie is very savvy at working and implementing technology into her lessons and assignments. Indeed, I have watched how effective and engaging these media can be as she conducted an engaging and effective professional development seminar on how to use a Smartboard and related applications in the Science classroom.

If it is not clear to you by now, I have considerable respect for Natalie and I feel lucky that I have shared professional time and experience with her. She has impressed me not with song and dance, but with her strong and sure way of getting things done and for her caring and inquisitive disposition. Those who cross paths with Natalie in the future will be very lucky indeed. I recommend her to you without reservation.

Yours truly,

Stephen Haberer

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