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To Whom it May concern,

I am writing this letter of recommendation to wholeheartedly recommend Grisel Miranda Sotelo for your open English Language Arts position. I have known Grisel for a full year, she completed her student teaching under my supervision in the Spring of 2026, and she did her final undergraduate observations here at North-Grand in the Fall of 2025.

Grisel shows her understanding of her student's experiences in all aspects of her teaching. I believe that she values each student as an individual and she strives to connect to their world to enhance their literacy skill and experience. She connects the students' world to their learning. One such example of a lesson that demonstrates this to me is a lesson she led during her *House on Mango Street Unit* where she led a discussion about consent with a group of Juniors. She was able to relate to their social contexts and also have meaningful conversation around what could be considered a sensitive topic to some.

I believe that the students in Grisel's classroom have positive social interactions on a daily basis and that she works hard to hear the voices of all her students to ensure active engagement. I have seen students take risks in their verbal responses and in the content that they are learning, and I think it is in response to the expertise she brings to the classroom that they have that level of engagement. She also demonstrated pedagogical skills necessary for AP students to use queer theory as a lens in the novel *Frankenstein* in an AP Literature class. I have also observed her improve within the structures of classroom discipline while maintaining healthy and respectful boundaries of students in her classroom.

Grisel's instructional delivery is advanced for an early-service teacher. Grisel has an advanced feel for the tempo of a unit and plans her days accordingly. She has demonstrated this understanding by not over relying on "teacher moves" that work in isolation of one period, but thinking creatively about how students across particular periods might interact with the instruction so that it feels fresh. I would say her students have shown growth overall in the skills that she has taught. She has differentiated summative assessments around writing and presentation to have students write and recite their own narrative poems to her within English 3. I have seen students try that particular new skill with her and gain literacy content knowledge because of her assessment design. More recently she also implemented what I would consider a student-choice based assessment that leans more into a multi-genre project that involves a variety of students engaged with literacy skills in multiple ways. Even though her assessments were multiple I thought that her backwards planning and focus on skill-based assessments were clear and singular.

Lastly, Grisel has integrated herself within coteaching and course team collaborations better than any other preservice teacher I have ever had. She has developed curriculum that I believe will be utilized (with her permission) for years to come. I think Grisel will be a powerful advocate for the student and family populations that she serves in her career, and my students and I will miss her presence in our classroom, and I look forward to seeing where her career takes her.