



Interview Assignment

In this assignment, you will select and interview a teacher, related services provider, or an administrator that interacts with individuals with disabilities on a regular basis and currently occupies a position that you hope to have and/or is an excellent educator that you see as a mentor or inspiration. This person must hold a position in the pre-K-12 setting (e.g., NOT a KU faculty member or graduate student who used to teach). You are also not allowed to interview an immediate family member (though can a family member to help identify a potential educator to interview). You are also required to interview this person in a medium that allows you to see them (e.g., face-to-face, through Skype).

You will complete this assignment based on **three distinct deadlines**:

1. Identifying the individual to interview, including their position.
2. Submit your list of 20 initial questions to ask. The questions should focus on the individual's current position (e.g., what they do, how they arrived at the position, philosophy of teaching/therapy, etc.), how they interact and meet the needs of ALL learners (especially those with disabilities), how they collaborate (and who they collaborate with), interactions with parents, specific instructional and behavioral practices they implement in their setting, how they continue to evolve as an educator/related service personnel, and similar topics relevant to their work and the needs of those with disabilities. **Note that as you actually complete the interview, you may adjust these questions and add others based on flow of the interview.**
3. Submit your final work. This may come in **one of the following forms**:
 - a. **Option 1: Written Paper**
 - i. Your written paper must include the following:
 1. A summary of the interview.
 2. Your reflection on what was shared and observed. This reflection on these answers should also tie back what you are learning from the class and readings relevant to meeting the needs of those with disabilities. Are the answers consistent with what you are learning as best practice? If yes, share and explain. If not, what is the difference and reflect on the response and what you are learning?
 3. The final page of the document (not included in the page total) will be the list of questions you actually used for the interview. Include any related notes taken during the interview as well.
 - ii. The paper should be 3-8 double-spaced pages (**ideally around 5-6 pages**) following APA guidelines (e.g., 1-inch margins, 12-point font).
 - b. **Option 2: Video Documentary**
 - i. Your video documentary must include the following:
 1. A video recording of your actual interview with questions and answers.



2. Your video reflection on what was shared and observed. This reflection on these answers should also tie back what you are learning from the class and readings relevant to meeting the needs of those with disabilities. Are the answers consistent with what you are learning as best practice? If yes, share and explain. If not, what is the difference and reflect on the response and what you are learning?
 3. Any live footage of their classroom in action.
 4. It could also include still shots, audio voiceover, and/or music to further explain what is occurring and related information to demonstrate what you learned from the teacher during your interview.
- ii. You may host your presentation on YouTube, Vimeo or another site and submit the link.

Interview Rubric

The following rubric will guide you in understanding the grading for this assignment

Context	3	2	1	0
Professional selected (Expectation for setting the context of the interview – no points given for this criteria)	The person is a current teacher serving students with disabilities as a general or special education teacher. The information on the teacher (name, position, address) has been properly submitted.	The person is a current teacher serving students with disabilities. The information on the teacher (name, position, address) is incomplete.	The person is a current teacher serving students with disabilities. The information on the teacher (name, position, address) was not submitted.	The person is not a current teacher serving students with disabilities. The information on the teacher (name, position, address) was not submitted.
Questions	The questions include at least 20 well-thought out questions that seek to understand the challenges as well as rewards experienced in serving the needs of all students, especially those with disabilities.	The questions include at least 15 well-thought out questions that seek to understand the challenges as well as rewards experienced in serving the needs of all students, especially those with disabilities.	The questions include at least 10 well-thought out questions that seek to understand the challenges as well as rewards experienced in serving the needs of all students, especially those with disabilities.	The questions include at least 5 well-thought out questions that seek to understand the challenges as well as rewards experienced in serving the needs of all students, especially those with disabilities.
Paper/video Content	The paper/video includes all relevant information gained from	The paper/video is incomplete in providing relevant information	The paper/video is very limited in providing relevant information	The paper/video does not include information from the interview.



	the interview (specific to the notes taken). Reflection is thoughtful and complete.	gained from the interview (specific to the notes taken). Reflection shows some personal thought.	gained from the interview (specific to the notes taken). Reflections show minimal thought.	Reflection is superficial, or not present.
Practices to Meet Students Needs	The paper/video includes specific information about how the teacher has gone about better understanding the needs of students with challenges (identified or not identified as a disability) and how they continue to enhance their knowledge of these students, what their specific needs are, and how best to support.	The paper/video is incomplete in its inclusion of specific information about how the teacher has gone about better understanding the needs of students with challenges (identified or not identified as a disability) and how they continue to enhance their knowledge of these students, what their specific needs are, and how best to support.	The paper/video is very limited in its inclusion of specific information about how the teacher has gone about better understanding the needs of students with challenges (identified or not identified as a disability) and how they continue to enhance their knowledge of these students, what their specific needs are, and how best to support.	The paper/video does not include information relevant to this area in the paper.
Evidence-based Practices	The paper/video includes specific information about evidence-based practices the teacher uses to address the learning, behavioral, and/or physical needs of the student with a disability as well as his/her nondisabled but struggling peers.	The paper/video includes incomplete information concerning evidence-based practices the teacher uses to address the learning, behavioral, and/or physical needs of the student with a disability as well as his/her nondisabled but struggling peers.	The paper/video is very limited in providing information about evidence-based practices the teacher uses to address the learning, behavioral, and/or physical needs of the student with a disability as well as his/her nondisabled but struggling peers.	The paper/video does not address this section.
Collaboration	The paper/video includes specific	The paper/video is incomplete in the	The paper/video provides very limited	The paper/video does not address this section.



	information about how the professional collaborates with related professionals and/or family members to meet the needs of the student with a disability.	information about how the professional collaborates with related professionals and/or family members to meet the needs of the student with a disability.	information about how the professional collaborates with related professionals and/or family members to meet the needs of the student with a disability.	
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