

April 23, 2012

Dr. Laurie Ramirez
Department of Curriculum and Instruction
Reich College of Education
Boone, North Carolina 28608



Dear Dr. Ramirez:

Thank you for the invitation to conduct a peer review of your CI3900 Seminar – Middle Grades Internship on developing, collecting and using survey census, observational and website data for students to use to develop their Young Adolescent Culture Inquiry Projects (YACIP), on January 27th, 2012 from 9:00 – 11:00. It was a wonderful opportunity for me to observe your effective teaching techniques and to become familiar with some excellent strategies for preparing middle level teacher candidates to use in their future classrooms. Your perspective, as a former middle level teacher and as a researcher was very enlightening to your students and to me.

Prior to the peer review, I took the opportunity to review your course syllabus and the activities and materials you prepared for the class. The content presented fit well with the stated course goals and objectives as well as the ASU Middle Grades Teacher Preparation Standards. This important topic will be very helpful to our students as they develop their YACIPs, conduct internships, student teaching, and later as they become full-time teachers.

During the peer review, I observed well planned, fast paced, and highly interactive instructional strategies demonstrating a high level of content knowledge and pedagogical skills. You arranged in advance for all students to have laptop computers with internet access, and students were to have read, Chapter 3 from the Stevenson text: "Understanding Through Inquiries" (on electronic reserve).

You began the activity by having students move into cooperative groups, arranged by their internship schools. You provided interactive direct instruction on the nature of the data students would need for their YACIPs, then demonstrated several means by which they would be able to find and/or develop this information. Throughout direct instruction, you asked probing questions, seeking both understanding and prior knowledge. After each response, you asked follow-up questions for information on students' depth of knowledge and understanding.

Following approximately fifteen minutes of direct instruction, students were instructed to locate the various types on data you demonstrated for their schools, and to begin developing surveys. For the remainder of the class period, you moved about the room stopping to observe each

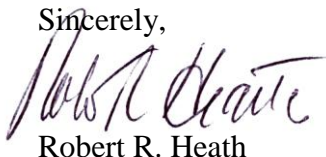
group's progress, and to respond to questions. Your experiences and knowledge of the topic was apparent, and helped provide students with excellent insight into the issues. I am confident that these students have added a positive dimension to their knowledge of teaching and human behavior as a result of the information they gained through this class. Students' level of engagement in all parts of the class was exceedingly high.

Following the class, we discussed the value of preparing future teachers with key understandings in both understanding their students and in value gained through gathering data to support decision making in schools and classrooms. Students' responses to the topic expressed both their need to know and the complexity of the topic. This learning event was well planned and executed, and I have no suggestions for improvement.

I especially appreciate the time we took to discuss your peer review. It is clear that you are highly knowledgeable about middle level education, the preparation of future middle level teachers and research strategies. Your enthusiasm for middle level education and your students is obvious.

In summary, let me commend you for your engaging class and your commitment to your students. Thank you again for inviting me to conduct this peer review.

Sincerely,

A handwritten signature in dark ink, appearing to read "Robert R. Heath". The signature is fluid and cursive, with the first name "Robert" and last name "Heath" clearly distinguishable.

Robert R. Heath