

WHO WILL WRITE YOUR TEACHER RECOMMENDATION? HOW DO YOU ASK FOR A RECOMMENDATION?

- The first step is to make sure that your colleges require teacher recommendations. You do this by carefully reading the applications.
- If recommendations are required, make sure that you have the forms the colleges require and that you know the deadline dates. Address and stamp an envelope for each college that requires a paper version of the teacher recommendation. Make sure you know the email address or URL if it is being submitted electronically.
- Find out if your school has a specific policy regarding teacher recommendations. If there is a policy, follow it. If not, you can use the information in this handout.
- The next step is deciding what teacher (or teachers, if your colleges require more than one) to ask.
- Think of the high school teachers who know you best and would be enthusiastic about writing a recommendation for you.
 - These teachers should be from academic subjects, preferably from junior or senior year.
 - Teachers whom you have had for more than one class are often good choices.
 - List the teachers to ask: _____, _____, _____.
- Approach the teacher at least three or four weeks before the deadline date. You can say something like this: I am applying to College XYZ, and that college requires a teacher recommendation. I think you know a lot about my strengths as a student. Would you be able to write a recommendation for me?
- If the teacher agrees, give them all the required college forms, stamped envelopes, and information about yourself as soon as possible. Again, they need at least three weeks notice! TIP: Use the TEACHER RECOMMENDATION REQUEST form in your handouts to provide personal information.
- If the teacher is not sure or says no, don't push it. Ask a different teacher. **YOU WANT SOMEONE WHO WANTS TO WRITE THE LETTER!**
- **WRITE A THANK YOU NOTE TO THE TEACHERS WHO WRITE RECOMMENDATIONS FOR YOU.**



TEACHER RECOMMENDATION REQUEST

Student's Name _____ Today's Date: _____

Student's DOB: _____

Email Address / Phone # (in case of questions) _____

Teacher's Name: _____

Course(s) with This Teacher (i.e., English 3): _____

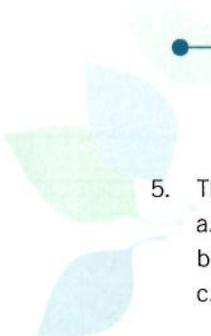
Thank you so much for agreeing to write this letter of recommendation for me. I asked you because I think you are a teacher who knows me well and who can accurately evaluate my potential for academic success in college. This information may be helpful to you as you write the recommendation.

1. I think my academic strengths are...
 - a. _____
 - b. _____
 - c. _____

2. I think my personal strengths are...
 - a. _____
 - b. _____
 - c. _____

3. I am considering the following college majors because...
 - a. _____
 - b. _____
 - c. _____

4. Some of the things I want the college admission and/or scholarship committee to know about me...
 - a. _____
 - b. _____
 - c. _____
 - d. _____



5. The specific things I hope you discuss in this letter...
 - a. _____
 - b. _____
 - c. _____

6. What I remember most about your class...

7. Additional information that might be helpful...
*(Students: You may attach a résumé to this form if you wish. But remember that the teacher recommendation will focus on you **as a student in this teacher's classroom.**)*

These are the schools I am applying to. I have attached any teacher recommendation forms they require, as well as stamped and addressed envelopes.

Name and Address of School or email address of admssion office

Again, thank you. I know this is a big time commitment, and I appreciate your help.

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SESSION IV: THE APPLICATION PROCESS (PART I)

ACTIVITY #4: INTERVIEWS

Opening Discussion:

Interviews are seldom required. Exceptions include a few highly-selective institutions, as well as some scholarship programs. However, a student should take advantage of the opportunity to interview on or off campus if possible. Students should know that meeting an admission representative “face-to-face,” whether in an informal interview or at a meeting at their school or a college fair, can be helpful in the admission process. Students with “special needs” or with complicated family situations should be encouraged to make personal contact with an admission officer from the colleges to which they plan to apply. Making a good first-impression is important. In this session, students find that role-playing allows them to make and correct mistakes in a “practice” situation.

Activity/Handouts:

Typical College Interview Questions

Materials: Flip Chart or blackboard

Instructions:

1. Give the students a copy of “Typical College Interview Questions.”
2. Ask students to circle at least two questions they are prepared to answer.
3. Demonstrate an introduction: Firm handshake, good eye contact, introducing yourself.
4. Ask students to work with a partner. One is the interviewer, one the student. The student should introduce himself or herself. Then the interviewer should ask a question (one of the ones his partner circled), to which the student responds.
5. Instruct students to switch roles.
6. Ask the students to make comments about what was effective in the interview exercise and write them on the flip chart or board.