

## Testimonials: Chris Borland

*"To teach is to create possibility; to learn is to discover who we are."*

This pdf file contains carefully abridged summaries of the letters of recommendation, online reviews, and other endorsements I've received from satisfied clients over the years (presented in reverse chronological order).

Each summary is comprised entirely of text excerpts taken directly from the source documents with only minor editing to correct grammar and spelling and improve readability (scans of the originals are available upon request).

In aggregate, these summaries serve to document the depth and breadth of my experience and success as a private teacher and academic coach.

Thank you for taking the time to view them.

Sincerely,

A handwritten signature in black ink that reads "Chris Borland". The signature is fluid and cursive, with the first name "Chris" written in a large, sweeping loop and the last name "Borland" following in a similar style.

Chris Borland  
Borland Educational  
10 Liberty Ship Way, Suite 104  
Sausalito, CA 94965

-

415-332-4564  
707-579-8674  
chrisrb@sonic.net

-

borlandeducational.com

---

“Our conscientious and studious daughter has attended a very rigorous private girls school in San Francisco since kindergarten.

“After she did poorly in the math section of the 7th grade SSAT, we asked her school math teacher to recommend a private tutor and we were immediately referred to Mr. Borland.

“Her math scores improved from the 21st percentile to the 83rd percentile ...

“Needless to say, we were totally delighted with the results!”

Craig and Suzanne L. (Client Letter – 2006)

---

“His competence, compassion and ethics as a tutor are exemplary. In providing a broad spectrum of tools and skills for Lindsey, he gave her the confidence to improve her math [test taking] skills. His commitment to education and teaching shines as he made math interesting and understandable for her.

“Chris is a wonderfully friendly, sincere and caring human being. His personality is delightful, making the sessions enjoyable.”

Judy S. (Client Letter – 2006)

---

“What was outstanding to see was the combination of Chris’s professional expertise along with his ability to instill self-confidence about the test, in a group of students that historically has not tested well on the SAT.

“Chris was professional in the workshop yet conveyed a great sense of empathy, caring and warmth. The students responded very positively to him.

“Chris’s workshops helped our students improve their test experience, as well as their scores.”

Joni B. and Sandy P. (Administrator Letter – 2006)

---

“Joey was a raw talent with sporadic study skills. Your effort taught Joey how to become organized and detail oriented so that he could apply himself and obtain the best possible results in any academic discipline ...

“Joey continued to improve, thanks to your tutelage until his last semester of his junior year when he earned a 3.7 GPA and he got an A- on his pre-calculus final. His senior year he earned a 4.2 and 4.0 in each of his last two semesters. It was your hard work and persistent effort to help our son when he called you late at night or on the weekends that is reflected in his tremendous improvement in high school. With the study skills that you worked on with Joey, he also scored a 4 on his AP European History exam and a 5 on his AP Calculus exam, earning him college credits for those courses. Most importantly, you taught Joey to understand that hard work does reap its own rewards.

“Joey did well enough in school and on the SATs to gain acceptance to a number of UC Schools, of which he chose UC Davis to attend.

“Thanks Chris for your effort and diligent tutoring ... we really appreciate all that you did for him.”

Larry L. (Client Letter – 2005)

---

“Our son, Bobby, was diagnosed last December with severe learning disabilities that had gone undetected through 12 years of private school education. Bobby was struggling with Algebra II and had difficulty with standardized tests.

“Bobby worked with you twice a week on his math. He began to understand the concepts, finish his homework, and excel in class. His self-esteem increased tremendously. He began to enjoy school and his math/science class. Bobby and my husband, Robert, and I attribute this wonderful success to your ability.

“The most commendable accomplishment was the increase in Bobby’s SAT1 scores. Bobby met with you individually for two hours only and increased his scores from 860 to 1020, a total of 160 points! This has significantly increased his chances in several of his favorite college choices. You certainly know how to pinpoint his personal trouble spots and focus on them. Bobby found the time with you very productive.

“And this is the boy that was going to only look at schools that did not require standardized tests.

“We want to thank you for your sensitive and personalized approach. Your teaching techniques speak for themselves ... in results.”

Sally N. (Client Letter – 2003)

---

“Chris Borland tutored my 14 year old twins for several weeks before they took the SSAT test for entrance into private schools. He has a very good rapport with kids and makes the sessions fun and interesting. He is flexible with his schedule to accommodate school and sports activities ... very available for input and questions.

“Chris's strategies about standardized test taking proved to be excellent. Both boys improved their scores significantly from last year and openly attributed their success to their work with Chris.

“Chris Borland is an excellent resource for parents and children who are seeking help to improve academic and standardized test scores. I highly recommend him.”

Anne C. (Client Letter – 2003)

---

“Did she tell you the amazing news about her report card? She got 4 A's, 1 A- and one A+ ... her first time for straight A's. I have to say that I think her A in math was to be expected considering how well you have brought her along, but I firmly believe that the sense of confidence and discipline you have instilled in her aided her in getting such great grades overall. I just want to thank you for helping her become such an accomplished student.”

Laura L. (Client Letter – 2002)

---

“You did great with Kelsey. I'm really happy you worked with her. Her progress was reflected in her Stanford 9 testing. Her score for Total Math went from the 23rd percentile to the 66th percentile. Problem Solving went from 20th to the 48th percentile. Math procedures went from the 32nd percentile to the 80th. This was very important and significant progress between the second and third grade.”

Fran E. (Client Letter – 2002)

---

“Claudio, as you know has been tested and labeled as a student with severe dyscalcula. I can assure you that you are not the first math tutor that has worked with Claudio. You are in my estimation, the best tutor!

“Believe me to find someone that a fifteen year old looks forward to working

with is a blessing.”

Angela O. (Client Letter – 2002)

---

“Chris Borland has proven to be the key element in the marked improvement of my daughter Olivia's performance in her mathematics studies. Until being referred to Chris, we had tried with the aid of various tutors and learning specialists to find a successful way to manage her unique learning style, with little success.

“[Chris] has developed for her a method of learning which has allowed her to not only understand the material, but to translate that understanding into excellence in her written work and, most notably, into high level test scores ... from variable "C"s to a fairly consistent 'A-' level.

“Because of Olivia's unique learning style, she is one of those kids who could easily have fallen through the cracks and never realized her full potential. Because of Chris's skill ... she has blossomed into a successful student who feels challenged by new material rather than defeated by it. Recently I have noticed that, not only have her math grades improved dramatically, but she has improved in all of her classes, as well. I cannot help but think that this is, in great part, due to Chris's learning strategies now being integrated into her entire way of studying.

“It is with the greatest honor and deepest thanks that I recommend Chris Borland as a learning specialist of exceptional ability.”

Laura L. (Client Letter – 2002)

---

“Our son is bright and capable but we felt that we needed to back away from closely monitoring his school work and put that process in the hands of a professional.

“Finally, he was accepted by 9 of the 12 boarding schools to which he applied, including Robert Louis Stevenson, the Webb School and Brentwood College School in British Columbia.

“Chris was meticulous about monitoring Barth's assignments and tests. Chris had a talent for uncovering even those assignments that Barth might 'forget' to mention. My husband and I wish schools still taught students how to do a detailed outline and we are so appreciative that Chris taught Barth that

invaluable skill. No detail was too minor for Chris and he always presented his suggestions to Barth in a congenial, professional manner, taking the time to discuss why one approach might work better than another. He and Barth often brainstormed ideas, tactics, and approaches in a way that made Chris's tutoring so much more than just looking at homework. Chris reminded not just Barth but his parents, by his approach to learning, that there can be great joy and satisfaction in developing ideas and opinions and in deepening one's knowledge of a subject. Barth became an editorial writer and cartoonist for his school's newspaper and I'm sure his growing confidence in his own ideas emerged from these collaborative discussions.”

Gordon and Janet W. (Client Letter – 2001)

---

“Mr. Borland came highly recommended to us as an SAT prep specialist. He definitely turned out to be an excellent reference.

“Mr. Borland taught a class that was succinctly organized and well presented. The students enjoyed his class and actually applauded him when it was over. In the evaluation forms that the students turned in to us, they ranked Mr. Borland's classes very highly and added such comments as ‘he's cool!’

“We consider ourselves very fortunate to have an instructor of Mr. Borland's caliber.”

Judy P. (Administrator Letter – 2001)

---

“I have always been absolutely math phobic. It came to the point that I was unable to go any further in my college educational goals without a geometry class. I was horrified and I looked everywhere for help. Finally I found Chris Borland to tutor me. That turned out to be an inspired moment. I not only got ‘through’ the class, I got an A. This never would have happened without the patient, effective tutoring of Mr. Borland. When I hit a wall he was able to explain what I needed to do in a way that I understood. Now I feel a confidence in my math skills that I never had in my forty plus years. I'm not afraid anymore and I know that I can do it.

“I highly recommend Chris Borland to anyone who needs help with math skills.”

Kathleen G. (Student Letter – 2000)

---

“My son was struggling with math and had scored in the 19th percentile on his first ‘go-round’ with the SSATs. He began seeing himself as a ‘poor test taker.’

“Chris began working with my son ... at which point his grades gradually improved and his self-confidence in the area of mathematics began to rise. His SSAT score increased from the 19th to the 69th percentile.

“My son is currently a student at the University of Colorado at Boulder and considering a major in Physics. Chris truly did change his attitude toward math.”

Jean L. (Client Letter – 1999)

---

“My son had three one hour sessions with Chris, retook the ACT, and he received a score of 24, a five point increase! I was greatly impressed with Chris and amazed at how well he was able to communicate and work with my son. I would strongly recommend Chris Borland as a tutor.”

Nancy E. (Client Letter – 1999)

---

“Both Samantha and I have been extremely pleased with Chris. Samantha's grades immediately improved. Even more importantly, she really began to understand math and gained confidence in her ability to do well in math.

“I would highly recommend Chris to anyone that is seeking a strong, competent tutor. As an added bonus, Chris is always warm and friendly, and he is really a pleasure to see each week.”

Carolyn C. (Client Letter – 1999)

---

“I was interested in a math tutor for my son, because he was simply doing average work at his grade level.

“Chris has taken this average boy and taught him not only several levels of math but also an appreciation for the subject. My son is now in the advanced program at his school, which is algebra in 8th grade.

“Chris has also acted as a friend ... advising my son about education in general, organization, love of words as well as numbers. I am extremely pleased.”

Jeanne B. (Client Letter – 1999)

---

"[Chris] is patient, understanding, enthusiastic and always guides Andrew in the learning process with a very positive attitude. If Andrew gets distracted, Chris is able to guide him back to the subject at hand by being assertive, yet respectful. His focus on Andrew's progress has resulted in a very noticeable improvement in Andrew's skill level in Algebra, his attention to detail, his neatness, and his self- esteem.

"In addition ... he is a cheerful person with a good sense of humor. Even after almost two years of tutoring, Andrew still looks forward to his sessions with Chris."

Karen C. (Client Letter - 1999)

---

"Chris Borland carefully guided her towards a new confidence about her capacity to achieve ... realized in her SAT scores which jumped hundreds of points, her new found excitement, her commitment to accept and 'conquer' the challenge of a particular set of problems.

"Chris immediately instilled a sense of: 'no problem; you can do this.' With humor and kindness and patience he slowly helped her to integrate more successfully what he felt sure she already knew, but had lost the capacity to identify or locate. He also made it clear that improvement would come from practice.

"Fine subtle skills that can only be discovered through quiet, thoughtful, supportive, methodical means were provided by Chris ... rekindling her love of solving problems, keeping the joy of learning in the forefront.

"Improved confidence, renewed joy of learning, kind and thoughtful guidance, and improved scores - these are the fundamental and guiding principles of Chris Borland."

Margaret J. (Client Letter - 1999)

---

"Thank you very much for your great help in preparing our daughter Sarah for her SAT tests.

"The tips you gave her about just the taking of these kind of tests were invaluable.

“Her math went up 90 points to 650 and her verbal went up 50 to 780!”

Linda W. (Client Letter – 1998)

---

“In the words of my oldest [son]: ‘I have had only one good math teacher – Chris Borland. The other teachers go over and over math concepts and it is still a blur. Chris explains it just once and it is “ah ha” crystal clear.’ My second son, who primarily finds school an intrusion in his life, actually looks forward to and really utilizes his time with Chris.

“Chris exemplifies all that we wish for in our childrens' teachers. He is calm, patient and always kind. He seems to have an immediate and intuitive understanding of his students. His brilliance in mathematics and his ability to impart the information in a simplified form is incomparable. Chris is a good role model for adolescents. He is reliable, punctual, honest, trustworthy and incredibly hard working.

“Both of my sons have had difficulties with math in the past. Currently, under Chris's tutelage, they are making excellent grades in Honors math.

“It is my pleasure to recommend Chris Borland in the highest terms. He would be a valuable addition to any student's life.”

Chandra G. (Client Letter – 1998)

---

“Mr. Borland worked with our 8 year old daughter for 3 months. He introduced many teaching devices, including manipulatives which were very beneficial.

“Mr. Borland made math fun, including recommending several ‘fun’ math books for her to do on her own. She now averages a ‘B+’ in Math and approaches the subject with enthusiasm!”

Michele A. (Client Letter – 1998)

---

“Chris was very effective in teaching my daughter math concepts and computational skills, and in countering her emotional resistance to the subject.

“At all times Chris was professional, energetic, and consistent. His obvious experience in the subject and in teaching were vital. As a teacher myself, I admired and appreciated his approach.”

Joe B. (Client Letter – 1997)

---

“At the time that I met Chris I was enrolled in a math class that was beyond my comprehension level ... extremely difficult. I found Chris to be extremely knowledgeable, thorough, and very patient.

“Chris worked with me during the course of two semesters, and never once did he make me feel ashamed of myself for not be able to understand something. If I didn't understand the concept of the problem the first time he explained it to me, he would find another approach to the same problem. He never got irritated or lost his patience with me. Even when I did.”

Erin K. (Student Letter – 1996)

---

“When she was in seventh grade, our daughter qualified to take the SAT as the entrance test to the Johns Hopkins Youth Program.

“Chris spent three ninety minute sessions working with Linden at our home. He was prompt and professional, while at the same time accessible to a twelve year old. Chris conceived an individual plan, and adapted his approach to our daughter's learning level. He explained the structure of the test, helped her become familiar with the directions, and taught her strategies for answering certain types of questions.

“Linden scored well on the SAT and gained admission to the program. The value of her sessions with Chris goes beyond this one test. She will continue to use the information and strategies she learned from Chris. I recommend him highly.”

Lorraine B. (Client letter – 1996)

---

“Thank you so much for your patience and understanding. I have begun to realize that math can actually be fun and interesting.”

Uda W. (Student Letter – 1994)

---

“I enjoyed working with Chris because he could explain things I did not understand and make them clear to me. Chris was very patient when it took me

a while to understand things. Chris helped me think through problems and decide what they were asking me in word problems.”

Martha S. (Student Letter – 1993)

---

“I was extremely impressed with Chris, both as a tutor and as a person as he worked with Martha. School has been a particular challenge for Martha since she has a learning problem. Chris has infinite patience. He never told Martha that she was ‘wrong.’ Instead, he gently questioned her and helped her to realize her mistake and come up with the correct answer herself. Her self-esteem always remained intact. As I observed Chris work with Martha, math finally made sense ... Chris can explain math so that the student can understand why math works the way it does.”

Cornelia S. (Client Letter – 1993)

---

“With the help of his expertise, I was able to improve from a ‘D’ to an ‘A’ in a college level calculus course ... important because my acceptance into the University of California at San Diego hinged on this requirement. During our work together, he introduced me to an entire arsenal of techniques and approaches to this difficult subject matter. My confidence as a student of mathematics began to grow as Chris taught me new ways to understand and think about calculus. He also helped to sharpen my skills in algebra, which had faded since high school. In my opinion, Chris is a gifted teacher who inspires his students to put forth their best effort and achieve their goals. I recommend Chris Borland with no reservations.”

Andrew R. (Student Letter – 1993)

---

“My daughter did very well in her math classes and found Mr. Borland to be resourceful in his knowledge and in his methods of teaching. His work with her clearly made a great deal of difference in her school performance and in her attitude about the subject matter. Consequently, I am able to recommend Mr. Borland enthusiastically and without reservation...”

Clifford A. (Client Letter – 1989)

---

“I have received many positive comments from Chris's students about his enthusiasm for the subject, clear explanations of concepts, and general knowledge of mathematics. Chris is a responsible, capable, and compassionate person who cares that his students reach their potential.”

Linda P. (Administrator Letter – 1989)

---

“Chris has the ability to relate well to children and to take the mystery out of math. As Todd has said, ‘He makes it seem easy.’ On the second semester report card Todd (and Chris) made a well earned and well deserved ‘A.’ Todd was honored before the school as the ‘Most Improved Student.’ There can be no finer recommendation for a tutor.”

Carole F. (Client Letter – 1988)

---

“[Chris has] tremendous knowledge and enthusiasm for mathematics. He is conscientious, reliable and communicates well both with a teenager and his parents. I heartily recommend Chris Borland.”

Paula M. (Client Letter – 1988)

---

“When it became apparent that we also needed an Algebra I class covered, [Chris] was the unanimous choice of the department. His work here has been absolutely exceptional.

“He has a keen sense of the orderly nature of learning, and did a particularly good job of helping students with the organizational work needed to excel at math ... bringing to bear his very good skills as a tutor.

“One of the best young teachers I've seen.”

Bruce S. (Administrator Letter – 1985)

---

“Chris is a bright, positive young man who relates easily to teenagers at the same time that he sets definite standards and goals. His style is clear and intelligent. He has had real success.”

Basil H. (Colleague Letter – 1984)

---

“The major thing that impressed us was Chris’s ability to reach pupils at their individual age levels; to adjust to their differing personalities, aptitudes and needs.

“He seems to have an ability to transfer his enthusiasm to the pupil and to put him or her at ease. He can get to the heart of a pupil's problem and quickly select the optimum teaching solution for it.”

“An exceptional sense of organization ...unique and superior teaching skills.”

Harold F. (Client Letter – 1983)

---

“Chris has done excellent work tutoring our students and is very much in demand. The students find him easy to understand, clear in his explanation, and good at finding examples. These are important qualities because, more often than not, Chris finds himself with students who have some mathematics deficiencies from previous years.

“The quality that impresses me most about Chris, however, is his patience. All too often, tutors end up doing the students' work; in Chris's case he works with them and allows them time to discover what they're missing and what they need to do.”

Ray B. (Administrator Letter – 1983)

---

“[Chris’s] rapport with both of my sons has been very successful ... reflected in their improved grades during his guidance.”

Lucilla B. (Client Letter – 1983)

---

“[Chris] did a splendid job. He was exceedingly conscientious, earnest, intelligent, and was lovely and patient with our son. He was reliable, understanding, knew the subject ‘cold’ ...

“In terms of ability, reliability, and winsome personality, I can recommend him highly.”

Emily K. (Client Letter – 1983)

---

“He takes a real interest in the student and their progress ... I recommend him highly.”

Anna F. (Client Letter – 1983)

---

“[Chris’s] approach was professional and enthusiastic. Throughout, he was energetic, understanding, patient, and eager to help. He seemed to have a nice rapport with our son who said he felt very lucky to have Chris as a tutor ...”

Martha R. (Client Letter – 1983)

---

“Chris has always done an excellent job and has been extremely responsible.”

Alan N., M.D. (Client Letter – 1983)

---

“Through [Chris’s] efforts, mathematics has ceased to be the enigma it once was for my daughter ... she now understands it fully and is considered to be one of the top math students in her class.

“Mathematics can be confusing for even the brightest individuals, but few of us are lucky enough to stumble on an instructor with such patience, kindness and general love for his subject [and] genuine interest in his pupils.”

Michele K. (Client Letter – 1983)

---

“I have observed Chris to be invariably prompt and diligent ... very professional. He sees to it that the students profit from every minute of their sessions with him ... is consistently enthusiastic about the subject and has managed to relay this to the students.

“The reports I have received from parents and students have been very positive, stressing Chris’s natural ability as a teacher and his talent in explaining concepts and procedures in math in such a way as to make them understandable to struggling students. Many of our students who have been under his tutelage have greatly improved their grades, others were able to pass courses they were otherwise failing.”

Christa B. (Administrator Letter – 1983)

---

“We feel you are an excellent tutor and very good at handling kids and their problems ... [so] they really can understand what is been taught.”

Aura R. Vollert (Client Letter – 1983)

---

“Chris Borland has managed in the last few months to engender in my son James the pleasure of learning. Considering my son’s experience and attitude at the onset, Mr. Borland has to take considerable credit. He is an enthusiastic, sympathetic and resourceful teacher. The kind we would all wish for our children.

“I offer him my congratulations and my thanks.”

Charles F. (Client Letter – 1983)

---

“Chris seemed to thoroughly enjoy teaching. We found him to be capable, friendly and punctual. He was patient with Matt and was a tremendous assistance to him.

“We liked Chris, and more importantly, so did Matt.”

Jack and Patricia P. (Client Letter – 1983)

---

“I wanted to write you a short note to thank you for the work you did with Mark this past spring. You not only turned him around, but restored his natural love of math.”

Justine R. (Client Letter – 1983)

---

“I have been impressed with Chris’s high level of energy and enthusiasm for his work, his attentiveness to detail, his appropriateness and effectiveness ...”

Barbara C. (Client Letter – 1983)

---

“Under [Chris’s] tutelage, she quickly found the level of the class. I might also add that she just received the highest grade on the final ...”

Alice and Michael S. (Client Letter – 1983)

---

“Chris is conscientious, prompt and very patient. Laurie actually enjoyed her tutorials, if such a thing is possible! She became much more confident about her math abilities ...”

Jared E. (Client Letter: 1983)

---

“We found Chris to be prompt, courteous, and thoroughly dependable. His approach, which was organized and thorough, effected immediate results. We feel he is a fine tutor and recommend him highly.”

Mrs. James H. (Client Letter: 1981)

---

“Steve was not doing well in the subject and needed some outside assistance. He was helped greatly by Chris, and his grade at the end of the school year in math was a ‘B.’”

Nancy J. (Client Letter: 1980)

---

“Chris Borland ... tutored my son and did an excellent job. He obviously is a very well qualified teacher and I recommend him without reservation.”

David C. (Client Letter – 1980)

---

“It is largely due to his effort and skill that my daughter achieved the level of success that she did.

“It is my pleasure to recommend Chris Borland as a highly competent and enthusiastic tutor.”

Elaine P. (Client Letter: 1979)

---

“I have spoken with his students as well as their parents and have had nothing but enthusiastic, positive responses. He is, apparently, a natural communicator and teacher, personable, bright and responsible.”

Marilyn N. (Colleague Letter: 1979