

Inserted comments from Dr. Gutierrez, underlined

Hi Cloudia,

Great philosophy statement. I made some revisions (APA related) to your paper so that you are aware when you develop your signature assignment.

20/20

Philosophy Statement

National University SPD 651

Cloudia Pawluk

October 5, 2019

Title should go here again, centered and bold per APA rules.

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As a Special Education Teacher for the Visually Impaired for four years, I know that this position requires resilience, communication, creativity, organization, and resourcefulness. I consider these among my strengths. Resilience is needed in keeping pace with the demands of that may call a single teacher to several sites in one day. Awkward sentence structure

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since Visual Impairment is a low incidence disability and the population may be spread out over a wide range. I consider this a much-needed quality when I have four IEP meetings in the same day that span a breadth of needs and abilities, in order to ensure that fundamental principle of being inclusive whether the student is on a diploma track using braille and accessibility or the student is on a certificate of completion still learning how to use vision in an academic task. Communication is important in keeping ongoing contact with parents, and with the various departments within the same school district such as Testing, as well as the positions within the same school site such as psychologists and administrators. The role of the other Visual Impairment team members, such as Orientation and Mobility specialists, Braille transcribers, and Paraprofessionals in supporting the students happens best with the clear communication of the TVI. Creativity means planning on and going beyond the core standards to incorporate the Visual Impairment Expanded Core Curriculum so that students can grow in skills that can support their self-determination and function, all while encouraging part-time or

full-time attendance in regular school to the fullest extent possible. This creativity also calls for the TVI to make the learning relevant by carefully working with the baseline and goals, engaging the senses, and bringing in vocabulary that relates to the student's interests.

My experience has increased my other-awareness by forcing me to live out this common-sense approach: students learn by doing. The results of learning by doing are demonstrated by the student's engagement in learning when they request more of the same Braille drawing activity, or when they express that they are having fun while still being on task. Resourcefulness as a strength of mine differs from creativity in that I consult with other professionals in the field and seek out counsel and teamwork in servicing the students appropriately. This determination and flexibility maintains my intention to work with the team to appropriately support the student in meeting the goal.

My experience pushes me to re-examine my self-awareness and approach as an educator. Demonstrator-facilitator is my preferred style of teaching, as the facilitator is a model where the instruction is student centered and the student applies their skills in life or in life-like situations. To reach that point I begin with clearly defined expectations based on the student baseline, then model the skill with stories that illustrate the vocabulary. In Special Education, the demonstrator-facilitator teacher follows the outline as set forth by the Individualized Education

Plan. I facilitate meetings where IEP team members including the parents or guardians as the first teacher(s) and specialist(s) of the child work together to generate appropriate goals and services, providing relevant and valuable research findings, at the local, state, and national level, for good practice in low vision and blindness instruction. As Demonstrator-Facilitator I enjoy modeling a skill with the purpose of supporting the student so that I can step back and be a consult for the student as she or he pursues the next goal.