



Manchester College

Department of Education

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February 1, 2010

To Whom It May Concern:

A research project was conducted during January Session 2010 at Manchester Elementary School in North Manchester, IN. Sahara Kipfer, an elementary education major teacher candidate, completed 15 days of small group reading sessions with six first grade students that meet after school for 40 minutes. She created and taught reading that utilized the learning style preference for visual learners and supervised curbside pick-up, expediting first grade departure and parent traffic.

The level of participation in this research project provided opportunities for Sahara to develop her skills in the following CARE objectives:

- C1: plans informative, developmentally appropriate lessons and/or units
- C5: teaches students to use critical thinking and problem solving strategies
- C6: uses effective questioning strategies

Sahara's involvement in this research project also allowed her to establish professional relationships with first grade students enhancing her development of the following CARE objectives including

- R1: demonstrates sensitivity for diversity with students, colleagues, parents, college faculty, and/or community agencies
- R2: demonstrates with full awareness of ethical and legal responsibilities of teachers
- R3: values life-long learning, personal/professional development, and/or service orientation
- R4: models appropriate oral communication skills
- R6: motivates students to learn individually, collaboratively, and cooperatively

While engaging students in reading activities, Sahara created a positive and caring environment, developing her skills in the following CARE objectives

- E1: differentiates learning opportunities that respond to individual learning styles and learning challenges
- E2: uses a variety of teaching methods and materials
- E3: uses a variety of appropriate media and technology
- E5: manages student behavior in positive, safe ways

The opportunity to participate as a teacher engaged in research goes beyond the traditional undergraduate elementary education program providing Sahara a unique professional learning experience. Sahara's level of dedication and commitment to engaging her students in activities toward reading development in a positive and caring environment was appreciated by the principal investigator in charge of this research project.

Sincerely,



Victoria Eastman

Instructor and Principal Investigator