

School

Special Ed Teacher Interview

1. There are 3 special education teachers at Riverview. There is a RSP teacher and the RSP teacher does push in instruction for students as well as testing and one on one teaching when needed. She deals with mild to moderate disabilities that are academic. There is also a k-3 special education say class teacher who teaches a small number of students with many special needs. There is also a speech and language teacher who meets with students regularly for speech and language problems. ^{at} ~~And there is~~ a part time school psychologist who also administers tests for intelligence and learning disabilities. *which is Mrs. J.?*
2. Mrs. Lauritzen has 17 students on her case load and they do a combination of many different types of deliveries. They do a combination of push in, direct services, labs, and collaboration. On Mondays they do a push in for language and math and on Tuesday, Wednesdays, and Thursdays, they do English Language Arts Labs from 8:30-11:30 and then a push in from 11:30-2:15 for math. ~~And~~ on Fridays they set aside 30 minutes for each grade level for students to come in and get assistance for their tests. Mrs. Lauritzen taught for 26 years as a regular classroom teacher, and taught at this school for a long time, so she does a lot of collaboration with the teacher because she knows most of them and knows what the lessons are about and how to deliver what the teachers want. She also said that every day is different because there are always changes and she has to be flexible.
3. Mrs. Lauritzen collaborates well with the teachers because as I said, she has worked here a long time and has such a long history as a regular classroom teacher. She will go to the ^{write out} PLC meetings each week with a different grade level to get a schedule going of what they are teaching and can better meet the needs of her students. She will also go in and help other students during her push-in time so that the students ~~do~~ ^{do} not feel different and she can help the teachers more with struggling students.
4. The general education teacher needs to provide evidence through current work samples, data, and observations ^{of} how the student reacts both socially and emotionally. They communicate before-hand by letting them know a few weeks in advance before the meeting and telling them they need to bring in records and documentation of how the students is acting in their classroom.
5. The biggest challenge for Mrs. Lauritzen is scheduling. There are so many programs that cut into her time, especially in upper grades, like choir, band and sports that in the afternoons it is hard for her to get the time she needs with the students. She said also it can be hard sometimes when parents are against their child getting

special education and it makes it hard for the student to get extra help that they need.

6. Advice that she gave us was to be empathetic towards students and parents and to get to know the special education teachers well as soon as you start because they can give you advice and help early on with students. She said it's all about relationships, you get to know the kids more because you work with them more one and one and you get to know the parents well and you really have to be empathetic towards them. You also need to have a great relationship with the special education teachers so that you can easily solve problems and get help for students with their very limited schedules.

yes

7. One thing she wanted us to know is that it's a great job, she has no discipline problems because the students are getting the help they need through one on one or very small groups and she does not have to give grades, so she just gets to help them and really get to know them in a more personal level. She also wanted us to know that furthering your education is a great thing and the principal talked her into getting her special education credential and that she is very glad she did it.

I wondered about this.

Reflection

I feel like I really learned a lot from the special education teacher. I learned that the push-in method really works and that it can really help teachers especially when they collaborate with each other. I also have a new found respect for special education teachers. They really do a lot to help those struggling students and they have so much to do. They work with all grade levels from kindergarten to sixth grade and have a very tight schedule. So I learned that we as teachers need to be even more flexible with them because they have such a tight schedule. I also learned that they will have more input into the students' needs and struggles because they are working on a more individual basis with them and get to know them much more than we will with a larger class. So we need to be in constant communication with them to help meet the student's needs. I also asked her what their main goal is and she said they want to get the students in diploma track so they can pass their high school exit exam. They try to do this by setting quarter goals and they do this by looking at the IEP's and the state standards to make these goals. She said they also get goals from the SEIS which is the Special Education Information System which correlates to the state standards. I thought this was very interesting because I always assumed that once a student was in special education they would always need it, but their main goal is to get them the support and help they need and then get them in track with all the other students.

Good point. And they often know them for 2-3 years, no longer.

Question #8?
OK

Name _____

Date 9/26/11

Special Education Teacher Interview Rubric
SPED 179

Area to be evaluated	Evaluation Criteria	Grading Criteria	Your Score
Identify context of interview	Student clearly identified individual(s) at the interview, location, and setting and provided information on their involvement with the special education process.	5=Achieved 4=Developing 3=Beginning 2-1=Limited 0=Not met	3
Attached the interview notes with no student identifying information	Notes are attached with no student identification evident. Each question addressed (not necessarily in the order presented but identified by the number of the question).	5=thorough notes 4=all questions addressed 3=most questions addressed	#8? 5
Reflection	Comprehensive discussion of what student learned, any questions or concerns, and what thoughts were changed as the result of the interviews (if any).	10-9=Achieved 8-6=Developing 5-3=Beginning 2-1=Limited 0=Not met	10
Structure	Paper is error free (0-1 errors) for spelling, grammar, syntax, mechanics, sentence structure, transitions, and organization of ideas.	-3 = Few (3-4) errors, non interfering with comprehensibility -4 = Some (5-6) errors, none interfering with comprehensibility -5=Abundant (7 or more) errors, or any errors that interfere with comprehensibility	-3
Submitted according to directions	Rubric attached to Interview notes and Reflection. Parent Interview submitted separately from Special Education teacher interview	5=Achieved 4=Developing 3=Beginning 2-1=Limited 0=Not Met	5
Points Possible (per assignment) = 25 25 points for Parent Interview/25 points for Special Education Teacher Interview If late, maximum possible =22			20

Grading Criteria:

Achieved = Grade A
 Developing = Grade B
 Beginning = Grade C
 Limited = Grade D
 Not met = Grade F

Excellent response, exceeding criteria. Much detail/explanation provided.
 Expectations met. Some details/explanation needed.
 Partially met. Basic details / explanation provided but more needed.
 Minimal response. Few details / explanations provided; much more needed
 Very minimal or no response / understanding demonstrated significant detail / explanation needed.

Name _____ Course _____ Date _____

Sp.Ed. Teacher _____ School Site _____

SPECIAL ED. TEACHER INTERVIEW QUESTIONS

Please ask these questions. Add your personal reflection.

Handwritten notes:
Fridays - each grade level assisted testing for 30 minutes

Handwritten notes:
Different - take over special day class today

1. How many special educators are at this site? What are their roles?
3 - 1 LSP, 1 K-3 Special day class (Special language part time school push - speech)
2. How many students do you serve? What service delivery model do you use? What does your day look like?
1-17 combo - direct services, push in, collaboration (Monday - push in - lang + math, Tuesday - FLA labs - 8:30-11:30, 11:30-2:15 - push in math, Wednesday - FLA labs - 8:30-11:30, 11:30-2:15 - push in math, Thursday - FLA labs - 8:30-11:30, 11:30-2:15 - push in math, Friday - FLA labs - 8:30-11:30, 11:30-2:15 - push in math)
3. How do you collaborate with general ed. teachers?
current work samples, data, observations, social + emotional
4. What is the role of the general ed. teacher at an IEP meeting? How do you communicate beforehand?
current work samples, data, observations, social + emotional
5. What challenges do you and the school face in meeting the needs of students with disabilities?
Scheduling - so many programs that get into her time, ex. substitute - band, music.
6. What advice do you have for me, as I begin my career as a general ed. teacher, to meet these students' needs?
empathetic towards students and parents, all about relationships
7. What would you like to share about Special Ed. that I did not ask?
8. My own additional question:
9. My reflection:

Sri Lanka
Lauritzen

- 28th year

1. 3. 4. 5. 6 - 26
years

Interview

1. Resource specialist - mild to moderate disabilities - in her area, only academic, not physical, K-6, 18 students - Combo pull-out, push-in, go in but do pull from time to time.
2. Multiple Subject and Special ed, but had taking a year off to get and ^{Artistic} (ASO) Preliminary through BTSA. 2 years special ed, resource specialist
3. Wednesday, participate in class meetings, PCC, one grade each week.
4. No, she taught for 8 years here first in regular, then switched to spec. ed, so she knows the staff, students, teachers. But a new person, it's very isolating and you do not know the teachers and how they do things.
5. Working on the kids, do not give grades, not discipline problems, SQA times, small groups or one on ones.
6. Range - K-6, Collaboration with teachers.
7. Push-in - least restrictive environment, only pulls out for specific reasons, inclusion all the way.
8. Very active parents - some students are in the problems they are because the parents are not involved.
9. Get on diploma track, quarter goals, the IEP is reviewed and they use that with the state standards to make goals, ex. given a set of 10 problems, they get it from the goal bank, SEIS Special education information system, correlates to state standard.