

# Portfolio

## Catherine Araya

# Teaching Statement

*"Empowering teachers inspire students to become lifelong learners."*

As an educator, my foundational teaching philosophy is rooted in a deep commitment to fostering a dynamic and inclusive learning environment that empowers students to actively participate in class and apply acquired knowledge authentically. I strongly believe that effective teaching goes beyond the mere conveyance of monotonous information; it involves the cultivation of critical thinking skills, the instigation of interest in all stages of the learning process, and the establishment of a classroom community.

## Perception of the Learning Process:

In my view, learning is a multifaceted journey that encompasses not only knowledge acquisition but also the development of critical thinking and problem-solving skills in real-life scenarios. Students should be active participants in their learning journey, and my role as a teacher is to provide them with the necessary tools and support to understand the course material. To achieve this objective, I employ a diverse number of instructional methods, such as collaborative projects, case studies, and real-world application scenarios, with the purpose of capturing as many learning styles as possible, and ensuring comprehensive acquisition and understanding.

## Perception of Teaching:

My teaching approach is guided by the belief that each student possesses unique strengths and perspectives in their learning process. I aim to create a supportive and inclusive classroom environment where students feel safe to express their opinions through engaging and meaningful activities.

## Assessment Approach:

When translating my teaching philosophy into practice and evaluating student progress, I employ a variety of assessment tools aligned with my learning objectives. These assessments include project-based assignments, self-assessments allowing students to reflect on their learning process, and interactive presentations incorporating technological tools to capture students' attention. Regular feedback and open communication channels that facilitate better connections with students, allowing collaborative adjustments to enhance the learning experience together.

In conclusion, my teaching philosophy centers on cultivating a vibrant and inclusive learning community where students are not passive recipients of knowledge for traditional fill in the blanks exams but active participants to their intellectual growth. I am devoted to nurturing a passion for learning, fostering critical thinking skills, and preparing students for the challenges of a rapidly changing world.

# Personal Statement

As an educator who is deeply passionate about fostering inclusive learning environments and empowering students to become lifelong learners, my teaching goals for the next few years are intricately intertwined with my interests in special education, research on immersion programs, and teaching at the elementary school level.

I believe that learning is a holistic journey encompassing not only the acquisition of knowledge but also the development of critical thinking, problem-solving skills, and a deep understanding of real-world applications. In my classrooms, I aspire to engage students actively in their learning journey by employing diverse instructional methods tailored to accommodate various learning styles. Through collaborative projects, real-world application scenarios, and interactive activities, I aim to instill in my students a sense of curiosity, creativity, and resilience.

Moreover, focusing on my teaching philosophy as the recognition of each student's unique strengths, abilities, and perspectives, I strive to establish strong connections with my students, fostering a sense of belonging and encouraging them to express their thoughts and ideas freely. By embracing diversity and incorporating culturally responsive teaching practices.

In alignment with my teaching philosophy, I advocate for a multifaceted assessment approach that goes beyond traditional measures of evaluation. Utilizing a variety of assessment tools such as project-based assignments, self-assessments, and interactive presentations, I seek to provide students with meaningful opportunities to demonstrate their understanding and growth. Regular feedback and open communication channels serve as integral components of my assessment approach, facilitating ongoing dialogue and collaboration between students, parents and myself to enhance the learning experience collectively.

In conclusion, my teaching goals for the next few years revolve around creating vibrant and inclusive learning communities where all students are empowered to thrive academically, socially, and emotionally. Through a combination of innovative instructional strategies, culturally responsive teaching practices, and personalized support, I am dedicated to nurturing a passion for learning, fostering critical thinking skills, and preparing students for success.

# List of Courses

## *Intermediate English Tutoring sessions:*

- Develop engaging and interactive sessions designed to facilitate English language practice and conversation.
- Craft scenarios based on real-life situations to encourage authentic language use and comprehension.
- Focus on practicing colloquial English to enhance students' conversational fluency and cultural understanding.
- Curate sessions to target areas of improvement specific to each student, aiming to elevate their English proficiency in preparation for advanced levels.

## *Spanish teacher assistant, 1st grade Spanish immersion school:*

- Provide individualized support to students to enhance their literacy skills in Spanish.
- Regularly assess classroom progress to identify areas for improvement and track student growth.
- Assist in the creation and grading of exams, ensuring alignment with curriculum objectives.
- Lead math and reading lessons, incorporating Spanish language instruction.
- Employ effective classroom management strategies to accommodate students from diverse cultural backgrounds and facilitate a positive learning environment.

## *Spanish instructor, SPAN 1200 college level course:*

- Design comprehensive lesson plans aligned with course curriculum and learning objectives.
- Conduct daily 50-minute interactive lessons, focusing on communicative language skills development.
- Evaluate student performance through assessments, projects, and other course requirements.
- Collaborate with fellow Spanish instructors to develop cohesive and effective evaluations.
- Strike a balance between communicative language practice and structured grammar instruction to ensure a well-rounded learning experience for students.

# Exams and Quizzes samples

Nongraded

Course: Spanish level 1200 / college

Date: Summer 2023

ONLINE CLASS

## Question 1

10 pts

### OBJETOS DE LA RUTINA DIARIA.

Mira la fotografía y escribe 5 objetos que puedes usar en tu rutina diaria y **que son parte del baño**. Debes usar los artículos: el, la, los, las.



## Question 2

15 pts

### ¿QUÉ TE GUSTA?

Completa la siguiente conversación de los verbos como GUSTAR, con la forma correcta.

Pepe: ¡Hola, Laura! ¿Cómo estas? ¿a ti  (gustar)

tus clases del semestre?

Laura: Sí, a mí  (encantar) todas mis clases.

Especialmente  (fascinar) la clase de español

porque  (encantar) aprender nuevas lenguas. ¿Y  
a ti?

Pepe: A mí  (interesar) todas mis clases pero

(aburrir) la ciudad de Columbia.

Course: Spanish level 1200 / college

Date: Spring 2024

IN PERSON CLASS

### La rutina diaria de Taylor Swift y Travis Kelce

#### 1. ESCUCHAR – 10 pts

Escucha el podcast donde Taylor Swift habla de su rutina diaria y luego escoge (choose) cierto o falso.

*"Hola a todos mis fans, los detalles de mi rutina diaria son: lo primero que hago al despertar es revisar mi Instagram, luego siempre juego un poco con mis gatos. Me encanta jugar con Olivia, es mi gato favorito. Después, me baño por 30 minutos en la ducha. Cuando salgo de la ducha, uso el maquillaje de mi amiga Selena, me gusta mucho su maquillaje de Rare Beauty. Después de maquillarme, hago ejercicios para practicar cantar antes de mi show. Por último, me cepillo el cabello y voy al estudio de grabación. Nunca como desayuno antes de trabajar."*

- 1) Taylor Swift siempre revisa TikTok al despertar **CIERTO / FALSO**
- 2) A Taylor le encantan mucho los perros **CIERTO / FALSO**
- 3) Taylor se baña solo por 20 minutos **CIERTO / FALSO**
- 4) Taylor siempre se maquilla después de ducharse **CIERTO / FALSO**

#### 2. VOCABULARIO – 20 pts.

Completa el párrafo con las palabras correctas relacionadas con la rutina diaria de Taylor Swift:

crema de afeitar / pasta de dientes / despertador / baño / toalla / maquillaje / ducha /  
jabón / ducha / lavabo

Recuerda agregar el/los artículos necesarios a cada palabra: *el/la/lo/los/las*



Cada mañana, Taylor Swift comienza su día con el sonido de **el despertador** cuando es hora de levantarse. Lo primero que hace es usar **el baño** y se pone **las pantuflas** porque siempre tiene frío en la mañana. Cuando se lava la cara en **el lavabo**, usa **la pasta de dientes** para cepillarse los dientes y **el jabón** de NEUTROGENA para lavar su cara. En segundo lugar, usa **la ducha** y a veces usa **la crema de afeitar** mientras se ducha. Por último, al salir de la ducha se limpia la cara con **la toalla** y luego siempre usa **el maquillaje** para ir a trabajar

en su nuevo The Eras Tour.

### 3. ESCOGER 10pts

Escoge la palabra indefinida más lógica en la conversación entre Taylor Swift y su novio el jugador de fútbol americano Travis Kelce:

Taylor Swift: ¡Hola Travis! Te extrañé mucho ayer, ¿Cómo estás?

Travis Kelce: ¡Hola Taylor! Yo también te extrañé. El partido contra (against) los Dolphins fue muy largo y difícil. ¿Hay **algo/alguno** nuevo en tu vida?

Taylor Swift: ¡Si! Estoy trabajando en **ninguno/algunos** nuevos proyectos (Project) con mi música para el verano 2024. **Siempre/nunca** me gusta intentar nuevos sonidos y desafíos (challenges).

Travis Kelce: ¡Wow! Estoy muy feliz por ti Taylor, **nadie/nunca** me aburre escuchar tu nueva música. ¿Piensas colaborar con **ningún/algún** artista en la nueva canción?

Taylor Swift: Si, tengo **ninguna/algunos** artistas en una lista.

Travis Kelce: ¿Hay **alguien/nadie** que yo conozca en tu lista?

Taylor Swift: ¡Claro! Tu mejor amigo, Bad Buny está en mi lista. ¿Te gusta **ninguna/alguna** de sus canciones nuevas?

Travis Kelce: No, no me gusta **algún/ninguna** de sus canciones nuevas de 2024 y **tampoco/también** del álbum de 2022.

Taylor Swift: ¡oh no! A mí me gustan todas sus canciones nuevas.



### 4. NEGATIVAS 5pts

Siguiendo la conversación entre Taylor Swift y Travis Kelce, escoge la palabra negativa indefinida lógica para cambiar las oraciones *afirmativas a negativa*.

Ejemplo:

I. Taylor Swift **siempre** escribe música nueva

- a) Ningún
- b) Nunca**
- c) Jamás

II. Taylor conoce **algunos** de los amigos de Travis.

- a) Ninguno**
- b) Nadie
- c) Ninguna

III. A Travis **también** le gusta la música de Bad Bunny.

- a) Nada
- b) Tampoco**

Nombre: \_\_\_\_\_

/100

## La rutina diaria Taylor Swift



**I. ¡A ESCUCHAR!** Escucha el podcast donde Taylor Swift habla de su rutina diaria, luego escoge (choose) cierto o falso. (10 pts.)

1. Taylor Swift siempre revisa TikTok después de levantarse.
2. A Taylor Swift le molestan los gatos.
3. Taylor Swift se baña solo por 20 minutos.
4. Taylor Swift siempre se maquilla después de bañarse.
5. Taylor Swift no come desayuno antes de trabajar.

10 pts

- |          |         |
|----------|---------|
| Cierto / | Falso ✓ |

**II. OBJETOS QUE USA TAYLOR SWIFT EN SU RUTINA DIARIA.** Completa el párrafo con las palabras del vocabulario de la rutina diaria. No puedes repetir palabras. (11 pts.)

crema de afeitar / pasta de dientes / despertador / baño / toalla / maquillaje  
pantuflas / champú / jabón / ducha / lavabo



Cada mañana, Taylor Swift comienza su día con el sonido (sound) del despertador cuando es hora de despertarse. Después de levantarse, ella se pone las pantuflas porque siempre tiene frío en las mañanas. Luego va al báño para mirarse en el espejo y usa el lavabo para lavarse la cara (face) y las manos (hands) con Jabón de "Dove o Neutrogena" y también se cepilla los dientes con la Pasta de dientes. Más tarde, Taylor Swift va a la cocina a preparar su café. Después de tomar su café Taylor Swift va al baño nuevamente, en la ducha se lava con agua caliente (hot water), usa el Champú de "Head & Shoulders" para lavarse su cabello. Algunas veces Taylor Swift se afeita con la Crema de afeitar mientras se ducha. Por último, al salir de la ducha se seca con la Toalla y siempre se maquilla con el Maquillaje de "Rare Beauty" para ir a trabajar en su nuevo "The Eras Tour." Finalmente sale de su casa.

11 pts

**III. ¡A ESCOGER!** Escoge la palabra indefinida o negativa más lógica en la conversación entre Taylor Swift y su novio, el jugador de fútbol americano Travis Kelce. (10 pts.)

**Taylor Swift:** ¡Hola Travis! ¿Cómo estás? Te extrañé mucho ayer.

**Travis Kelce:** ¡Hola mi amor! Estoy bien. ¡Yo también / jamás te extrañé mucho! El partido contra (against) los "Ravens" fue muy difícil, pero jugamos bien. ¿Hay algo / alguno importante que tienes que hacer hoy?

Taylor Swift: ¡Si! Estoy trabajando en ninguno / algunos proyectos (Project) de música para el verano 2024.  
A mí siempre / nunca me gusta escribir canciones nuevas (new songs) y cantar en los conciertos (concerts).

Travis Kelce: ¡Wow! Estoy muy feliz por ti Taylor, a nadie / nunca le molesta escuchar canciones nuevas.  
Tus fans van a estar felices. ¿Piensas colaborar con ningún / algún artista en la nueva canción?

Taylor Swift: Sí, tengo ninguno / algunos artistas en mi lista.

Travis Kelce: ¿Hay alguien / nadie en tu lista que es muy famoso o famosa como tú?

Taylor Swift: ¡Claro! Mi amigo, Bad Bunny. ¿Te gusta ninguna / alguna de sus canciones?

Travis Kelce: No, no me gustan sus canciones del álbum de 2023 y tampoco / también del álbum de 2022.

Taylor Swift: ¡Oh no! A mí me gustan todas sus canciones nuevas.



10 pts

**IV. PREGUNTAS DE COMPRENSIÓN** Responde las dos preguntas sobre Taylor Swift y Travis Kelce y la pregunta personal con oraciones completas. (9 pts.)

✓ 1. ¿Cómo fue el partido de los "Chiefs" y los "Ravens"?

El partido de los Chiefs y los Ravens fue bien para los Chiefs. \*

9 pts

✓ 2. ¿Qué le gusta hacer a Taylor Swift?

A Taylor Swift le gusta cantar. \*

✓ 3. Y a ti, ¿te gustan o te molestan las canciones de Taylor Swift?

A mí me gustan las canciones de Taylor Swift

**V. UNA CONVERSACIÓN DE AMIGAS.** Completa la conversación entre Taylor Swift y su amiga Selena Gómez usando la forma del pretérito de SER o IR. También escoge el verbo correcto. (16 pts.)



Ejemplo: Travis fue (SER / IR) al cine conmigo.

16 pts

Taylor Swift: ¡Selena!, tengo que contarte de mi última cita (date) con Travis.

Selena Gómez: Sí, quiero escuchar... ¿Cómo fue (SER / IR) la cita?

Taylor Swift: fue (SER / IR) una cita increíble. Primero, él y yo

Travis fue (SER / IR) muy amable (kind) todo el tiempo. ¡Él es todo un caballero (gentleman)!

Selena Gómez: ¡Qué bueno Taylor! ¿Y qué ropa usaste (wear)?

Taylor Swift: Ayer yo fui a (SER / IR) Nordstrom a comprar un vestido, pero nada me gustó.

Luego, mis asistentes (assistants) fueron (SER / IR) a otra tienda y compraron un vestido azul muy hermoso para mí.

Selena Gómez: ¡Que bueno! ¿Y ustedes fueron (SER / IR) a algún otro lugar?

Taylor Swift: Sí, después de comer en el restaurante nosotros fui (SER / IR) a "Opera House Coffee & Tea" por un café y hablamos por muchas horas.

Selena Gómez: Estoy muy feliz por ti amiga.

VIII. ¿QUÉ SABES DE PERÚ? Taylor Swift quiere ir a Perú y ella te hace algunas preguntas. Tú debes responder las preguntas con oraciones completas e información específica de la cultura de Perú. (14 pts.)

- ✓ 1. Indica dónde está Perú en el mapa

11 pts

- ✓ 2. La capital de Perú es Lima.

Idiomas Nativos

- ✗ 3. En Perú se habla el español y quechua/aimara.

10s

- ✓ 4. ¿Qué sabes de Machu Picchu?

Machu Picchu es una ruina de tiempos antiguos.

Una persona americano la encuentra.

- ✓ 5. ¿Qué sabes sobre (about) la música andina?

La Música andina tiene muchas influencias, incluso

- la Música africana, y la música española. Tiene varios tipos de flautas. Un Cantante de Ópera famosa es de Perú.

- ✓ 6. ¿Qué sabes sobre "Las Líneas de Nazca?"

Las Líneas de Nazca son líneas misteriosas de una cultura antigua en Perú, los Nazcas. Son en formas de animales, como un pájaro. Ellos son muy grandes.

- ✓ 7. Menciona un lugar o información importante de Perú. (No puedes repetir información)

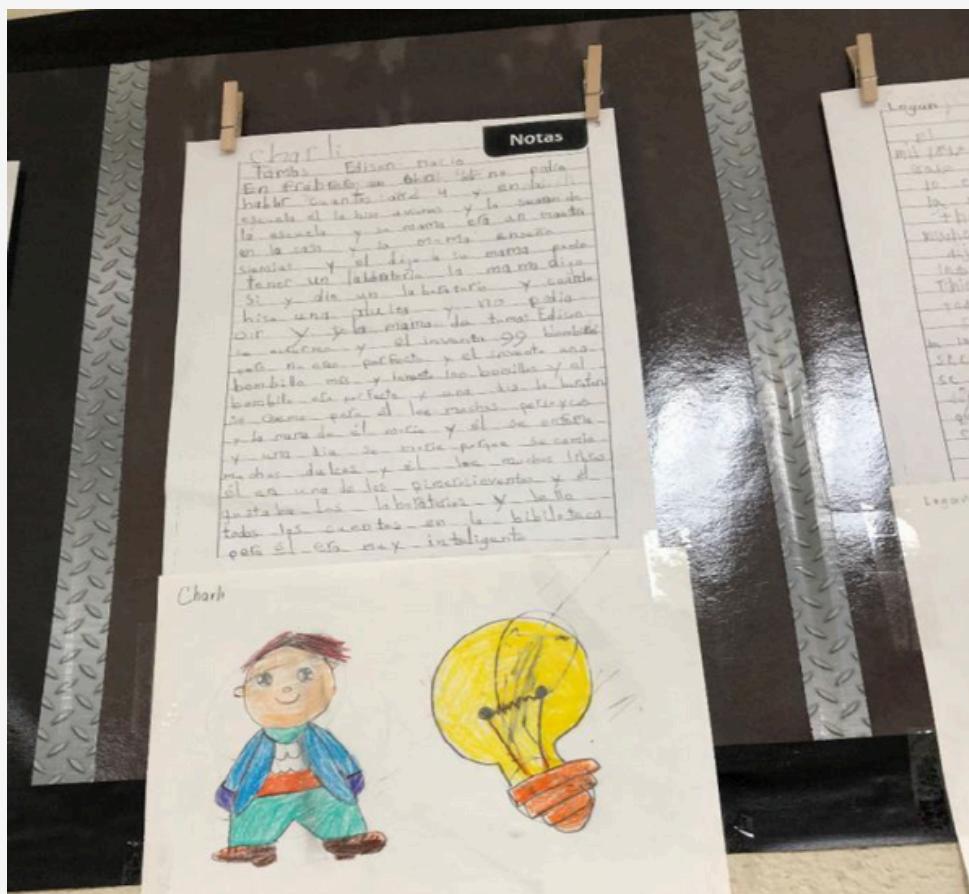
Los llamas y alpacas son animales muy importantes en Perú. Ellos producen lana.

## Materials used in classes

Level: First Grade Spanish Immersion School

Date: January 30th, 2020

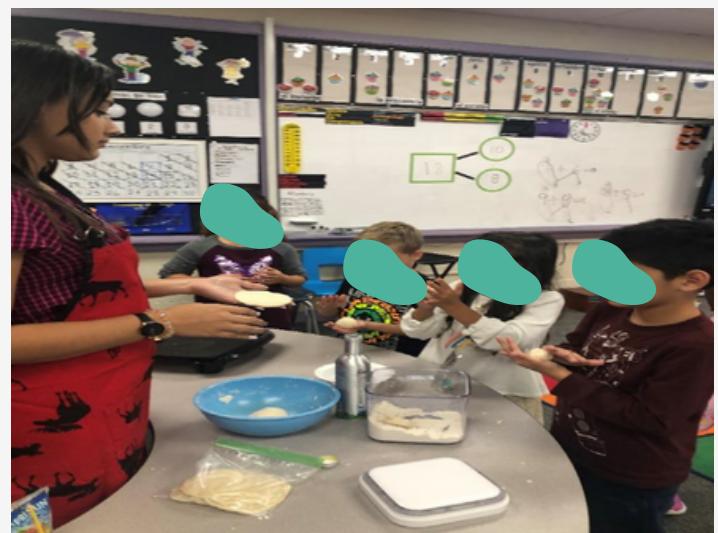
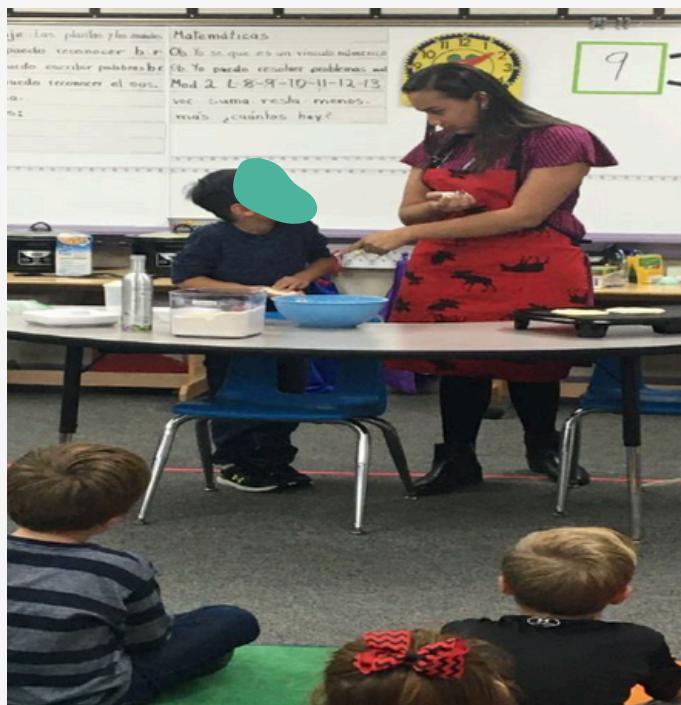
Every Thursday, students used to engage in a writing activity where they independently write about a story discussed during the week, with minimal assistance. In the last two weeks of January, instead of traditional tales, we introduced two biographies. One of these was about Thomas Edison. Students learned about his life and inventions, which presented a greater challenge as they had to recall biographical details rather than the usual story chronology. To facilitate this task, we used a video on Thomas Edison. We paused the video at intervals, allowing students 15 minutes to write down what they remembered before continuing. This method made the task more manageable and less overwhelming. This activity highlights the students' progress. At the beginning of the year, they struggled to write five lines about a simple tale. Now, nearing the end of the school year, they can write a complete biography in Spanish, demonstrating their achievement of the competencies and goals necessary for advancing to second grade.



*Level: First Grade Spanish Immersion School*

*Date: November 2019*

Leading up to the Thanksgiving holiday, we aimed to teach students about the significance of this celebration in the United States. To illustrate the importance of this holiday, the teacher and I prepared a small meal with the students, mimicking the family gatherings they would experience on Thanksgiving Day. The teacher demonstrated the process of making chicken noodle soup. Meanwhile, I incorporated a cultural element by teaching the students how to prepare tortillas, a staple in my country's cuisine. The students responded enthusiastically to this activity, eagerly making and eating their own tortillas. This activity not only enriched their understanding of Thanksgiving but also allowed them to experience and appreciate a different cultural tradition.



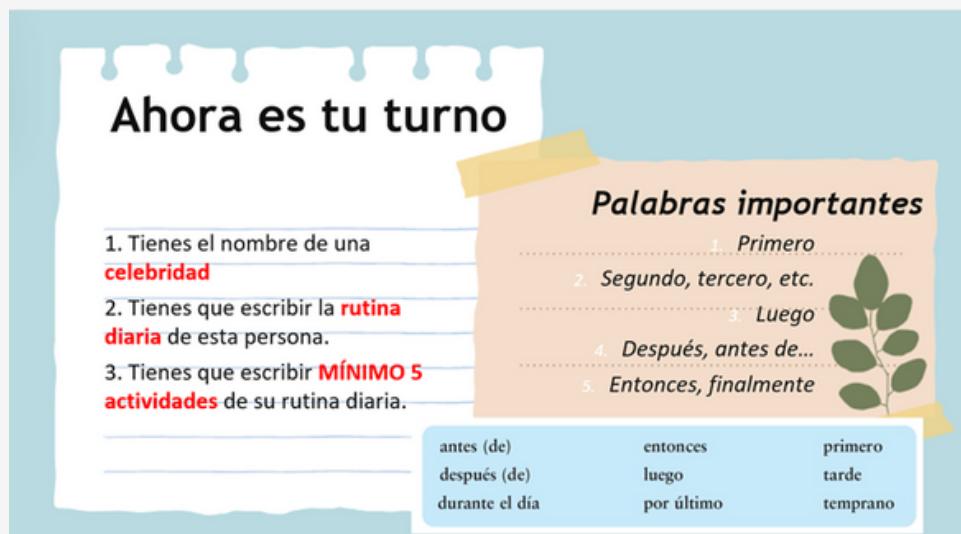
*Level: Spanish 1200 course*

*Date: Spring 2024*

*Class time: 50 minutes*

### Topic: Daily routine

During this lesson students learned daily routine through an interactive storyline inspired by characters from the "Barbie" series. Following the storyline, students embarked on collaborative exercises with their peers, tasked with creating a personalized daily routine for a randomly assigned celebrity. This activity encouraged creativity while reinforcing vocabulary acquisition as students integrated new words into their imaginative narratives.



### Topic: Food

During this vocabulary lesson, students were engaged in a stimulating warm-up activity that involved watching a tutorial on the preparation of pupusa, a traditional dish from the professor's native country. Following the video, students were tasked with sequencing the preparation steps they observed alongside corresponding steps provided on a worksheet.



# Students Evaluations

As a Spanish instructor, I recently have had the privilege of teaching Intermediate Spanish classes three times a week, each session lasting 50 minutes, to college-level non-native speakers of the language for the past two years. The classes are designed to further develop students' language skills and cultural understanding through a variety of interactive activities, discussions, and multimedia resources.

In my recent teaching evaluations, students consistently highlighted the positive aspects of my instruction. They appreciated the challenging yet enjoyable learning environment I created, as one student remarked, "It was a real pleasure having Ms. Araya as my Spanish teacher for the semester. She has a natural talent in teaching." Another student noted, "The teacher is incredibly calm, thoughtful, and considerate," reflecting my commitment to creating a supportive atmosphere conducive to learning and shown my dedication to providing high-quality instruction and individualized support to students of varying abilities.

I strongly believe in the importance of open communication and collaboration in the classroom. I am always receptive to feedback from students and aim to address their needs and concerns effectively. As one student mentioned, "Always open to feedback and willing to help, asked what we need help with." This approach not only helps me foster a positive learning experience but also empowers students to take ownership of their learning journey.

While the majority of feedback was positive, I acknowledge that there were areas for improvement highlighted in the evaluations. Some students expressed a desire for more class time to go deeper into Spanish language instruction, which I fully understand and am eager to address. Additionally, I am committed to continuously refining my teaching techniques to better accommodate the diverse needs of my students.

## Group Report for: Araya,Catherine Nathaly; Course: ELEMENTARY SPANISH 2

Course: **SPAN 1200** Section: **09** Semester: **FS2023** Class Number: **53422**

**No. Respondents: 14**

**No. Enrolled: 16**

Course Feedback Form								
Choices: Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree	Percent of Responses							
	SA (5)	A (4)	N (3)	D (2)	SD (1)	# Rsp	Mean	Std. Dev.
<b>Structured</b>								
The class was clearly organized.	43%	50%	7%	0%	0%	14	4.36	0.61
I knew what was expected of me in this class.	43%	50%	7%	0%	0%	14	4.36	0.61
I received feedback on class assignments that was helpful.	21%	71%	0%	7%	0%	14	4.07	0.70
Structured Summary Score: 4.26								
<b>Supportive</b>								
The instructor encouraged students to play an active role in the class.	64%	36%	0%	0%	0%	14	4.64	0.48
The instructor prompted students to ask questions.	79%	21%	0%	0%	0%	14	4.79	0.41
I was encouraged to communicate with my instructor outside of class.	36%	50%	7%	7%	0%	14	4.14	0.83
Supportive Summary Score: 4.52								
<b>Cognitive Engagement</b>								
I had opportunities to solve problems in this class.	21%	64%	14%	0%	0%	14	4.07	0.59
The class allowed me to think creatively about issues in the field.	7%	43%	43%	7%	0%	14	3.50	0.73
I can apply knowledge and information from this class to my life.	36%	43%	14%	0%	7%	14	4.00	1.07
Cognitive Engagement Summary Score: 3.86								
<b>Inclusion</b>								
This class has helped me develop the skills necessary to work effectively with people from various backgrounds.	64%	36%	0%	0%	0%	14	4.64	0.48
The instructor respected the expression of diverse ideas.	36%	43%	21%	0%	0%	14	4.14	0.74
The instructor saw cultural and personal differences as assets.	50%	21%	29%	0%	0%	14	4.21	0.86
Inclusion Summary Score: 4.33								
<b>Collaborative</b>								
The instructor effectively facilitated interactions among students.	36%	50%	14%	0%	0%	14	4.21	0.67
In-class activities and/or interactions with classmates contributed to my learning.	64%	36%	0%	0%	0%	14	4.64	0.48
Collaborative Summary Score: 4.43								
<b>Feedback to Other Students (IDK = I Don't Know)</b>	% Yes	% No	% IDK			# Rsp		
Would you recommend this class to other students regarding...?								
CLASS CONTENT	79%	21%	0%			14		
CLASS STRUCTURE (E.G., ORGANIZATION, PACING)	64%	21%	14%			14		
POSITIVE LEARNING ENVIRONMENT	86%	7%	7%			14		
INSTRUCTOR'S TEACHING SKILL/STYLE	79%	14%	7%			14		
FAIRNESS OF GRADING	86%	7%	7%			14		

\*\*These are college level student evaluations

# Students comments

The following feedback comments were anonymous answering the question:  
**What aspects of the teaching or content of this course were especially good?**

It was a real pleasure having Ms. Araya as my Spanish teacher for the semester. She has a natural talent in teaching. She made the learning environment challenging and engaging, while making sure students still had fun. It is clear she plans each class time carefully. She gives 100% to class each time. My only real complaint is that I wish she was allotted more class time to do more Spanish teaching.

engaged a lot with the class, made us talk + answer in spanish which helped a lot, made class fun

---

The professor was fantastic. She was incredibly patient w/ students that struggled but still encouraged them to do better

She was a great teacher overall and really tended to her students.

The following feedback comments were anonymous answering the question:  
**What are one to three specific things about the class that supported your learning?**

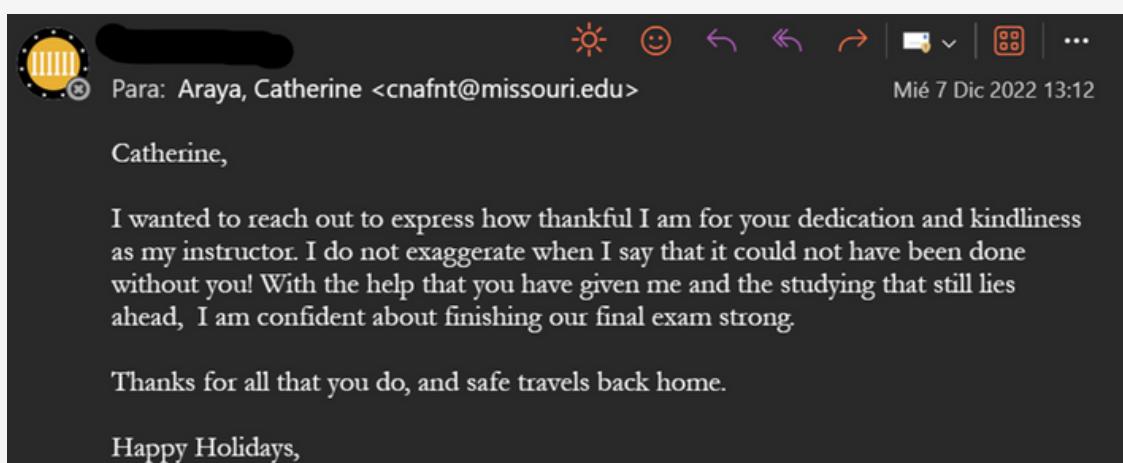
We were encouraged to participate in class, the instructor gave us time to ask questions, and the instructor explained why something was incorrect.

- Organized notes & structure of class
- Helpful & nice
- Light atmosphere

- Instructor was communicative about where I needed to improve in the class.

We were taught in Spanish majority of the time which required you to comprehend the content. Encouraged group work and class participation.

The following email was not anonymous, former student from Spanish course in person:



The screenshot shows an email interface with a dark theme. At the top, there is a yellow circular profile picture with a black redaction mark over it. To its right is a black redaction mark. On the far right of the top bar are several small icons: a sun, a smiley face, left and right arrows, a reply arrow, a reply all arrow, a forward arrow, a paper with a blue checkmark, a square with a double arrow, and three dots. Below this is the recipient information: "Para: Araya, Catherine <cnaftn@missouri.edu>" and the timestamp "Mié 7 Dic 2022 13:12". The main body of the email starts with "Catherine," followed by a paragraph of text: "I wanted to reach out to express how thankful I am for your dedication and kindness as my instructor. I do not exaggerate when I say that it could not have been done without you! With the help that you have given me and the studying that still lies ahead, I am confident about finishing our final exam strong." Below this is another paragraph: "Thanks for all that you do, and safe travels back home." The final line is "Happy Holidays," followed by a signature line.

# Reference letters



University of Missouri

School of Languages, Literatures & Cultures

143 Arts & Science Bldg., 902 Conley Ave.  
Columbia, MO 65211

PHONE 573-882-1915  
EMAIL sllc@missouri.edu  
WEB sllc.missouri.edu

March 11, 2024

To Whom It May Concern:

I am pleased to write this letter of recommendation in support of Ms. **Catherine Araya's** application.

Ms. Araya joined the School of Languages, Literatures, and Cultures at the University of Missouri in August 2022 as a graduate student and as a Spanish Teaching Instructor. Since then, I have worked as her Spanish 1200 "Elementary Spanish 2" course supervisor. During that time, I have worked closely with her and come to know her quite well.

Ms. Araya is always respectful, follows instructions, and always exhibits a positive and energetic willingness to work with me and her students. She is excellent at receiving feedback and advise from me about her teaching.

Ms. Araya has been teaching two sections of SPAN 1200 every semester and is a very good instructor. Every semester I visit her class to evaluate her teaching and observe how she manages the class. I am pleased with her teaching style and the techniques that she uses in class. Her PowerPoints are well designed, organized, creative, and clear. In all the classes that I have observed, there is a good environment and rapport between her and the students. The students feel comfortable interacting with her. They try to ask questions in the target language that they are learning. They use the target language when interacting with each other in class. Ms. Araya's class are engaging with lots of communication practice. She gives her students ample opportunity to participate in class.

Ms. Araya is dependable and very responsible in fulfilling her duties as a teacher. I have no doubt that she will be an excellent colleague, and your students will benefit from her teaching style.

It is a real pleasure working with her.

Sincerely,

A handwritten signature in black ink, appearing to read "daveiva murillo".

Daveiva Murillo  
Coordinator of Spanish 1200  
134 Arts & Science Bldg.  
School of Languages, Literatures & Cultures  
University of Missouri

January 6th, 2022

Dear admission committee,

I have known Catherine for the past 3 years, having served as her faculty professor in different subjects, as her internship coordinator when she participated in an internship program named AMITY which let her go to the US for a year, gave her a chance to improve her language and teaching skills and she could teach Spanish in a Spanish immersion school and I believe Catherine would be an excellent addition to this program.

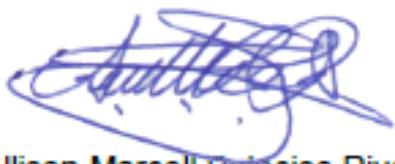
While a student in my classes, Cathy has always challenged herself and others academically. She is an active participant in class discussions, presentations and always ready to do what is required. She is always ready to work, help others and a remarkable characteristic I value about her is that she always does her best and does not settle for less. Cathy even tutored students, taught English before she got graduated and helped them with their English classes because she always was a student with advance level.

She excels in extracurricular activities like medical clinics, social service, and others. She is a person who can adapt herself to any situation, she is mature enough to deal with people, lead the class and solve problems with wisdom. Cathy can easily be part of a group without any problem and work together to reach success. She always shows patient, compassion, goodness, and mercy, and I can say that I have always seen kindness through her life. When she is part of a project or a team, she always works hard and no matter who leads or guide, she follows and is under authority, she works as if it is for herself and never let anyone behind.

Cathy is a person who is always learning, not only English but everything she knows will add to her life and will equip her to be better and serve others. Her responsibility, ethic, and professionalism to work make her a great candidate and a great person to work with. In her classes, she tries to teach with love, compassion, understanding and always gives her students the opportunity to prove themselves and find their way. She is a person who can be in any environment or situation, and she will be good and will do what is right. As professor and coordinator, I can assure you that I do not regret selecting her to go and participate in AMITY back in 2019, or recommending her for the last job, I would do it again.

I believe Cathy would bring so much to this program, both inside and outside the classrooms and this program will bring so much to her as well. I also believe this program will give her a great experience, will teach her more and I am sure will make her better what is great because our community needs more agents of change like her. If you have any question about Catherine's qualification, feel free to contact me at [apalacio@ugb.edu.sv](mailto:apalacio@ugb.edu.sv).

Sincerely,



Allison Marcell Palacios Rivera  
English Teacher and Internship coordinator  
Gerardo Barrios University

August 8, 2020

To whom it may concern,

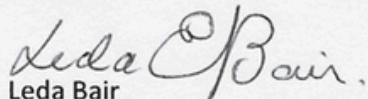
I worked with Ms. Catherine Araya as her supervising teacher during the school year of 2019-2020 in the United States.

She demonstrated competence as a teacher, dominating both educational practices and material content. During her year with me she grew in her abilities, gaining confidence as a teacher and always showing a willingness to learn new techniques and putting them into action with her students. Her ability as a bilingual professional surpassed all expectations. She communicated effectively in the English language, translating with effectiveness in both large and small groups while demonstrating a respect for cultural differences.

Catherine also demonstrated wisdom and maturity in her relationship with the teaching staff, students and parents exhibiting genuine support for each group. Her dedication and professionalism seen in her punctuality, efficiency with technology and her positive approach to unplanned eventualities speaks of ability to be an excellent teacher in the future.

It was a joy to work with Catherine Araya and I recommend her without reservation for employment in a teacher or any other position.

Sincerely,



Leda Bair

First Grade Teacher  
Zarrow International School  
Tulsa, Oklahoma, USA