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To Whom It May Concern:

Ms. Karen Capobianco just completed her student teaching placement under my mentorship at Temple Hill Academy, a part of the Newburgh Enlarged City School District. Temple Hill is a large bilingual Public School serving a student body of 1-100 spanning grades K-8. The majority of Temple Hill's students are first generation Central Americans, many of who are English Language Learners. Over an 8-week period, Ms. Capobianco gradually picked up grade levels and classes until she was teaching all levels and sections to which I am assigned. These grade levels include 1st, 3rd, 5th and 6th.

Ms. Capobianco approached her placement at Temple Hill in a highly professional manner. She was extremely dedicated to this placement and cultivated a working relationship with both staff and students. Ms. Capobianco is very knowledgeable about art materials, art history and pedagogy, and was eager to apply her knowledge to the wide variety of lessons she created'

Ms. Capobianco's lessons were unit-based interdisciplinary in nature, addressed multiple learning standards and styles and cut across a range of curricular areas. A lesson she taught to first grade students utilized the Reggio Emilio approach a pedagogy involving student-driven discovery and experimentation Ms. Capobianco was diverse in her approach to planning; bringing examples from nature into the art room, so that student could work from direct observation, thereby maximizing their time on task. In so doing, Ms. Capobianco was able to adapt her lesson to suit the needs of her students and the incredible time constraints put upon her by a 40-minute art period. In another first grade lesson, students made tree bark-textured rainsticks, which they then played in their music class. By reaching out to a music teacher to collaborate, Ms. Capobianco bridged curricular areas, making her lesson both rich and highly dynamic.

Ms. Capobianco made excellent use of the resources available to her during her placement. She devised a lesson on metal repousse for fifth grade, using a print of Paul Revere's metal work. This print was a part of a series, entitled Picturing America, made possible by a grant from the National Endowment for the Humanities. Ms. Capobianco's lesson fit neatly within the fifth grade American Studies Curriculum. This diverse and exciting art lesson' generated high quality artwork that the students felt an immense sense of pride in. Ms' Capobianco also devised a rubric for this lesson, where students could not only assess their own work, but also get concise and clear feedback from her. The display Ms Capobianco created from their finished work is a source of pride for our students and has generated very positive feedback from parents and staff.

Ms. Capobianco is extremely reflective in her teaching practice and through the process of self-assessment and adaptive planning, was able to grow a tremendous amount during her time at Temple Hill. Ms. Capobianco's teaching practice is most

definitely on par with that of art teacher, and it is her thoughtfulness and rigorous work ethic that will guide her to achieve her full potential. It is without reservation that I would recommend Ms. Capobianco as a strong candidate for any art teaching position.

Sincerely,
Liza Mills
Temple Hill Academy
Art Department