

Sam R. Williams

(555) 645-7856 | spartyspart@msu.edu

[Date]

Dr. Rochelle Hudson
Assistant Superintendent, Human Resources
Springfield Public School District
26 Barnes St.
Springfield, MA 02765

Dear Dr. Hudson:

I was excited to see your opening for a middle school Spanish teacher. The Springfield Public School District has great appeal to me because of its commitment to promoting equity among its students and closing the achievement gaps in all areas, including gender, socio-economic levels, race, and learning capabilities. Having a community of equity does not mean that everyone is treated equally; but rather that each person is treated fairly and with respect. Through creating this type of community, each student is able to reach his or her fullest potential, which could lead to a closing of the achievement gap among the students. This is a philosophy that I share and would like to be a part of in my career as an educator.

In my full-year student teaching internship at Southfield Public Schools in Southfield, Mich., I worked with students who have very diverse learning styles and needs. The 9th grade Spanish classroom in which I taught is an integrated classroom, with many students receiving special education services. Our aim is that each student in the class should be given the opportunity to reach his or her fullest potential. With the support of the special education program, I have gained the ability to modify my lessons appropriately and provide accommodations for all of my students to further enhance their educational experience.

Other teaching experiences have allowed me to further work with students from a variety of backgrounds. As a tutor at Gardner Academy Middle School in Lansing, Mich., I worked with a group of students who were very diverse both culturally and linguistically. This gave me great exposure teaching English Language Learners. I worked one-on-one with a student who spoke only Turkish. Throughout the semester, we worked intensively to improve his English communication skills through computer assisted instruction, reading activities, and explicit phonics instruction. Because I consider myself a lifelong learner, I was constantly reflecting on my experience with this student. I collected data, reviewed his progress and found ways to increase it. I used current research and information obtained from peers to determine how I could best help him. By the end of the semester, his receptive and expressive language skills had greatly improved.

I also firmly believe in peer-to-peer learning and got to explore this further during my internship. To give my students the opportunity to learn in new ways, small groups were formed to create lessons in which they used technology and games to engage their peers in learning the Spanish vocabulary words and conjugations for the week. This puts the teaching component into the hands of the students, giving them a unique experience that allowed them to become experts for the week and help their peers learn.

Through my experiences in the classroom and mission to promote equity in the classroom, I believe I am a great fit for the middle school Spanish position in the Springfield Public School District. I appreciate the opportunity to speak with you during an interview regarding this position or any other open Spanish positions in either middle or high school.

Thank you for your time and consideration.

(don't forget to sign your letter)

Morgan Turner