

Application for Team Mentor\Cooperating Teacher Application

Name: Angelina Saporito

School: Ivy Drive School

Grade Level: Special Education Resource K-3

Date: February 24, 2023

I have been teaching special education in Bristol for 8 years with a Provisional Educator License for Special Education Comprehensive Grades K-12 and Elementary Grades 1-6. I began my career teaching the Functional Special Education classroom at Chippens Hill, moved to the Extended Resource position at Chippens Hill, and have spent the last 5 years within the Resource position at Ivy Drive. While teaching in Bristol, I have been a member of numerous school based committees including school-wide SRBI, Climate, and SLT. I have also participated in planning and presenting professional development for teachers at Ivy Drive, including Google/computer based strategies for differentiation during the COVID-19 pandemic hybrid year of teaching. Currently, I am serving as the building expert/liaison for CT-SEDS, working with administration and special education service providers to train and ease the transition between systems when developing and revising IEPs. In addition to my academic-based experiences, I have also served as a Girl's Varsity Assistant Coach at Bristol Eastern for the past 7 years.

I am interested in being trained to be a mentor or cooperating teacher for a variety of reasons. First, I believe that it is my responsibility to my profession to give back to the community that helped me become the teacher I am today. I feel that both new teachers, as well as student teachers require supportive, well-rounded teachers willing to share their time, knowledge, and classrooms. During my undergraduate experience at Salve Regina University, I was fortunate to spend both semesters of my senior year within classrooms getting real-time experience where I learned valuable and practical application of teaching strategies, classroom management, and staff relations. If classrooms such as the ones I was lucky enough to work in are not available to student teachers, then potential educators will not be given the opportunity to truly learn about the profession they will be entering. The same experience can be said for new teachers. Although college prepares those wishing to pursue education, it is just as important for new teachers to continue to work with, and be exposed to, veteran teachers with the ability to ask and answer questions and share ideas in a safe space. This mentorship would allot me the opportunity to create a safe environment where the most current theoretical ideas being taught in the University setting can be practically applied in an actual classroom. In order to be the best educator possible one must have the malleability to adapt and embrace the ever changing model of the modern classroom and student. By finding which of these new ideas and theories work the best, not only am I becoming a better educator, I am also bettering the educational experience of my students and district as a whole.

I feel that I have a lot to offer student teachers or beginning teachers. To allow a student teacher to complete their field experience in a Bristol school would give exposure to a variety of curriculum programs and teaching styles that are studied and very relevant in today's teacher preparation programs. I would be able to assist those looking to pursue general education positions in differentiating curriculum for struggling learners, and I would be able to model how

to implement effective and appropriate grade level accommodations and modifications to those looking to pursue special education. I would also be able to share my experiences and knowledge of administering multiple assessments, including SBAC, IABs, CTAA, and those standardized assessments needed to complete initial and re-evaluations. I have worked to learn how to best analyze the data gathered from these assessments and use that data to drive instruction, evaluate student performance, and develop IEP goals and objectives based on common core standards. In my current role, I work seamlessly with educators of different departments in order to effectively serve our students and develop programming for those requiring IEPs. This requires a high level of interdepartmental communication as well as interdisciplinary understanding. Being a good team member is something that takes tact and humility, and time to develop relationships with counterparts and coworkers. The networking opportunities I can provide to these new and student teachers will be invaluable to their success as they move further in their careers.

Thank you for your time and consideration for this position.