

## Responses to Follow-Up Questions

### Special Education

#### 1. Tell me about your current position....where...what level....how long....subjects taught....extra duties...etc.

- ◆ Turning Point, District project for challenging children; 15-25% on IEPs. Two sites, Reading reinforcement, ridged living/employability(older students). 6th-8th grades basic skills.
- ◆ Brandon Valley HS, resource room, mostly mainstreamed
- ◆ SCI (7-12) West Lyon SPED
- ◆ Lennox High School; English debate; 2<sup>nd</sup> year Amhit to Jrs; writing-non college bound
- ◆ Brooklyn Center; school going to close next year; job is secure; 3<sup>rd</sup> year; resource room; hired in mid year
- ◆ Teaching part-time in Harrisburg since fall '11. She's a 1:1 teacher with child with Autism. Also supervises several other E.A.s
- ◆ Working Against Violence Inc. Rapid City. She's been there 1.5 years. It combines being a client advocate/counselor and a second piece- staffing their visitor's center (this is more receptionist/clerical)

#### 2. Did you experience any problems getting certified?

- ◆ No
- ◆ No
- ◆ No, Iowa-LD, BD, 7-12 psych.
- ◆ No
- ◆ No, also certified in MMI, in addition to LD/EBD
- ◆ No

#### 3. What are the most challenging aspects of your work?

- ◆ Come from all over the state, MN, IA; teaching them, getting a copy of IEP, previous teacher had been two years prior, so materials were limited.
- ◆ New crew of freshmen were dependent, more behavioral issues
- ◆ Paperwork(changes all the time); motivating all students plus myself; not getting stuck in the rut of one-way thinking; I must look at both the students and my role in the classroom; Focus on the big picture and not get preoccupied with specific behaviors; getting kids through core classes.
- ◆ Realizing that all s won't like or connect with you; time commitment paperwork
- ◆ Balancing paperwork; Some administrations seem to emphasize it, which detracts from time with students; finding time for assessments
- ◆ Working 1:1 with child with Autism. This area and severity of disability wasn't emphasized as much as others in the courses I took.
- ◆ Emotional Health - she's doing 2 positions - several assault advocates and assistant to visitation center = 2 different jobs put together - unusual scheduling and quite different jobs. The 2 jobs aren't similar, so hard to balance. Lost

enthusiasm for a while. Will need to change jobs now to avoid burnout.

**4. What were you most prepared to do?**

- ◆ Identify students needs and knowing how to help them when I had the right materials.
- ◆ Comfortable at CCHS (much experience) but ready for new challenge; Will I accept(?) this HS content? I was; Knew their level (English, math at their level)
- ◆ Planning(assessing needs and getting going); very resourceful; organized; developing objectives and learning activities
- ◆ Classroom management and content area
- ◆ A lot of good strategies(reading, behaviors); assessments and reports; IEP writing
- ◆ Accessibility to professors at Augie was great - other people I've talked to don't get that. Flexibility and support really helped. Feels well prepared.
- ◆ Internship - Rape Prevention for SPED 280; Public Speaking and Group Work = SPED 320 Collaboration Class; Educator program observations and Turning Point and other field experiences she chose - she appreciated our flexibility in letting her find observation and field experiences sites.

**5. What might we include in our program that would have better prepared you for your work?**

- ◆ Who to ask for different things you need to know; student teaching at both elem. and sec. levels; MS curriculum not too difficult, but HS curriculum, much more complex. So many classes in gen. ed. curriculum.
- ◆ Was at Augie for 1.5 years; going out into classroom and teach there; doing more practical experience at Augie than at Northern; Good prep in 1.5 years
- ◆ More time in English methods; bringing in current teachers; additional coursework
- ◆ Progress reports(documenting progress-charts or graphs)
- ◆ Require work at CCHS to get exposure to kids with more severe disabilities and get balance of variety of experiences instead of just a few areas that I feel comfortable with already
- ◆ Nothing - feel well prepared. SPED background was great - I used that piece several times, and it gave me a different perspective

**6. How might we be of assistance to you at this time?**

- ◆ Training or transitioning services within the district. Kids don't always fit neatly into existing SFPS programs; some kids have little support and no place to go.
- ◆ I'm content; have a lot of support at school; SPED law class for regular educators?
- ◆ Be there as a resource; Materials strategies from class
- ◆ I go to web site quite often; newsletter to grads
- ◆ Changed my major junior year, "self-advised" largely, but also worked with Steve Van Bockern. Liked the freedom to lay out her own plan given her goals were unique and not the usual educ SPED routes for field experience.

**7. Finally, on a scale of 1-10, with 10 being the highest, how would you rate your**

**preparation?**

- ◆ 8-9
- ◆ 8-9 at Augie (lower at Northern - “pretty tedious”)
- ◆ 10, no complaints
- ◆ 7-8
- ◆ 8
- ◆ 9.5!
- ◆ 8