

Jenny Jones
Chippens Hill Middle School
Special Education, Grade 8
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Dear Mrs. Fortin and the Team Coordinating Committee,

I would like to be considered as a TEAM cooperating teacher to support new teachers in their professional growth and development. I can reflect how valuable that process was for me as a beginning teacher and hope to have the opportunity to positively influence others as well.

As a Special Education Teacher, I have much experience with developing and monitoring individualized educational plans for students. This could additionally be useful when it comes to mentoring adults in that we would work together to identify current areas of need and growth. The plan and instructional focus would be targeted to the mentee's area of developmental need as a teacher.

An additional positive aspect to my experiences as a special education teacher is that I have co-taught and worked collaboratively with several teachers. Each teacher had something valuable to offer and their unique area of strength. In working with a mentee, I would be able to easily identify who would be most helpful to observe or connect with regarding particular aspects of classroom management, planning, instruction and assessment. Also, I have participated and implemented various co-teaching models which involved planning and working collaboratively with the general education teacher. This strengthened my ability to be reflective in my instruction and tailor lessons to student needs accordingly as well as ensuring students were differentiated for.

I have collaborated with the Math and ELA department and school teams throughout the years. Participating in the professional developments according to content area, in addition to the special education team, has been extremely impactful on my ability to support struggling students within co-taught and resource classrooms. Understanding aspects and being a part of the development of units, curriculum, and common assessments continues to be an imperative part of my effectiveness as a resource teacher.

In recent years there have been new hires for Special Education teachers within our school. Often times administration had requested me to informally support and mentor the new teacher. In a particular situation, the administrator had expressed an area of need of the new teacher, which was communicating with parents. In order to support the teacher, I offered various examples of my own experiences in dealing with certain situations and demonstrated what approach was most appropriate and effective. I placed emphasis on the importance of creating a strong family school connection and how valuable that is on a daily basis in our instruction and ability to support student progress.

Becoming a mentor would allow me to be even more reflective in my own teaching practices. I would like to be part of a collaboration which would positively impact new teachers and student learning.

Sincerely,

Jenny Jones