



**BUTLER
UNIVERSITY**

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Re: Kimberly Northrup, Applicant

To Whom It May Concern:

I have had the pleasure of serving as Kimberly Northrup's education professor, as an informal advisor, and most recently as her university supervisor during her Spring 2013 student teaching semester in a middle school ENL classroom and in a high school Spanish classroom. I first met Kimberly as a student in my cultural competency course where she quickly distinguished herself with her enthusiasm for language and culture, with her compassion for marginalized students and through her willingness to teach in challenging, unfamiliar places.

Although Kimberly was raised in a rural, mostly white Eastern Indiana community, she has eagerly embraced the opportunities inherent in a multicultural and multilingual city like Indianapolis. Her varied and intensive study abroad experiences, combined with what she has learned about working closely with people as a residence assistant in Butler University's residence halls, mean Kimberly is able to readily adapt instruction and make quick cultural adjustments to any classroom in any school, no matter where she is placed. Kimberly voluntarily continued tutoring urban elementary ESL students for months after an observation visit early in her education program, for which she received neither credit nor compensation, but which was deeply satisfying for as she watched young immigrant children learn to read and speak English.

In her middle school ENL student teaching placement, Kimberly eagerly plunged into creating literacy engagements which would allow older learners to study grade level concepts while strengthening reading and writing skills in English. She worked closely and adapted co-teaching approaches with her cooperating teacher who allowed them to simultaneously provide targeted, personalized instruction to ELL students who were at a variety of English levels. Together they created book clubs by interest and reading levels and also integrated culturally relevant history and mythology into writing engagements.

But it was in the urban high school Spanish placement that Kimberly faced the greatest challenges to her teaching philosophy and instructional practice. Here Kimberly encountered diverse students who were bright, yet who lacked confidence in their own academic skills. These students clearly liked and respected Kimberly, but they also pushed her each day to communicate more clearly her expectations of classroom conduct and to design classroom activities which were both difficult and non-threatening. Some of the students had already

failed a Spanish course in the past, while others had seemingly slipped through without mastering basic Spanish content. Rather than blaming the students or dumbing down instruction, Kimberly chose instead to make herself vulnerable by introducing new instructional activities, which she then followed up with exit slips to collect formative student feedback on the new approaches. Kimberly's cooperating teacher generously gave her plenty of space to try new ideas and permission to fail and to learn from failed attempts with good grace and good humor.

It is no exaggeration to say that this demanding student teaching setting has molded and shaped Kimberly into a first-year teacher who will exceed expectations, regardless of the setting or type of school in which she is placed. She is creative, engaging, and inspiring, yet also humble, coachable, and inclusive; she will be a wonderful, exciting addition to any language education setting. It is with great joy and pleasure that I commend to you Kimberly Northrup for consideration of a teaching position. If at any point in your deliberations you would like to speak with me regarding her qualifications, please do not hesitate to contact me; I will gladly be quite forthcoming with additional details upon request.

Sincerely,

A handwritten signature in black ink that reads "Susan R. Adams". The signature is written in a cursive style with a large, looping initial "S".

Susan R. Adams