

Lindsay Revoir  
Chippens Hill Middle School  
8th Grade/ELA

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To Whom It May Concern:

This is my letter of application to be a Bristol Public Schools Mentor/Cooperating Teacher. My desire to be trained as a mentor/cooperating teacher comes from my love of teaching and learning. I have been teaching for fourteen years. In that time, I have developed skills and strategies that I believe passing on to others who may just be beginning this career would find beneficial. I remember when I began my teaching career. Even though I felt the nerves and anxiety that anyone starting a new career may experience, I was also confident in my day to day approach in the classroom. This is largely because of the excellent student teacher mentor I had, as well as the mentor I was provided with by the district my first year in Bristol. I would love the opportunity to have that type of impact on someone and to be able to give back what others have done for me. While fourteen years is a bit of time, I remember the experience of student teaching and beginning my career like it was yesterday. This ability to connect with a student or beginning teacher allows me a chance to offer insight, feedback and support to new teachers. One of the best lessons I learned from my mentor teachers was the importance of a solid classroom management system. It is vital to remain fair and consistent in expectations, consequences, and rewards. I would be able to offer new teachers helpful information and suggestions on how to manage their classrooms and effectively manage student behaviors.

It is important that a beginning teacher has a chance to collaborate with others in order to further develop their skill set. I collaborate with my colleagues daily. Whether it be a required planning or team meeting, informally meeting with teachers on my team to plan cross curricular lessons and experiences, or touching base with the special education teacher I co teach with to modify and differentiate for our learners, I make sure collaboration is a part of my every day plan. Should I have a student or beginning teacher, I would make sure to include them in all of this planning as a way to model collaboration and also provide them with various opportunities to learn from other teachers.

Another way that I model effective teaching practices is through my commitment to mandated and non mandated professional development and by serving on school and district based committees. As often as my schedule allows me, I try to attend professional development that I think will help me expand my knowledge and strategies in the classroom. I have attended professional development about young adult literature as well as writing instruction. I want to know what's out there in literature that will spark my kids' interest and excite them to read. I also recognize how important it is that

students can write expressively, defend an opinion, and use facts to support themselves. Learning how to teach this well is something that always interests me and I look for professional development on writing instruction as often as I can. I also serve on our school wide climate committee, am the Google Classroom Coordinator for 8th grade ELA at Chippens, and the Gifted and Talented Coach at Chippens.

It is my belief that the craft of teaching is something that takes years to develop. A high quality teacher must be knowledgeable, effectively manage a classroom, establish rapport with their students, exude energy and excitement, create lessons that are meaningful and engaging and be passionate about learning. There are times when this can be daunting for any teacher, let alone a new teacher. I think it is important to help build up new teachers and provide them with as many models of these qualities as possible. It is also important for them to take on these experiences in the classroom with the support of a strong mentor. Even though I have been teaching for many years now, I am still a life long learner and can always become a better teacher. Working together with other adults as a mentor would allow me to share my strengths with others, which in turn builds them up, while at the same time, provides me with an opportunity to learn from them. Teaching is not an island. We must collaborate, ask questions, give and provide feedback, observe others, and share ideas as often as possible. I welcome the chance to be a mentor/supporting teacher to not only improve a student or beginning teacher's induction into the career, but to also expand my craft and knowledge base. I thank you for this opportunity to apply to be a mentor/cooperating teacher.

Sincerely,  
Lindsay Revoir