

# - RECOMMENDATIONS -

A collection of various letters of  
recommendation and support.



## INDIANA UNIVERSITY

SCHOOL OF EDUCATION

Department of Instructional  
Systems Technology  
Bloomington

October 5, 2018

To Whom It May Concern:

It is my honor to write this letter of support to recommend Michael Karlin for the Lieber AI Award. In my 12 years at IU supervising AIs, I have never encountered a more dedicated and masterful teacher than Michael. Therefore, as someone who is highly familiar with Michael's teaching practices, it is my privilege to offer a formal review of his work in the classroom.

Michael embodies scholarly and teaching excellence in his already significant contributions to the field of K-12 teacher education and technology integration. I have known Michael for five years, as his supervisor, one of his doctoral advisors, and as a collaborator. Michael's contributions have always focused on supporting our undergraduate students and future teachers. His classroom practices focus on a student-centered and personalized teaching philosophy, while bringing in numerous real-world connections and activities for his students. His main priority is to make sure all student voices are heard and represented by finding examples for all subject areas, and giving students choices in their assignments. This is evident through his design of real-world related assignments and activities such as field experiences, shadowing real teachers, and relevant guest speakers.

Michael has taught two different undergraduate courses for Indiana University: W200 and W435. W200 (Computers and Education) is a required educational technology course for preservice teachers. Michael has helped redesign and develop the course every semester, adding additional examples, tools, and relevant assignments for our students (<http://www.indiana.edu/~educw200>). He spends time each week recording additional screencasts, perfecting materials, and creating individualized examples and feedback for preservice teachers in different subject areas. His mantra is to always try to make the course as relevant and engaging as possible. He succeeds in this each semester – evident by his exceptionally high course evaluations. He is a master educator. In W200 this past semester, he received a 4.9 out of 5.0 average rating for "Overall, I would rate this instructor as outstanding". I have never seen AIs (or faculty for that matter) with such high scores, especially for a required undergraduate course on technology! Michael has educated over 350+ preservice teachers thus far on technology integration – all citing him as inspirational! In this course, he has designed curriculum for technology integration, digital citizenship, and computational thinking. He has



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initiated and organized an amazing experience for our preservice teachers to teach digital citizenship and computational thinking at a local middle school. He arranged this field experience for over 100 preservice teachers for the past 2 semesters to teach a supplemental lesson on one of these two topics for 7<sup>th</sup> grade students. This provided our preservice teachers with an amazing opportunity to test out the curriculum they have carefully crafted based on Mike's feedback. All students describe this experience as one of their favorite activities in W200.

In addition, this course is taught by 7 other Als each semester. Since his first semester, due to his teaching expertise and experience, Michael has served as a mentor to the other W200 Als. He regularly provides them with advice and support, going so far as to observe their classes and provide feedback. Michael is a masterful teacher, improving undergraduate education on all fronts. He also designed and taught the online version of W200 the past summer. He thoughtfully integrated new innovative tools like Flipgrid, which allowed students to record selfie videos instead of the standard discussion forum posting. The feedback from students has been overwhelming positive, especially describing the power of an online class.

The other course Michael teaches is W435: K-12 Technology Leadership. This course is part of our Computer Education Licensure (CEL) program, and covers topics related to school and district wide technology leadership. In this course, Michael has worked tirelessly to provide additional field experiences, guest speakers, twitter chat facilitation opportunities, and other relevant activities (such as grant writing and shadowing local technology coordinators/coaches). He designed and implemented this entire course on his own. He began by designing and implementing a structured academic controversy for W435, which was also published in the Journal of Applied Instructional Design. He organized field experiences for W435 students to shadow local technology coaches and technology leaders. During these experiences, students were asked to help design professional development (PD) sessions, co-lead PD sessions, design support resources, provide coaching and modeling, and assist teachers with their technology needs. Finally, he brought in guest speakers from local schools to talk about their work, and what students can expect to see when they enter the field.

Again, in this course he received glowing evaluations with a perfect score of 5.0 out of 5.0 for "Overall, I would rate this instructor as outstanding" last Fall. Preservice teachers cannot rave enough about Michael as their instructor, mentor, and friend. One preservice teacher elaborated in their course evaluation, "I loved the course and Michael as an instructor. Overall, I felt it was the best course I have



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taken in the Computer Education Licensure program. Specifically, I enjoyed doing the grant project and the professional development design project. They both seemed highly authentic and relevant. These are extremely useful tasks and I think that they will really help me as I get out into the real world. The instructor was incredibly helpful in terms of his teaching skills and experience!”

In short, I have never seen a graduate student with as much creativity, knowledge, and charisma as Michael. He has received several awards and recognitions focused on his teaching both as a K-12 educator and as preservice teacher educator.

In addition to his undergraduate courses, Michael has volunteered to be a teaching assistant for our graduate courses as well (R511, R685, R695, R795). In these roles, he worked tirelessly to provide feedback, support students, lead discussions, and provide weekly suggestions for improving course design and materials. In all these classes, he was a true asset, helping students achieve ideas and success they otherwise would not have been able to without his support and thoughtful comments.

In addition to his teaching capabilities, Michael spearheaded writing and received a grant to support the creation of an open educational technology textbook for our courses. Through this grant, we worked with several educational technology organizations [ISTE TEN (Teacher Education Network), AECT Teacher Education Division, SITE, and AERA (Technology as an Agent of Change for Teaching and Learning)] to collect chapters that educational technology faculty can select from to provide their preservice teachers with free and open resources on educational technology. The idea is that this resource will also be freely available online for any preservice or inservice teacher to use. This has the potential to reach thousands of educators and increase the excitement for educational technology in K-12 classrooms. Michael has led this initiative and it would not be published without his dedication and hard work. This is just one more example of his selflessness – creating online high-quality published resources for his students so they would not have to pay for a textbook.

In terms of service, I have never met a graduate student more committed to helping teachers. Even with his busy research and teaching schedule, Michael finds time to present and help local K-12 educators use technology in their classrooms. He has presented at several summer technology conferences around the state and was often featured as a spotlight speaker. One of the directors of these summer technology conferences stated, “Mike was so engaging. Our teachers couldn’t stop



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talking about all the ideas and resources he shared.” Mike is a teaching inspiration to all teachers, coaches, and teacher educators he works with.

Within our local community, Michael has volunteered to work with one of our elementary schools as a technology coach – again helping teachers. Two years ago, this school received 1:1 iPads. However, the district has only one technology coach for 8 elementary schools and is not able to help teachers on a regular basis. Therefore, Michael spent time volunteering each week and met with teachers during their planning meetings to identify technology tools and projects that teachers can use to support their existing instruction. Under his coaching, the teachers have implemented SeeSaw to allow students to showcase their work through digital e-portfolios, begun app-smashing by working with ChatterPix and Aurasma to create augmented reality trading cards about famous Hoosiers, and developed formative assessments with differentiated feedback through tools like Canvas and Google Forms. Teachers that have worked with Mike have emailed me with high praise: “I couldn’t do this without Mike. He has been able to shape me from being scared of technology to being recognized by my principal and district administration for my technology use. Seriously, a worker of miracles.”

Michael continues to help teach inservice teachers, throughout all of Indiana as well. He regularly teaches at conferences, providing PD for local teachers and principals, teaching them in a wide range of conferences including Indiana’s Flipping the Switch and CS4ALL Script (both co-organized by the Indiana Department of Education). Michael and I also co-wrote and received a grant to support a local K-12 educational technology conference in 2016, 2017, and again this year in 2018. Last year, the TechEZ conference attracted over 100+ local K-12 educators to the free educational technology conference. Michael was also able to present multiple times and his conference presentations received rave reviews: “Mike totally hit this one out of the park! I feel so much better about using my iPads in my classroom. I left with actual strategies and tools I could use in my classroom tomorrow. Thanks Mike!”

Outside of all this, Michael has managed to find time to create and manage an award-winning educational technology blog (<http://www.edtechroundup.org>). The blog has been named one of EdTech Magazines “Must-Read K-12 IT Blogs” and has received additional awards from educational technology sites like Getting Smart and The Tech Edvocate. Through this blog, Michael focuses on reviewing products and helping connect teachers and administrators to beneficial technology resources they can use in their classrooms, and the site serves an average of 18,000 visitors each month.



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Rarely over my past 12 years in academia have I witnessed a graduate student or educator with greater potential than Michael Karlin. Perhaps the most impressive thing about Michael is his charismatic leadership. Teachers (both preservice and inservice) naturally gravitate toward him and trust him. This enables him to achieve his goal of helping support changes in their technology integration practices much easier than most people. I applaud his efforts to take advantage of every possible opportunity to build his skills as a scholar and educator, and to impact the field of teaching/teacher education. Thank you for your time and please let me know if I can provide any additional information.

Sincerely,

A handwritten signature in black ink that reads "Anne Ottenbreit-Leftwich".

Anne Ottenbreit-Leftwich, Ph.D.  
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October 15, 2018

To Whom It May Concern:

It is my great pleasure to recommend Mike Karlin for the Lieber Memorial Teaching Associate Award. I have known Mike for four years and met him while I was studying as an undergraduate student in the IU School of Education. During this time, Mike played a critical role in my educational career.

As Mike's student, I witnessed his dedication to teaching through his supportive and innovative teaching practices. Mike worked hard to create a classroom that allowed for students to learn through active participation and creation, and by having assignment choices that aligned with their personal interests and goals. Mike created lessons that let students choose topics they were passionate and created a positive learning environment by showing us that he sincerely cared for the directions and interests we each wanted to pursue. For example, he asked students to write an example educational grant, something that we could later use in our future classrooms to secure funding for needed classroom supplies. To personalize the assignment, he asked us to choose topics for the grant based on our own goals for our future classrooms. In addition, Mike's teaching challenged students and offered many real-world connections. For example, Mike committed his students to host their own online twitter chat for the Indiana Department of Education. Educators from around the state participated in a conversation that we developed the questions for, and hosted. It was an incredible learning experience, and it also provided us with the opportunity to make new connections with teachers across the state.

Throughout my undergraduate studies, Mike became my mentor as he helped me navigate my future in education. When I was struggling to decide which direction to pursue, Mike met with me many times, and diligently worked to help me find my passion in technology in education. His consistent guidance changed my life by helping me set a new goal of working towards a Master's degree in Instructional Systems Technology.

I strongly recommend Mike for the Lieber Memorial Teaching Associate Award. He is an innovative teacher that is committed to impacting the lives of his students. Mike has heavily impacted my life and I am sure that he will continue to do so.

Sincerely,

Jane Bomkamp  
Master's Student in Instructional Systems Technology  
jbomkamp@indiana.edu



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October 5, 2018

To Whom It May Concern:

My name is Jacob Lepper; I am a senior at Indiana University studying Elementary education, Special Education, and Computer Education. I am currently in my Special Education student teaching placement and will complete my elementary general education and high school computer science placement next semester. Michael Karlin (Mike) was my W435, Educational Technology Leadership instructor and broadened my horizons as a future computer educator.

In the fall of 2017, I enrolled in Mike's class without much prior knowledge as to what the course would cover. The Computer Education License (CEL) program gives experience in computer science, design, best practices, and exposure to educational technology applications. The program had yet to cover the roles of people who support and promote technology integration in the classroom, which W435 accomplishes. This class included discussions on the positions of technology coaches and directors of eLearning; how to create a Personal Learning Network and maintain relationships; how to write and propose grants for personal and schoolwide funding; how to build a computer with components; and the shadowing of a local technology leader. With the vast amount of material covered in this class, Mike encouraged me to broaden my views of jobs within education that are not necessarily traditional classroom teaching, but are required to help make education viable for all students. For me, shadowing the local director of eLearning, attending the Indiana Connected Educators (ICE) conference, and writing a mock grant proposal were my biggest takeaways from Mike's course.

Mike has built numerous positive connections throughout the Monroe County Community School Corporation which allows students to shadow experts in the field. His relationship with the Director of eLearning allowed me to expand my potential future job opportunities because I had not recognized that the position existed. Mike understood my interests and contacted a person who could expand my horizons. Mike took the time to read my past blogs and reflections, to have meaningful conversations with me, and to expose me to opportunities I did not know existed. For example, technology coaches help teachers integrate applications and hardware into their daily practice to enhance teaching. Before this class, I did not recognize the need for this position and expected the learning of new technologies to occur in hour-long professional development sessions rather than continued support through coaches.

The ICE conference is held each year to expose teachers to technology that can make education more effective, efficient, engaging, and enjoyable. This conference is for all teachers rather than targeting either elementary or secondary, and has many different



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presenters advocating for applications or changing how they think about integrating technology. Mike encouraged the class to attend the conference as a networking experience and to see yet again how teachers are using technology resources in their actual classrooms. This experience helped me find strategies and ideas that I will be able to apply in my own future classroom, and provided me with valuable networking opportunities.

The grant proposal built off of the experiences of the semester and capped off the course by having students create a proposal of their choosing for a school district where we could see ourselves working in the future. This project had students research a tool, learning management system, or other educational innovation, and argue for why it should be funded and adopted. For this project to come to fruition, I had to utilize my own personal experiences, and think about the people whom I had met the past semester, to determine why they would or would not fund and adopt the technology innovation I was arguing for. Mike had many smaller projects throughout the semester to demonstrate learning, but each built upon the last so that the final project was in-depth, meaningful, and offered many real-world connections.

Overall, Mike Karlin challenged me to grow in W435 not by material alone, but through experiential learning and networking. Mike structured the class to build upon itself and past courses by challenging students to reflect on their work, and to present their best. Following the completion of the course, I feel more prepared not just as an educator working with children, but to work with the professionals who support my future classroom.

Best regards,

A handwritten signature in black ink that reads "Jacob Lepper".

Jacob Lepper  
Preservice Teacher  
Indiana University School of Education  
lepperj@iu.edu



## INDIANA UNIVERSITY

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7 October 2018

To Whom It May Concern:

My name is Baylee Gabbard and I am currently an undergraduate student and preservice teacher in the School of Education at Indiana University. I am a Secondary Social Studies Education student and enrolled in the Computer Educator License (CEL) program. It is through the CEL program that I know Mike Karlin. As a freshman, I had Mike as a teacher for W200, the first course in the CEL program which offers an introduction to the use of technology in education. Now, two years later, I have him as a teacher again for W435. This is one of the later courses in the CEL program, and it explores the topic of K-12 technology leadership.

When I first had Mike for W200 he had a profound impact on my interest in education technology. The way he led the class through his own passion for the subject was simply contagious. His passion was prevalent with every class he led, and through his feedback he encouraged me to think critically about all the different topics we covered. Each week for class preparation Mike had us approach a topic in education technology from different perspectives, asked us to think about the topic critically, and had us consider the potential applications in our future classrooms. It was this critical thinking and personalization to my own future classroom that peaked my interest in education technology and opened my eyes to this new direction within the field of education.

As I've gone through my courses at IU, I have utilized the skills I learned in W200 from Mike. For example, when looking for a solution to a problem I do not take the first one that seems to fit the requirements as the correct or best option. I look at the problem from all perspectives and take on a 'devil's advocate' role. I think about whether this solution truly benefits all learners within my classroom, knowing that each learner will have a different perspective from my own. Mike's encouragement to think critically about all ideas has not only applied within my teacher education curriculum, but for my other courses as well. It has made me a more openminded to new ideas that differ from my own, and has inspired me to take the time to think critically about my own ideas in turn.

Overall, the hands-on experiences and rich, engaging discussions that occurred in Mike's W200 classes led me to be inspired to enroll in the CEL program.

This semester in W435, Mike has encouraged us to create meaningful, thoughtful discussion through our blog posts each week. The connection to the real-world ideas and activities through these posts is an innovative way to learn about and reflect on the role education technology in today's classrooms. By sharing my ideas and reflections on the internet, I join a larger



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conversation, and I get engage with current teachers and other pre-service teachers to exchange ideas. It is through this exchange of ideas, and continual reflection, that I have learned the most.

In short, this second time of having Mike as a teacher has reminded me of what inspired me to join the CEL program in the first place. He has led by example within the classroom, and helped me see how I would like to run my future classes. This means showing a constant enthusiasm for the subject, engaging students in rich discussion, and providing connections to relevant, real-life questions and activities.

Without a doubt, I believe that Mike Karlin embodies the characteristics of a Lieber Memorial Teaching Associate.

Sincerely,

A handwritten signature in black ink that reads "Baylee Gabbard". The signature is written in a cursive style.

Baylee Gabbard  
Preservice Teacher  
Indiana University School of Education  
baygabba@iu.edu



**INDIANA UNIVERSITY**

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September 26<sup>th</sup>, 2018

To Whom It May Concern:

It is my pleasure to write this letter of support of behalf of Mike Karlin for the Lieber Memorial Teaching Associate Award. I have known Mike as both a course instructor and a coworker. Throughout that time, he has modeled exemplary teaching, demonstrated how technology can be used in support of teaching and learning, showcased innovate teaching practices, challenged me to think creatively about the uses of technology, connected students to other educators in the field, and inspired me to pursue a career in education technology.

As a student of Mike's, he consistently asked us to strive for the same creativity, innovation, and critical thinking in our lesson plans that he exemplifies in his. For example, in our W435 class, Mike challenged us to explore Makerspaces and how they could be integrated beneficially within K-12 environments. The assignment was to create a lesson plan where I could integrate 3D printing within my future subject area of English/Language Arts. This required me to think creatively - something that was a challenge in this context. However, throughout this process, Mike found various sources for support and inspiration that aligned with my own needs and interests. Plus, Mike helped us learn to use the 3D printer and print out the 3D objects. Like with any lesson, there were technical difficulties to work through and learn from, however, from this, I learned far more about how to integrate Makerspaces into lessons in my future subject area. Mike's persistent and constant support demonstrated that a positive attitude can help keep students motivated, and selecting the right tools and examples can help create authentic learning experiences.

In the same class with Mike, we regularly used blogs to assess technology, reflect on technology we used, and form opinions about technology in education. One blog in particular asked us to think about the role of an education technology (EdTech) coach, and if we would ever consider being one. Before this blog, I was really unsure of what an EdTech coach did in schools. But once I learned about the various roles of a coach, I found myself wanting to pursue an administration position as a Technology Specialist/Coach. In addition to this blog post, we also went to shadow an EdTech coach at a local school. These authentic learning experiences helped me realize that I wanted to continue pursuing this career further than just learning how to integrate technology in the classroom. I realized that I wanted to lead others, inspire others, challenge others to think about technology - exactly what Mike had done for me.

As of the Spring 2018 semester, Mike has also become a coworker. I am the Lead Undergraduate Learning Assistant (ULA) for the School of Education's introduction to technology course for preservice teachers. One of the responsibilities of this role is to



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meet with Mike, and the rest of the course instructors, to discuss the planning and curricular design of this introductory course. We discuss ways in which to improve the course, and how we can help our preservice teachers better understand how technology can be used in support of teaching and learning. Mike is the lead associate instructor for this course, and he often comes up with new and innovative ideas to improve upon areas where students struggled in previous semesters.

The most significant accomplishment Mike and our team made this past year was that we connected over 100 of our preservice teachers with a local middle school, where they presented and shared a digital citizenship lesson they created. Over the course of this field experience, each of our students worked with a group of middle school students to share how and why digital citizenship is essential to understand. By providing our students with these real-world experiences, they can gain a better understanding of what it means to be a teacher, and what they can expect when they enter the field.

In short, Mike has gone above and beyond his role of an instructor and coworker in order to inspire and teach those around him. Without Mike's positive modeling, leadership, and dedication to connect students, I would not be pursuing a career in this field. Given his impact on mine, and countless other student's and coworker's careers, I believe that Mike Karlin would be an exemplary recipient of the Lieber Memorial Teaching Associate Award.

Sincerely,

A handwritten signature in black ink, appearing to read 'Naomi Goralski'.

Naomi Goralski  
ngoralsk@indiana.edu  
Preservice Teacher at Indiana University  
Lead Undergraduate Learning Assistant



## INDIANA UNIVERSITY

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October 14, 2018

To Whom It May Concern:

My name is Haley Begle and I am a student and preservice teacher at Indiana University. I am studying Elementary Education while pursuing a license addition in the Computer Educators License (CEL) program. Mike Karlin was my teacher during the introductory course to the CEL program, and is the person that inspired me to continue with this license addition. This year, I have the privilege of once again having Mike as my teacher in another CEL course.

Mike Karlin is absolutely deserving of the Lieber teaching award. He is an amazing and passionate teacher that strives for his students' success. He supports his students in every way; going above and beyond to meet their needs, and providing them with plentiful opportunities they may otherwise never receive.

When I was a freshman at Indiana University, I was very unsure of what I wanted to do with my life. I knew that I was going to major in Elementary Education because I had a passion for teaching, but it felt as if something was missing. That missing component fell into place when I took Mike's class. Every day, Mike was (and still is) so energized and excited to teach us what he planned for class that day. He always has a smile on his face, says hello, and asks every student how they are doing when they walk through his door. He makes all of his students feel safe and creates a welcoming classroom atmosphere that students can feel a sense of belonging in. He wants each and every one of his students to succeed, and he takes it on himself to ensure that this happens. Mike does this by being readily available when we need help. My classmates and I could email him at any time and he would always get back to us incredibly quickly. Not only is he available to us at any time, but every day following class, he immediately sends out an overview announcement that he calls, "What is Due When & Where." This announcement includes any upcoming due dates within the course, as well as a list of tasks that we need to be working on throughout the coming week. He does this to help eliminate or prevent any confusion for his students and to ensure that we all know exactly what is expected of us.

Mike also makes a special connection to each and every one of his students. I have been able to see this first hand since I am now enrolled in my second class taught by him. In both classes he always makes sure to check in with each of his students to see where they are and asks how he can help them get to where they need to be. He does this by providing work time within certain lessons he is teaching, and personalizing the assignments he gives us based on our needs and interests. During this work time, he instructs us on what we should be working on and then lets us take off on our own or with our group. While we are working on the task assigned, he walks around to each student in the room and has a conversation with them. He starts by asking if the student



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has any struggles, questions, or if they are stuck at any place. Then he proceeds to help them based on each students' individualized problem. He doesn't leave that student's side until all of their questions are resolved and they feel as if they can continue on with the task on their own. I believe this is so important for any teacher to do because it is a great way to build relationships with students, and meet the educational needs of each student. This is something that I have learned from Mike, and by watching and learning from his teaching style I have become a better teacher each and every day.

Mike also provides his students with opportunities that we otherwise would never receive. For example, I recently just attended my first teacher conference as a preservice teacher, because Mike informed our whole class about it and gave us all of the resources necessary to attend. It allowed me to meet new educators, listen to amazing experts talk about things they are passionate about, and make new connections within the field of education. I gained new resources that I am excited to utilize and share with others, but if it wasn't for Mike, I wouldn't have had this incredible experience as a pre-service teacher. It was an amazing opportunity and I am so grateful to have Mike as a teacher for this reason.

Mike has sparked a passion for technology within me that I never realized I possessed. This passion is fueled by the enthusiasm he brings to the classroom every day and by making me feel as if I belong in his class. Mike has helped me develop new practices to better my future teaching and I have him to thank for the teacher that I am becoming. He is so supportive of every student he has ever had and he wants to make sure that all of them succeed. Mike is an exceptional candidate for the Lieber award, and I hope you take him into thorough consideration.

Thank you!

A handwritten signature in brown ink that reads "Haley S. Begle". The signature is written in a cursive style with a large initial 'H'.

Haley S. Begle  
hsbegle@iu.edu  
Preservice Teacher  
Indiana University School of Education



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October 15, 2018

Dear Committee,

It is my honor to write this letter of nomination on behalf of Michael Karlin. He is a true scholar and leader of teaching and education, and embodies the purpose of the Lieber Award.

First of all, this recognition honors principles of teaching that embody meaningful classroom experiences and true depth of scholarship, which are both highly reflective of Mr. Karlin. He has consistently received strong teaching evaluations – regularly receiving scores of 4.9 or 5.0 out of 5.0 – and has sought to receive external evaluations from mentors and professionals in the department and college. Mr. Karlin articulates a strong learning and instructional framework that guides his classroom organization. This is organized around personalized learning, real-world connections, and meaningful assessment. This represents the practical application of his fundamental assumptions about the nature of learning and knowledge building as needing to be internally- or co-constructed. In my career, I have met a number of individuals who adhere to active teaching methods, but fail to understand how this takes applicable and practice form in the classroom. Mr. Karlin, however, is not one of those individuals, and I appreciated seeing how his theories of constructivism have been meaningfully applied in his courses in ways that truly supports knowledge building.

In addition to his classroom successes, Mr. Karlin is a scholar of teaching and learning practices. He has published 4 peer-reviewed research papers and has another one in press, which represent tremendous accomplishments. He is rapidly becoming known for his practical insights grounded in research that inform teaching and learning practices when it comes to technology and its use and practices in the K-12 classroom. He has presented at numerous national and international conferences, and his scholarship is already having an impact, which is not an easy achievement for someone so early in their academic career.

Finally, Mr. Karlin is a leader of who engages beyond the classroom, and this involves a wide range of activities. Since arriving at IU, he has taken a leadership role in terms of technology in teaching and learning in the department as at IU in general, the state of Indiana, and the nation more broadly. For one thing, he provides peer mentoring to other



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Als, which has made a big impact in our department. At the state level, he engages with a variety of conferences to provide training and professional development. Furthermore, he provides computer science education training to administrators in partnership with Nextech and CSforAll. Nationally, he serves as a course author and instructor for the International Society for Technology in Education's computational thinking course, which serves over 200 practicing teachers. In short, these activities and many more that he outlines in his statements represent a leader for whom no job is too big or too small.

You will be hard pressed to find a more deserving or engaged instructor for this award. Not only is Mr. Karlin engaged across the state and across the nation, he's generous enough to give on a daily basis to students at IU. He is a scholar of teaching and learning through-and-through. But more importantly, what sets him apart is an ethos of care. The activities I've summarized here are not just things that Mr. Karlin *does*; they are representative of who he *is* – a caring, devoted, engaged scholar and teacher who truly wants to make meaningful impacts – no matter how big or small – when it comes to teaching and learning locally, nationally, and beyond.

Sincerely,

A handwritten signature in black ink that reads "K. Glazewski". The signature is written in a cursive style with a large, stylized initial "K".

Krista Glazewski  
Associate Professor  
Instructional Systems Technology  
Indiana University Bloomington  
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812-856-8457

47 S. Meridian Street, Suite 200  
Indianapolis, IN 46204

October 3, 2018

Re: Leiber Memorial Teaching Associate Award

To Whom It May Concern:

This is a letter in support of Mike Karlin's application for the Lieber Memorial Teaching Associate Award.

I run the School and Educator Programs for Nextech, a nonprofit dedicated to expanding the reach of Computer Science education across the state of Indiana. We work alongside schools and districts across the state to help them create a K-12 Computer Science implementation plan and then train their in-service teachers (from elementary to high school) to confidently deliver a computer science curriculum in their classroom. I have had the pleasure of working alongside Mike Karlin on numerous computer science educator initiatives for Indiana students, teachers, and districts. One of our most exciting partnerships has been collaborating on the CSforALL SCRIPT training.

CSforALL is a national consortium of providers, schools, funders, and researchers focused on the goal of providing quality CS education to every child in the US. Mike and I have collaborated to bring their SCRIPT Training, a framework and platform to guide school districts in CS Implementation plans, to Indiana districts. Mike is an absolute pleasure to work alongside. He has an innate passion to ensure that students are getting the best opportunity to thrive in today's digital economy.

Mike is an exceptional instructor and facilitator. As part of the SCRIPT training we facilitate, school districts are faced with difficult questions to answer and asked to take a hard, introspective look at where they are potentially not meeting the needs of their students for the first time. Mike creates a comfortable environment where district executives feel as if they can share their vulnerabilities openly. He creates a classroom where attendees are respected and supported and conversation is welcome and appreciated.

As a partner, Mike is consistently reliable, transparent, and accessible. He is a fantastic colleague. He always takes the initiative to anticipate needs and does so with a positive attitude. Mike is responsive to both the needs of his colleagues and students. He is truly an asset to any project that where he is a part of the team.

I recommend Mike for this award without reservation. If you have any further questions or I can provide any additional information, please don't hesitate to contact me.

Thank you,



Stephanie Zircher  
[stephanie@nextech.org](mailto:stephanie@nextech.org)  
Sr. Director, CSforIN  
Nextech

Distinguished Teaching Awards Committee  
October 4, 2018

During my twenty-nine years in education, and most recently in my position as Director of eLearning for the Indiana Department of Education, I am fortunate to meet and learn from many outstanding educators from around the country and beyond. One of those outstanding leaders is Mike Karlin.

Mike has a dedication to learning and a passion for collaboration that sets him apart from others. He has been an excellent contributor to the professional learning opportunities that the IDOE offers to educators around the state. Specifically, Mike has presented outstanding professional learning sessions during our Summer of eLearning Conference series that has bridged the K-12 to Higher Education space with connections and resources. Through his W435 class, Mike provides pre-service teachers a great learning opportunity by having the moderate one of the #INeLearn twitter chats each semester. The #INeLearn community has over 12,000 followers and has provided these IU students with connections to educators in the field that can mentor and support them during college and as they enter the teaching profession.

On a personal note, my own daughter was a student in Mike's class at IU and told me many times how caring and inspiring Mike was as an instructor and the support he gave her to develop as a teacher.

I write this recommendation for Mike for the Lieber Memorial Teaching Associate Award without hesitation and with the hope that the committee will understand the positive impact Mike is having on the teaching field in Indiana and beyond. He is not only an excellent instructor, but more importantly develops relationships, connections and opportunities for higher education and K-12 to come together for teaching and learning for all students.

*Candice Dodson*

Candice Dodson  
Director of eLearning  
Indiana Department of Education  
317-232-9038  
cdodson@doe.in.gov

Washington, D.C.  
10 October 2018

To the Members of the Distinguished Teaching Awards Committee:

I write as an external party to support doctoral candidate Mike Karlin for consideration for the Lieber Memorial Teaching Associate Award at Indiana University.

Here in Washington, D.C., I consult for ISTE, the International Society for Technology in Education, the nation's leading edtech association with nearly 18,000 members spread across 125 countries, now directed by the former leaders of the Obama White House's Office on Educational Technology. My own career has brought me into daily contact with technologically-oriented educators at the Corporation for Public Broadcasting, the Smithsonian Institution, and the Library of Congress, as well as within universities in Switzerland, France, and Canada, so I've encountered many early-career educators grappling with how to teach the technological advances of the moment.

Mike Karlin is exemplary in this evolving arena. I met him when ISTE began work on its just-launched graduate-level Computational Thinking course. For it, Mike has served as lead subject matter expert, chief writer, instructional design consultant—and, in its launch offerings—as instructor. This course is designed to help classroom teachers grow skills they can integrate into their own classrooms, with the larger ultimate goal of helping students develop important 21<sup>st</sup>-century skills. And it is not a course solely for educators in technological domains, but for teachers across the spectrum, from computer science to the humanities.

I would point to three characteristics that make Mike's contributions exceptional. First, he displays a strong grasp of content showing a maturity in the field beyond that of most young peers. Computational thinking is one of those arenas that invites a lot of newcomer "opinionating," and Mike's solid grounding is far beyond that neophyte stage. Second, he is a fluent and lucid writer. This is NOT a gift that most educators specializing in technologically-oriented curricula have! Straightforward, unpatronizing prose with a knack for finding the right "relatable" example marks his writing. Third, he thinks beyond his assigned role to how other factors—a platform, an interactive asset, a schedule, an audience—must affect his own contribution and require appropriate adaptation to achieve the greatest instructional effectiveness.

All of this represents a remarkable *above-and-beyond*-ness that we prize in our most memorable teachers but don't always find in every lecture hall, research facility, or online forum. ISTE has been very lucky in finding Mike.

It is with pleasure that I commend to you for your consideration an educator as learned, professional, forward-thinking, productive, and engaged as Mike Karlin.



David Pelizzari, Ph.D.  
Educational Consultant  
Washington, D.C.  
at ISTE at +1.703.639.4099  
dpelizzari@iste.org

Lauren Smith  
lauren.smith@oldham.kyschools.us  
5<sup>th</sup> Grade Teacher  
Camden Station Elementary

October 14, 2018

To Whom It May Concern:

It is with pleasure that I write this letter of support for Mike Karlin. I have had the privilege of knowing and working with Mike for three years. As a 4<sup>th</sup> grade teacher, Mike was assigned to be my technology integration coach. I am truly grateful for the time Mr. Karlin has devoted to helping me grow as an educator. His knowledge, passion, and drive made an impact on me that will benefit my students for years.

Mr. Karlin has a vast knowledge of the best technology tools available for educators. Based off of interviews, survey data, and information on the tools and resources being used in our building, Mike would collaborate with his colleagues to bring our staff professional development on a monthly basis. These sessions were differentiated to meet the needs of teachers with a variety of technological abilities. Each teacher attended a session at his or her comfort levels that also meet a need in their individual classrooms.

In addition to school-wide coaching, Mr. Karlin was assigned to work closely and coach the three teachers on the 4<sup>th</sup> grade team. Mike would attend our weekly lesson planning sessions to advise us on how we could integrate technology into what we were already doing. Mike was very intentional about the tools he introduced. They needed to make the work more efficient, enhance the effectiveness of the lesson, or increase engagement for the students. Mike would go above and beyond doing research, comparing tools, and demonstrating the features to help us select the right tool for our purpose and content.

Most importantly, Mr. Karlin introduced a tool called Seesaw that completely changed my day-to-day practice. After Mike introduced Seesaw, a learning management system, my instruction was forever changed. I could share resources more efficiently and students could refer back to them without losing them. Feedback could be given from myself and peers in class or even from home. Parents could see what was going on in their child's classroom and show their support in real-time. Most impactful was the new capabilities to differentiate instruction. I could assign students different assignments in a discreet way and they had variety in the ways they could respond. Engagement in my classroom skyrocketed thanks to Mr. Karlin's coaching!

In conclusion, Mike's knowledge and drive has made a huge impact on myself, my colleagues, and a multitude of students. I cannot think of anyone more deserving of the Lieber Award.

Sincerely,



Lauren Smith



# Unified School District 232

**De Soto – Shawnee – Lenexa – Olathe**  
w w w . u s d 2 3 2 . o r g

35200 West 91<sup>st</sup> Street  
De Soto, Kansas 66018  
Phone: 913 667 6200  
FAX: 913 667 6201  
Email: dsumner@usd232.org

**Dr. Doug Sumner**  
Superintendent

January 20, 2012

To Whom It May Concern:

This letter is written in support of Mr. Michael Karlin. My professional association with Mr. Karlin began while I served as Director of Human Resources and Assistant Superintendent with the Gardner Edgerton School District. I now serve as Superintendent of the De Soto (Kansas) School District, a suburban school district of approximately 7,000 students just outside of Kansas City. Without question, my association with Michael has been one of the most rewarding of my professional career. I was impressed with Michael from the moment I met him and had to compete against several other school districts to hire him as a high school science teacher.

Michael demonstrates an exemplary level of professional knowledge, enthusiasm, patience and professionalism and applies these skills to positively impact the lives and performance of all students and staff members with whom he comes into contact. Not surprisingly, Michael was honored as Kansas Horizon Award winner after his first year of teaching. The Kansas Horizon Award honors a mere 16 first year teachers annually and speaks to Michael's current skill and future promise as a classroom teacher.

However, Michael's value as a teacher and colleague goes well beyond his professional knowledge. Michael is a dedicated professional and possesses an understanding of children and the learning process to a degree that is truly exceptional. Michael's self-less approach to his work, coupled with his kindness and good judgment are assets valuable to our profession. Michael is a genuine collaborator and master communicator. Michael is also action oriented, leads by example and is unrelenting in his quest to actively engage all students in their learning.

In his role as a classroom teacher, Michael was responsible for analyzing and assessing student learning and behavioral needs and collaborating with parents and teachers to make sound educational decisions. I assure you Michael's performance in these responsibilities far exceeded all district expectations.

In summary, Michael Karlin is a model professional, dynamic in his pedagogy and is an inspirational role model for those around him. As a professional colleague, Michael will be an immediate and valued asset to any school fortunate enough to hire him.

Please do not hesitate to contact me if I can be of further assistance

Sincerely,

Dr. Douglas A. Sumner  
Superintendent

# GARDNER EDGERTON HIGH SCHOOL

425 N. Waverly  
Gardner, Kansas 66030  
High School Office (913) 856-2600  
Activities Office (913) 856-2775  
Office and Activities Fax (913) 856-8218



Tim Brady, Principal  
Mark Meyer, Associate Principal  
Heather Peeke, Associate Principal  
Kent Glaser, Associate Principal/Activities Director  
www.usd231.com

Dr. Alexa Posny  
Commissioner of Education  
Kansas State Department of Education  
120 S.E. 10th Avenue

What is it that distinguishes your  
teacher as most outstanding?

Topeka, KS 66612-1182

Dear Dr. Posny,

When I first saw Mike Karlin I thought he was one of our students who wandered into a staff meeting. I quickly found out he was our new science teacher. By the end of the school year my outlook on Mike changed from, "I hope this young guy can survive" to "Wow, this was one of the best first year teachers I have seen in 20 years as a school administrator."

What distinguishes Mike from other first year educators is his expertise in his content area, maturity and poise, engaging lessons, desire for student academic success, and willingness to collaborate with colleagues. Mike was asked to present to the entire high school staff on how to incorporate VoiceThread into the classroom and presented to the Kansas Teacher of the Year finalists regarding the USD 231 new teacher mentoring program. He excelled in both instances.

My sophomore son was fortunate to have Mr. Karlin as his biology instructor. Tommy shared Mr. Karlin was a teacher which used hands-on activities, rarely lectured, and created a positive classroom environment. As a result, students in Mr. Karlin's classes were successful academically. Students view Mr. Karlin as a teacher who is knowledgeable, applies science to everyday life, fun to be around, and challenging. Parents, colleagues, and support staff would agree with this assessment.

I highly recommend Mike Karlin as a 2010 Horizon Award recipient.

Sincerely,

Tim Brady, Principal  
Gardner Edgerton High School



## Gardner Edgerton High School Activities Office

425 N. Waverly  
Gardner, Kansas 66030  
Phone (913)856-2775  
Fax (913)856-8218

Tuesday, October 06, 2009

Dr. Alexa Posny  
Commissioner of Education  
Kansas State Department of Education  
120 S.E. 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182

Dear Commissioner Posny,

It is my privilege to write a letter on behalf of Michael Karlin, Gardner Edgerton High School Science Teacher. Mike has just finished his first year at GEHS and is off to an outstanding start in his educational career.

Mike currently teaches Biology for Gardner Edgerton High School. He does an excellent job of relating to students and providing engaging lessons that reach all within his classroom. The lessons he presents are in line with today's teaching techniques where he has his students actively engaged and involved with activities that enrich the lesson. To be specific, Mike integrated "Voice Thread" technology into a lesson where students were able to record voice, along with animation and visual effects, to present information back to the other students within the classroom. The lesson was a success. Students were actively participating in depth and were able to gain far more information because of this simple and effective integration of technology. This is a snapshot of one lesson, but it was multiple forms of new technologies and teaching techniques that have allowed Mike to engage his students on a regular basis through out the year.

Mr. Karlin, has also extended himself as a first year teacher and shared his ideas with colleagues. He presented at our staff inservice, along with some of our more veteran and accomplished staff, his effective lesson techniques. He was also very active in our mentor teacher program and helped in monthly discussions with new teachers across our district. Our confidence in Mike Karlin and his abilities to share with staff were also highlighted, as our Administrative staff asked him to present and describe his first year experiences to all of the Kansas Teacher of the Year candidates when they were visiting our campus.

Outside of the classroom, Mike Karlin has also made a connection with kids. He is active in our school, after regular hours, by engaging in additional opportunities to lead our students. Activities such as leading a group of students in our Natural Helpers club, of which Mike is a co-sponsor, at the Roe Fest benefit for kids with SMA (Spinal Muscular Atrophy). Taking kids out of the district to engage them in leadership and community service opportunities.

Mr. Mike Karlin, has made an impact on GEHS within the classroom, with his colleagues, and within our community. I am honored to help him in the process and the pursuit of the Horizon Award.

Sincerely,

Kent Glaser  
Associate Principal/Activities Director  
Gardner Edgerton High School



**GARDNER EDGERTON HIGH SCHOOL**  
**425 N. Waverly**  
**Gardner, Kansas 66030**



Tuesday, October 06, 2009

Dr. Alexa Posny  
Commissioner of Education  
Kansas State Department of Education  
120 S.E. 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182

Dear Commissioner Posny,

It is an honor to write a letter of support for Mike Karlin for the Kansas Horizon Award. Mr. Karlin is an exceptional young science teacher. New teachers often struggle to merely survive in their first and second year. However, Mr. Karlin has excelled both at establishing relationships with his students and motivating them with dynamic lesson plans.

I had the good fortune of being able to personally observe Mr. Karlin during his first year of teaching. Mr. Karlin reaches all students through a tremendous variety of activities. One day, Mr. Karlin's lesson focused on enzyme function. This topic can be very abstract and often kids may not see the value in understanding such a topic. In Mr. Karlin's class, though, students modeled enzyme activity using toothpicks and other manipulatives. I saw students role-playing and discussing enzyme activity with curiosity and interest. These students were involved and engaged in a difficult science topic. Being able to inspire students in abstract science topics is a skill many young teachers need years to develop. Mr. Karlin mastered that skill in his first year of teaching.

Along with his skill at communicating abstract science topics, Mr. Karlin places great value on both communicating and establishing relationships with his students. He cares about his students as people and he lets them know it by taking interest in their lives and activities. Additionally, Mr. Karlin is willing to share his time and personality which helps students relate to him. Mr. Karlin has volunteered his time as an assistant coach with our national champion National Engineering and Design Challenge team and he also volunteered to help with student groups such as our Natural Helpers club. Last year, Mr. Karlin even played a little jazz piano for our student body during a lunch time concert.

Finally, as science department chair, I cannot overstate my satisfaction with having a young teacher of Mike's caliber on our staff. In my tenure as department chair, our department has grown a great deal. We have had a handful of new teachers come and go. All teachers bring positives to the job but Mike is simply a natural. He has a natural talent for relating to kids and for piquing their interest and curiosity about science. I am very grateful that he is on our staff and I am excited to give him my highest recommendation for the Kansas Horizon Award.

Sincerely,

Jason C. Sutton  
Science Teacher/Science Department Chair  
Gardner Edgerton High School

October 06, 2009

Dr. Alexa Posny  
Commissioner of Education, KSDE  
120 SE 10<sup>th</sup> Avenue  
Topeka, KS 66612

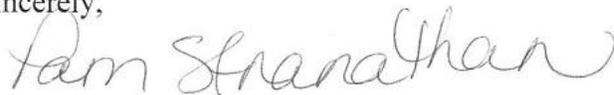
Dear Dr. Posny,

It is with great pleasure that I write to you regarding Michael Karlin's nomination for the Kansas Horizon Teaching Award. I have been extremely fortunate to work with Mr. Karlin during his first year of teaching science at Gardner Edgerton High School in the Gardner Edgerton School District. I currently serve as the Assistant Director of Educational Services Secondary for the district and support the new teacher orientation and induction program as well as a district-wide curriculum and staff development. My first experience working with Mr. Karlin was last year while I served as an Assistant Principal at GEHS. Through my prior position and current position I have had the pleasure of getting to know Michael and watch him shine through his first year teaching. Michael is an extremely strong addition to our district and a joy to watch with students.

As a science teacher, he strives to create a safe and engaging environment for his students. At times it can be a real challenge to motivate high school student, but Mr. Karlin provides a learning environment that students truly enjoy and are extremely motivated to attend daily. He is constantly collaborating with his colleagues creating new projects and creative activities that allow high school students to engage and succeed in their learning. Michael's students participate in science labs that challenge and amaze students at levels that very few teachers can achieve in their first year of teaching. I've entered his room on numerous occasions intending to do a quick walk-through observation and found myself entranced in the learning activities to the point that I was unable to leave. His creativity shines clearly in his lessons and instruction but what is even more commendable is the emphasis he has placed on creating a learning environment where students understand their role in the class and the importance their role plays in contributing to the success of the learning environment.

Michael is an exceptionally bright, creative, and positive teacher. He is a fantastic role model for our students and profession. You would be challenged to find a better or more deserving candidate than Michael Karlin for this recognition.

Sincerely,



Pam Stranathan  
Assistant Director of Educational Services Secondary  
Gardner Edgerton USD 231

October 6<sup>th</sup>, 2009

Dr. Alexa Posny  
Commissioner of Education  
Kansas State Department of Education  
120 S.E. 10<sup>th</sup> Avenue  
Topeka, KS 66612-1182

Dear Dr. Posny,

When I think of a great teacher, there are several criteria I look for. The first and most important thing a teacher needs is confidence. When something goes wrong, teachers can't take it personally and let it ruin their day, they just need to shrug it off and joke about it a bit and pick themselves back up. They also have to be able to understand the students, and a great teacher will be able to adapt and be flexible with different learning styles. The last quality I look for is passion. If I go into class and the teacher acts like it's a chore to come to work every morning, it doesn't really make me want to learn. But when a teacher is excited to teach, it really puts you in a positive mood to learn. These qualities I have listed above are all found in one great teacher, Mr. Michael Karlin.

Mr. Karlin is easily the best teacher I have ever had. He can relate to the problems that we have as teenagers and can give really good advice on how to handle our situations. I remember waking up in the morning and getting excited to go to school just so I could go to his biology class. I always thought, "I wonder what fun thing we're going to learn in Karlin's class today." I have to say that I even miss going to his class every even block day. After his class, I told myself, "If I were ever to become a teacher I want to be just like Mr. Karlin." He has been a great inspiration to me. He's so laid back, but also gets to the point when teaching. He lets us have fun, but is stern when he needs to be.

Overall, Mr. Karlin is an excellent teacher and I know he will continue to be. If he stays on the path he is on I can see a great and long teaching career ahead for him. I believe that any student that is taught by Mr. Karlin is very lucky because he is a one-of-a-kind teacher. There are not many teachers I look up to, but Mr. Karlin is definitely one of them. Some kids' role models are sports players, actors, and parents, but I'm proud to say that mine is a teacher.

Sincerely,



Allen Fuller  
Junior at Gardner Edgerton High School



# Chorim Elementary School



경기도 성남시 분당구 수내동 90 번길 26 교 장실 031-711-2100

23 February, 2011

To whom it may concern:

I am pleased to be asked to write this letter of recommendation for Michael Karlin. I served as Michael's co-teacher during the 2<sup>nd</sup> semester of the 2010 school year. During this time, he taught 5<sup>th</sup> and 6<sup>th</sup> grade at Chorim Elementary School and we taught the 5<sup>th</sup> grade students together. I found his knowledge and planning to be excellent. He came to class well prepared to teach, executed his lessons effectively and efficiently, and carried out meaningful assessments of his instruction. Additionally, his rapport with the students was quite impressive, especially given that he is not very familiar with the Korean language.

Michael has many strengths in the classroom, but the main strength, from my observation, is his ability to motivate students. He always seemed sincerely interested in students' progress and presented new material in a way that captured their attention. He also did a great job of recognizing when students needed special assistance or attention. Another major strength I observed is that Michael knows how to manage and structure his classes; his transitions from one lesson or activity to the next were always smooth and sensible.

In addition to his responsibilities with the 5<sup>th</sup> and 6<sup>th</sup> graders, Michael took part in teaching two extra classes: the international leadership class and the teachers' English class. His lesson plans for the international class, where Korean students met weekly with students at our sister school in New Zealand through the video learning system, were effective and valuable. For the teachers' English class, Michael met once a week with a group of teachers who were interested in learning English. He planned lessons to help each teacher bolster their language skills and feel more confident communicating in English.

In conclusion, I believe that Michael has the knowledge, skills, and desire to be an outstanding teacher in any position. In every meeting, he contributed valuable information in a very positive manner. At this point of his professional career, Michael has thoroughly demonstrated that he is an effective and influential teacher. He was indeed an asset to our school, our students, and our teachers. Please do not hesitate to contact me with any further questions you may have about Michael.

Sincerely,

김혜선 (Kim Hyeseon)

English Co-teacher at Chorim Elementary

E-mail: maria93@hanmail.net

Phone: 010-9391-3834

19 March 2012

To Whom It May Concern:

It is my pleasure to write this letter of recommendation on behalf of Michael Karlin. I have served as Michael's manager for the past year at AllieJam English Hagwon, where I work as the owner and director. Over the year, I have observed Michael in a variety of educational settings and I can firmly state that he is one of the most creative, engaging, and professional teachers I have ever met.

Our hagwon is located in a suburb of Seoul and has an enrollment of approximately 100 students, ages 4 to 12. The ability levels of our students range from the most basic to the most advanced. Because of this wide gap in ages and abilities, many teachers have difficulty designing lessons that can fit the needs of every student. However, this was not the case with Michael. I was consistently impressed with his ability to create a curriculum that reached, engaged, and even entertained all of our students.

In my opinion it was Michael's creativity that benefited our organization the most. Every month he would come up with a new set of lessons that got the students and their parents excited to learn! He would have the kids engage in explorations of their senses, go on journeys through space, and even star in movies that they had written themselves. Over the course of this year, I have never had more positive feedback from parents and students than I have had with Michael.

In closing, I would not hesitate to recommend Michael for any position within the field of education. His ability to teach and interact with students of all ages is impressive, to say the least. Michael is one of the most passionate, intelligent, and professional educators I have ever had the privilege to work with and he would assuredly be an asset to any school or organization.

If you have any further questions or concerns regarding Michael, please do not hesitate to contact me at any time.

Sincerely,



Cindy Park  
Owner and Director  
AllieJam Hagwon  
+82 010-9078-0704  
alliejam@gmail.com