

UNIVERSITY OF MINNESOTA

Twin Cities Campus

College in the Schools

*Precollege Programs
College of Continuing Education*

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Memo

To: Principal

From: [REDACTED] Director, College in the Schools

Re: Request for letter of recommendation

An essential part of the application to teach a [REDACTED]-Twin Cities course through College in the Schools is a letter of recommendation in support of the applicant, from the principal. It serves three primary purposes:

- As the applicant's supervisor, your letter serves as a **critical validation** for [REDACTED] the accrediting body for the University, of the depth and breadth of the applicant's content knowledge in the subject area of the [REDACTED] course they are applying to teach. If you don't have direct knowledge of the applicant's understanding in the subject area, you may wish to have a conversation with others who can attest to this before you write the letter of recommendation. See how the recommendation letter can be used to effectively validate content knowledge in the example on the next page.
- Faculty at the University are also interested in your knowledge of the contributions of the applicant to the high school.
- Lastly, the letter affirms that you understand the school's responsibilities in the partnership with [REDACTED]

On school letterhead, please address **each** of the following:

- How long you have known and worked with the applicant;
- Evidence of the applicant's knowledge in the subject area; include one or two specific accomplishments or achievements that demonstrate knowledge in the subject;
- Evidence of the applicant's commitment to deepening his or her own knowledge and improving instruction in the subject or related subjects;
- Examples of the applicant's initiative, creativity, resourcefulness, leadership ability and/or other examples of the value that the applicant brings to your school;
- Anything else you believe is important for faculty to consider as they are reviewing the application.

In the last paragraph of your letter:

- Affirm that you understand your school's responsibilities in the partnership with the University. Those responsibilities are summarized on the following pages.

Please send your completed and signed letter to:

[REDACTED]

or

College in the Schools
Room [REDACTED] Armory Bldg.
[REDACTED]
Minneapolis MN [REDACTED]

Example: Principal's letter of recommendation

[REDACTED]

To whom it [REDACTED] concern:

I am pleased to [REDACTED] this letter in support of [REDACTED] application to teach [REDACTED] [REDACTED] [REDACTED] ng Studio. She is a talented and committed teacher and her knowledge of [REDACTED] ng and how to teach [REDACTED] ng is extensive. [REDACTED] was an English teacher at [REDACTED] when I took the position as principal 4 years ago.

I've not had many opportunities to work closely with Ms. [REDACTED] on projects that would demonstrate the depth of her understanding of [REDACTED] ng and the [REDACTED] ng process, but in preparing to [REDACTED] this letter I talked with the district curriculum director, Dr. [REDACTED], about Ms. [REDACTED]'s leadership on a curriculum committee from [REDACTED] - [REDACTED]. [REDACTED] was convened to build [REDACTED] ng instruction into all of the courses offered at the high school. [REDACTED] led the initiative to develop uniform grading standards for [REDACTED] en work through the use of rubrics and anchor papers. Dr. [REDACTED] described [REDACTED]'s contributions to [REDACTED] [REDACTED], over the two-year period, as "significant and very insightful. Ms. [REDACTED] clearly understands academic [REDACTED] ng and how the [REDACTED] ng process can build higher order academic skills."

[REDACTED] has taught both literature and composition courses at [REDACTED] for six years and in that time she has reviewed and graded hundreds of essays and reports. Her commitment to deepening her knowledge of [REDACTED] ng and effective [REDACTED] ng instruction are clear. She has participated in a variety of professional development workshops, including [REDACTED] trainings in literature and composition, as well as workshops sponsored by the Minnesota [REDACTED] ng Project at [REDACTED]

I would also like to emphasize that [REDACTED] has worked successfully with the target student population for [REDACTED] [REDACTED]. [REDACTED] of our high school students are eligible for free or reduced price lunch, and all students are required to take the English courses that [REDACTED] has taught. She fully appreciates that offering the [REDACTED] writing course through [REDACTED] will be a challenge for some of her students, but she has always held them to high standards and expected great things.

In closing, I wish to affirm that I understand the responsibilities of the high school in offering a [REDACTED] Minnesota course through College in the Schools.

Sincerely,



George Martin
Principal

[REDACTED]
[REDACTED]
[REDACTED]

UNIVERSITY OF MINNESOTA

College in the Schools

Summary of School Responsibilities

Detailed information about these responsibilities and policies is available on the [website](#), in the following three downloadable documents.

- [Guide for High School Administrators](#)
(<http://cce.umn.edu/documents/DCP/High-School-Administrator-Guide.pdf>)
- [Policies Governing University of Minnesota, Twin Cities Courses in the High School](#)
(<http://cce.umn.edu/documents/DCP/UMTC-Policies.pdf>)
- [Quick Guide to Course Requirements and Related Policies](#)
(<http://cce.umn.edu/documents/DCP/Quick-Guide.pdf>)

COSTS

Schools or districts pay \$[redacted] per student, per course (not per credit). This fee has remained at \$[redacted] since [redacted].

Additional expenses include:

- The cost of textbooks, materials, and equipment (a list of required texts and materials is part of each course description on the [website](#); alternatives to required texts must be approved by the faculty coordinator in advance. Textbooks in most cohorts are infrequently replaced. Where this is not the case it is noted on the course description and in the [Quick Guide to Course Requirements and Related Policies](#).)
- Internet access at the school for teachers and students
- Required laboratory facilities and equipment (see course descriptions on the [website](#) for details)
- Substitute teachers for release days when [redacted] teachers attend required [redacted] professional development and Student field days
- Transportation for [redacted] students to field days.

Stipends for instructors:

[redacted] instructors must attend professional development sessions during the summer as well as during the academic year. We strongly encourage all school districts to provide stipends for participation in required summer professional development sessions.

SCHOOL OR [redacted]

1. Pay fees and costs associated with offering [redacted] courses through [redacted]
2. Provide required textbooks and course materials for all [redacted] students.
3. Abide by all [redacted] and University policies (summarized below and described in the current [Quick Guide to \[redacted\] Course Requirements and Related Policies](#) and in the [Guide for High School Administrators](#)).

4. Review the [Quick Guide](#) and [REDACTED] for policy changes when they are emailed to you annually.
5. Notify the [REDACTED] office of all teacher absences you expect to last [REDACTED] or more consecutive work days.
6. Provide teacher application and supporting documents for an appropriate substitute for any [REDACTED] teacher gone for [REDACTED] or more consecutive work days, and for a replacement for any [REDACTED] teacher leaving permanently.
7. Obtain approval for role of student teachers in [REDACTED] courses.
8. Provide release days and substitutes for teachers to attend [REDACTED] professional development workshops and student field days.
9. Provide transportation for students and teachers to campus field days.

AND [REDACTED]

1. **Class composition:** [REDACTED]% of students participating in a [REDACTED] course offered through [REDACTED] must be enrolled for [REDACTED] credit. Up to [REDACTED] may be enrolled for high school credit only. This requirement is critical to ensuring that the course functions at the [REDACTED] level.
2. **[REDACTED]:** [REDACTED]% of the students enrolled in an [REDACTED] course need to be from one or more of the following target student populations:
 - In the academic middle (between the top [REDACTED] and the top [REDACTED] of their class)
 - [REDACTED]
 - Members of racial or ethnic minorities
 - First-generation college-bound students
 - From families of low to moderate income
3. **Student eligibility criteria:** Students enrolled for [REDACTED] credit need to meet eligibility criteria set by the faculty coordinator on behalf of the department that owns the course. Student eligibility criteria are meant to facilitate selection of appropriate students by teachers, counselors, or administrators—or self-selection by students; however, if there is any question about whether or not a student is prepared for the rigor of the [REDACTED] course, the decision rests with the [REDACTED] teacher in consultation with the [REDACTED] faculty coordinator. [REDACTED] teachers may override eligibility criteria in cases where they have reason to believe the student could do well in the [REDACTED] course.
4. **Class size caps:** [REDACTED] teachers and schools are required to observe the same class-size limits as are used in discussion sections on the [REDACTED] campus; these limits are set by the academic departments that own the courses—not by [REDACTED]. Students taking the course for high school credit only as well as those taking the class for [REDACTED] credit are to be counted equally for the purposes of measuring class size. When enforcing class caps, [REDACTED] looks for a pattern of over-enrollment over a two-year period. If sections are repeatedly over-enrolled schools risk losing the option to offer the course.
5. **Student credit load per term:** Typical full-time undergraduate enrollment is [REDACTED] credits per semester. Excessive credit may require [REDACTED] approval. [REDACTED] ([REDACTED]) for more information and assistance with this process.
6. **9th and [REDACTED] h grade students:** Legislation now makes it possible for schools to offer certain college courses to class sections composed entirely of young students. If you are considering the option, contact [REDACTED] at [REDACTED] ([REDACTED]) well in advance of offering it. [REDACTED] will need a signed agreement from the department that owns the course in order to offer it for [REDACTED] credit to this

younger student population. Currently, the following departments have agreed to provide the option: Chinese, Japanese, Greek and Latin.

7. **Student field day participation:** Although most courses available through [redacted] hold on-campus student field days, student and teacher participation is required for only a few, which are noted in the [Quick Guide](#).
8. **Teacher professional development participation:** [redacted] teachers are required to participate in all [redacted]-sponsored professional development for their cohort the summer prior to each academic year in which they will be teaching a [redacted] course. They are also required to participate in two to three days of [redacted] sponsored professional development for their cohort during each academic year in which they are teaching a [redacted] course.

If they teach every other year or on an irregular schedule, teachers in a few cohorts are also required to attend professional development events during their *non-teaching* years. These cohorts are noted in the [Quick Guide](#). Other teachers who teach a [redacted] course every other year are strongly encouraged, but not required, to also attend during *non-teaching* years.

9. **Combining the University course with [redacted] test prep:** Former [redacted] students often present a course syllabus to gain recognition for [redacted] credits earned through [redacted]. Because of this, it's important that syllabi clearly identify courses as [redacted] courses. As long as the content of the [redacted] course is fully and completely covered, teachers are free to include additional material, including content necessary to prepare students for the [redacted] test.

On the syllabus, a course should be identified only as a [redacted] course. Courses offered through [redacted] are not [redacted] courses, [redacted]/[redacted] courses, [redacted] [redacted] courses, or [redacted]/[redacted] courses. Please identify the course as a [redacted] course, and use the University's designator and title.