

## INTERVIEW QUESTIONNAIRE \_ CLASSROOM TEACHER

**Purpose:** This interview questionnaire is to prepare the candidate for a video recording when answering these questions on camera.

When answering these questions, keep it brief about 1-2 minutes per question.

**Interview Candidate:** Ms. Gunning

Interview Scheduled For: December 1, 2023

### 1. What is the purpose of giving you, as a classroom teacher, a copy of a student's IEP plan when they are participating in your class?

A lot of student learning needs or designations come from long documents or reports. IEP's help to communicate what can be really complicated ideas into a more teacher friendly language.

Another purpose is to show student interests, strengths and needs.

Finally, to make clear how the learning designation or learning needs manifest for each student (what it means for them.) For example, if a student has slow processing, what does that actually mean and demand in a classroom.

### 2. As a classroom teacher, what are things you look for in an IEP?

I look for students interests, I look for the date (when it was last written or updated) and I look for any specific goals around reading and writing. I teach English and social studies – so I have a lot of literacy in my courses. These areas are important to inform how I can tackle different units in my course. As I keep my course in mind, I can sort of red-flag areas within my course where I may need to rethink or change what I am doing to support the student.

I will also look for behaviour, self-advocacy and/or organizational skills in the IEP – I do find that I can support students in those areas with to do lists, reminders, places in the class to keep their work etc. I know that there are so many gems in an IEP, that can help form a viewpoint of what can set up students for success in my class.

I will also say that it can be tricky to bring up an IEP – different students have different relationships with the document. Some will talk about it openly and others will prefer for it not to be brought up. It can take time to build a relationship for a student to feel comfortable talking about it. So it is a bit of a tricky time in the beginning of the course, trying to navigate how to best have these conversations with students. Parents and Learning Support teachers are truly so helpful to classroom teachers when they can shed light on a student's comfortability and to help to ensure that the transition to a new teacher is helpful.

- 3. What can a student with an IEP do to get the support they need in your classroom?**
- a. Provide an introductory email or request a meeting to identify key supports that will be needed for this particular class**
  - b. Check-in with you to ensure they are on track**
  - c. Request before or after class help**

I think its all of our responsibilities to make sure a student is receiving their IEP intended goals.

Checking in to ensure IEP goals are being met/or even understood. Sometimes when you are teaching a student in second semester and an IEP was written on October, more skills or ideas have been made on how to best support – this might not be in an IEP. So, ensuring that a student is receiving what best helps them.

Also, checking in with SEA's, Learning Support teachers and parents to ensure that everyone is on the same page.

Giving yourself permission to change your mind. There are so many variables in a student's life, and sometimes when fatigue, stress or other academic courses come into play – the needs or decisions that need to be made, aren't going to be stated in the IEP (though likely information will be helped or informed by IEP). So its okay to change your mind as a teacher to best help that student where it might not say it directly in the IEP but it does align with the goals.

All of A,B,C are really, really, helpful.

- 4. After having a student in your class who is dyslexic, is there anything that you learned about how to support a student with Dyslexia? Is there anything you would do differently?**

Every student teaches us something.

I have had a few students with dyslexia and they all have taught me something. Something I learned from you is energy - the amount of energy that it takes to do work. So is it important to think about the workload in terms of exertion, energy that will be used up.

I think its important to use different resources and different teaching strategies. So when there is a lot of written text in a social studies class – to also balance that out with images, videos, and other sources that can allow varied levels of energy to process. Also in terms of strategies, to support comprehension and sometimes ease of engagement by readings things aloud.

Finally, students with dyslexia are brilliant – and capable. They may have specific needs – but they are capable and able to engage in high level and complex tasks.