

**BANDO per INCARICO di
LAVORO AUTONOMO in AMBITO
ACCADEMICO/SCIENTIFICO**

**Il Preside della Facoltà di
Scienze della Formazione
della Libera Università di
Bolzano (di seguito denominata
unibz)**

- Visto l'art. 7, comma 6 del decreto legislativo 30 marzo 2001, n. 165 e successive modifiche ed integrazioni
- Visto l'art. 18, comma 5 della legge 30 dicembre 2010, n. 240
- Vista la delibera del Consiglio di Facoltà della Facoltà di Scienze della Formazione del giorno 19.07.2019, n. 113/19, con la quale è stata accertata l'impossibilità oggettiva di incaricare personale interno per lo svolgimento della prestazione di lavoro autonomo oggetto del presente bando di selezione (cfr. ricognizione interna n. 23 del 08.07.2019)

rende noto

che presso la Facoltà di Scienze della Formazione è da conferire un incarico di prestazione di lavoro autonomo in ambito accademico/scientifico come di seguito riportato:

**AUSSCHREIBUNG für
SELBSTSTÄNDIGE MITARBEIT
im AKADEMISCHEN/WISSEN-
SCHAFTLICHEN BEREICH**

**Der Dekan der Fakultät für
Bildungswissenschaften
der Freien Universität Bozen
(folgend unibz genannt)**

- Nach Einsichtnahme in den Artikel 7, Absatz 6 des Legislativdekretes Nr. 165 vom 30. März 2001 und in folgende Abänderungen und Ergänzungen
- Nach Einsichtnahme in den Artikel 18, Absatz 5 des Gesetzes Nr. 240 vom 30.12.2010
- Nach Einsichtnahme in den Beschluss des Fakultätsrates der Fakultät für Bildungswissenschaften Nr. 113/19 vom 19.07.2019, mit welchem festgestellt wurde, dass eine Beauftragung des internen Personals für die Ausübung der gegenständlichen aususchreibenden Tätigkeit nicht möglich ist (s. interne Vorabprüfung Nr. 23 vom 08.07.2019)

gibt bekannt

dass an der Fakultät für Bildungswissenschaften ein Auftrag für eine gelegentliche selbstständige Mitarbeit im wissenschaftlichen Bereich zu erteilen sind:

Titolo del progetto di ricerca:

BECOM-IN. Becoming a teacher with disabilities: from teacher education to the work-field of primary school and kindergarten

Titel des Forschungsprojektes:

BECOM-IN. Becoming a teacher with disabilities: from teacher education to the work-field of primary school and kindergarten

Codice CUP: I82F17000510005

CUP-Kodex: I82F17000510005

Responsabile del progetto:

prof. Dario Ianes

Verantwortliche(r) des Projektes:

Prof. Dario Ianes

Lingua del progetto: italiano

Sprache des Projektes: italienisch

Tipologia della prestazione di lavoro autonomo da realizzare:

- prestazione di lavoro autonomo occasionale

Art der selbstständigen Mitarbeit:

- gelegentliche selbstständige Mitarbeit

Breve descrizione del progetto:

Il progetto BECOM-IN intende indagare:

(1) le esperienze di studenti con disabilità/DSA che frequentano percorsi universitari per diventare insegnanti, con particolare attenzione all'offerta degli accomodamenti ragionevoli da parte dello staff accademico

(2) le esperienze di insegnanti con disabilità già in servizio a scuola.

Più trasversalmente, il progetto si propone di esplorare il dilemma specifico della competenza professionale che emerge, con riferimento agli studenti con disabilità/DSA, nei percorsi formativi per futuri docenti e le strategie adottate per affrontarlo da coloro che già lavorano come insegnanti.

Le università, infatti, da un lato hanno la responsabilità sociale di formare insegnanti competenti, il che implica il raggiungimento, da parte di tutti, di un profilo standard di competenze. Dall'altro devono rispondere al diritto degli studenti con disabilità/DSA di accedere all'istruzione, fornendo accomodamenti ragionevoli, che richiamano invece la differenziazione.

Anche sul posto di lavoro, è necessario immaginare soluzioni che, da un lato, sostengano l'uso di strategie alternative per i docenti con disabilità/DSA e, dall'altro, garantiscano un insegnamento di qualità a tutti gli allievi a scuola.

Il progetto prevede la conduzione preliminare di due revisioni sistematiche della letteratura (*systematic review*) – una con un focus sugli studenti con disabilità/DSA in formazione e l'altra sugli insegnanti con disabilità/DSA in servizio –, con il fine di fornire una *overview* analitica sul fenomeno e su eventuali gap di ricerca. In una seconda fase, con un disegno di ricerca mixed methods, verranno rilevati dati qualitativi e quantitativi sul piano nazionale.

Descrizione della prestazione di lavoro autonomo da realizzare:

La prestazione consiste nell'analisi della letteratura di uno dei due principali focus del progetto, relativo alle esperienze di docenti con disabilità e disturbi specifici dell'apprendimento già in servizio, mediante un processo di revisione sistematica (*systematic review*). Nel dettaglio, l'incarico prevede:

1. valutazione e selezione di *abstract* di pubblicazioni (come da allegato 1), sulla base di specifici criteri di inclusione (come da allegato 2);
2. ricerca e ulteriore valutazione dei *full-text* delle pubblicazioni selezionate nella prima fase, mediante i medesimi criteri
3. codifica dei *full-text* selezionati nella seconda fase in categorie atte a enucleare alcuni elementi di base delle pubblicazioni, ovvero:

autore, anno, paese, tipo di pubblicazione, focus generale dello studio, obiettivi specifici, disegno di ricerca utilizzato, campione, numero di partecipanti, modalità di raccolta e analisi dei dati, principali risultati, implicazioni per la pratica e direzioni di ricerca futura suggerite dallo studio.

4. documentazione di tutte le fasi del processo di revisione sistematica (numero di pubblicazione selezionati nelle varie fasi, motivi di esclusione, etc.).

L'attività deve essere prestata in piena autonomia e senza alcun coordinamento da parte di UNIBZ.

Kurze Beschreibung des Forschungsprojektes:

Das BECOM-IN-Projekt beabsichtigt Folgendes zu untersuchen:

(1) die Erfahrungen von Studierenden mit Behinderungen/SLS (spezifische Lernstörungen), die Universitätskurse und Universitätsausbildungen besuchen, um Lehrer zu werden, unter besonderer Berücksichtigung der Bereitstellung angemessener Maßnahmen durch das akademische Personal.

(2) die Erfahrungen von Lehrern mit Behinderungen, die bereits in der Schule arbeiten.

Transversaler betrachtet, zielt das Projekt darauf ab, das spezifische Dilemma der Fachkompetenz zu erforschen, das sich unter Bezugnahme auf Schüler mit Behinderungen/SLS in den Ausbildungswegen für zukünftige Lehrer und den Strategien, die von denen, die bereits als Lehrer arbeiten, angewandt werden, daraus ergibt.

Die Universitäten haben nämlich einerseits die soziale Verantwortung für die Ausbildung kompetenter Lehrer, was bedeutet, dass sie alle ein einheitliches Kompetenzprofil erreicht haben. Andererseits müssen sie auf das Recht von Studierenden mit Behinderungen/SLS auf Zugang zu Bildung reagieren und angemessene Maßnahmen treffen, die stattdessen an die Differenzierung erinnern.

Auch am Arbeitsplatz ist es notwendig, Lösungen zu finden, die einerseits den Einsatz alternativer Strategien für Lehrer mit Behinderungen/SLS unterstützen und andererseits eine qualitativ hochwertige Lehre für alle Schülerinnen und Schüler in der Schule gewährleisten.

Das Projekt sieht die vorläufige Durchführung von zwei systematischen Überprüfungen (systematic Review) der Literatur vor - eine mit Schwerpunkt auf Studenten mit Behinderungen/SLS in der Ausbildung und die andere auf Lehrer mit Behinderungen/SLS im Dienst -, um einen analytischen Überblick über das Phänomen und mögliche Forschungslücken zu geben. In einer zweiten Phase, mit einem gemischten Forschungsdesign, werden auf nationaler Ebene qualitative und quantitative Daten erhoben.

Beschreibung der zu erbringenden Leistung:

Die Leistung besteht in der Analyse der Literatur von einem der beiden Schwerpunkte des Projekts, die sich auf die Erfahrungen von Lehrern mit Behinderungen und spezifischen Lernstörungen beziehen und die bereits im Dienst sind, durch einen Prozess der systematischen Überprüfung (Systematic Review). Im Einzelnen beinhaltet die zu erbringende Leistung:

1. Bewertung und Auswahl von Abstracts von Publikationen (gemäß Anhang 1) auf der Grundlage spezifischer Einschlusskriterien (gemäß Anhang 2);

2. Recherche und weitere Bewertung des Volltextes der in der ersten Phase ausgewählten Publikationen nach den gleichen Kriterien.

3. Kodierung des in der zweiten Phase ausgewählten Volltextes in Kategorien, die in der Lage sind, einige grundlegende Elemente der Veröffentlichungen zu enukleieren, d.h.:

Autor, Jahr, Land, Art der Veröffentlichung, allgemeiner Fokus der Studie, spezifische Ziele, verwendetes Forschungsdesign, Stichprobe, Anzahl der Teilnehmer, Art der Datenerhebung und -analyse, Hauptergebnisse, Auswirkungen auf die Praxis und Richtungen für zukünftige Forschung, die von der Studie vorgeschlagen werden.

4. Dokumentation aller Phasen des systematischen Überprüfungsprozesses/systematic Review (in den verschiedenen Phasen ausgewählte Veröffentlichungsnummer, Gründe für den Ausschluss usw.).

Die Tätigkeit muss in vollständiger Autonomie durchgeführt werden, ohne Koordinierung seitens UNIBZ.

Data indicativa d'inizio della prestazione:

16.09.2019

Data entro la quale va realizzata la prestazione della consegna della documentazione di cui ai succitati punti 3 e 4: 31.10.2019

Proroga dell'incarico: la proroga dell'incarico è consentita una sola volta in via eccezionale, per completare il progetto quando si tratti di ritardi non imputabili al collaboratore, fermo restando il compenso inizialmente pattuito (nessun compenso aggiuntivo)

Compenso lordo: 1.200 Euro

Modalità e condizioni di liquidazione del compenso:

il compenso è liquidato in un'unica soluzione posticipata, a condizione che la prestazione sia stata resa per intero.

Voraussichtlicher Tätigkeitsbeginn:

16.09.2019

Endtermin innerhalb welchem die unter Punkt 3 und 4 genannte Leistung erbracht werden und die entsprechende Dokumentation abgegeben werden muss: 31.10.2019

Verlängerung: es ist ausnahmsweise eine einmalige Verlängerung der Beauftragung zur Projektfertigstellung möglich, sofern Projektverzögerungen eintreten, die nicht dem Beauftragten angelastet werden können. Die bereits vereinbarte Vergütung wird unverändert beibehalten (es ist keine Zusatzvergütung möglich).

Bruttovergütung: 1.200 Euro

Termine und Konditionen für die Auszahlung der Vergütung:

die Vergütung wird einmalig im Nachhinein ausbezahlt, vorausgesetzt die Leistung wurde vollständig erbracht.

1. Modalità di presentazione della domanda

La domanda di partecipazione deve essere redatta utilizzando lo schema di cui all'allegato 'A' e deve pervenire entro e non oltre **il termine perentorio del 21.08.2019** al seguente indirizzo:

Libera Università di Bolzano
Facoltà di Scienze della Formazione
c. a. Ilaria Buniolo, Alexa Perbellini, Anna Oberhofer
viale Ratisbona 16
39042 Bressanone

Per l'accettazione della domanda fa fede il timbro del protocollo d'entrata della Segreteria di Facoltà (sopra citato indirizzo).

Le domande di partecipazione (cfr. allegato 'A') possono essere presentate con le seguenti:

1. Einreichen der Gesuche

Das Gesuch zur Teilnahme am Auswahlverfahren muss durch Verwendung der beiliegenden Anlage A gestellt werden und muss innerhalb spätestens **21.08.2019** bei folgender Adresse eingereicht werden:

Freie Universität Bozen
Fakultät für Bildungswissenschaften
z. H. Ilaria Buniolo, Alexa Perbellini, Anna Oberhofer
Regensburger Allee 16
39042 Brixen

Für die Annahme des Gesuchs ist der Eingangsstempel im Fakultätssekretariat (oben genannte Adresse) ausschlaggebend.

Die Gesuche zur Teilnahme am Auswahlverfahren (s. Anlage 'A') können folgendermaßen eingereicht werden:

a) consegna personale – orario per il pubblico della Segreteria di Facoltà: lunedì, mercoledì, venerdì dalle ore 10.00 alle ore 12.00 e martedì, giovedì dalle ore 14.00 alle ore 16.00;

b) spedizione a mezzo posta (non farà fede il timbro postale);

c) via e-mail al seguente indirizzo di posta elettronica: research-bx@unibz.it;

a) persönlich – Öffnungszeiten des Fakultätssekretariats: Montag, Mittwoch, Freitag von 10.00 bis 12.00 Uhr und Dienstag, Donnerstag von 14.00 bis 16.00 Uhr;

b) Einreichung auf dem Postweg (Eingangsstempel und -datum der Postannahmestelle sind nicht ausschlaggebend);

c) Übermittlung durch E-Mail an folgende Adresse: research-bx@unibz.it;

Alla domanda deve essere allegata obbligatoriamente una copia (fronte e retro) di un valido documento di riconoscimento (carta d'identità, passaporto, patente di guida).

Unibz non assume alcuna responsabilità nel caso di mancato ricevimento della domanda, imputabile a fatto di terzi, a caso fortuito o di forza maggiore e comunque non imputabili a colpa di unibz stessa.

Alla domanda di partecipazione deve essere allegata la seguente documentazione:

- 1) Curriculum vitae
- 2) Allegato "A"
- 3) Allegato "B"
- 4) 1 fotocopia di un valido documento di riconoscimento

La domanda può essere redatta nelle seguenti lingue: *italiana, tedesca, inglese*

Il candidato deve dimostrare il possesso dei titoli rilasciati da Pubbliche Amministrazioni italiane mediante:

- mediante dichiarazione sostitutiva di certificazione ai sensi dell'art. 46 del D.P.R. 28 dicembre 2000, n. 445. Il candidato deve presentare:

- 1 dichiarazione, redatta ai sensi dell'allegato 'B', in cui egli dichiara, sotto la propria responsabilità, il possesso degli stessi titoli, descritti analiticamente, con riferimento alla data di conseguimento, luogo e Amministrazione presso la quale il titolo è stato conseguito;
- 1 fotocopia di un valido documento di riconoscimento.

Dem Gesuch ist zwingend die beidseitige Kopie eines gültigen Erkennungsdokumentes (Identitätsausweis, Reisepass, Führerschein) beizulegen.

Die unibz haftet nicht für den Nichterhalt der Gesuche, welcher auf das Verschulden Dritter, höhere Gewalt, unvorhergesehene Ereignisse oder auf technische Mängel, welche die Übermittlung unmöglich machen, zurückzuführen sind.

Dem Gesuch sind beizulegen:

- 1) Curriculum vitae
- 2) Anlage "A"
- 3) Anlage "B"
- 4) 1 Kopie eines gültigen Erkennungsdokumentes

Das Ansuchen kann in folgenden Sprachen verfasst werden: *Italienisch, Deutsch, Englisch*

Der Kandidat muss den Besitz der von italienischen öffentlichen Verwaltungen ausgestellten Titel in folgender Form bescheinigen:

- Ersatzerklärung einer Bescheinigung gemäß Art. 46 des D.P.R. Nr. 445 vom 28. Dezember 2000. Der Kandidat muss folgendes einreichen:

- 1 Erklärung gemäß Anlage „B“, mit welcher er unter der eigenen Verantwortung erklärt, im Besitz von Titeln zu sein, welche in Bezug auf den Ort und das Datum ihres Erwerbs sowie der Verwaltung bei welcher sie erworben wurden, genau beschrieben sind

- 1 Kopie eines gültigen Erkennungs-

La Facoltà non può né accettare né richiedere certificazioni rilasciate dalle Pubbliche Amministrazioni italiane.

Per i cittadini comunitari

I titoli rilasciati da Enti privati* o conseguiti all'estero possono essere prodotti:

- a) in originale, oppure
- b) in copia autenticata ovvero
- c) mediante dichiarazione sostitutiva di certificazione o dell'atto di notorietà ai sensi degli art. 46 e 47 del D.P.R. 28 dicembre 2000, n. 445 (cfr. allegato 'B').

** I gestori privati di servizi pubblici non sono da considerare enti pubblici*

I cittadini di Stati non appartenenti all'Unione Europea, che dispongono di un permesso di soggiorno valido per l'Italia, possono utilizzare le predette dichiarazioni sostitutive limitatamente ai casi in cui si tratti di comprovare stati, fatti e qualità personali, certificabili o attestabili da parte di soggetti pubblici o privati italiani.

2. Requisiti per la partecipazione alla procedura di selezione

La partecipazione al presente bando è riservata esclusivamente a personale esterno a unibz e con riferimento alle categorie di persone di seguito riportate:

- a) ai professori e ricercatori universitari, anche a tempo determinato;
- b) ai titolari degli assegni di ricerca di cui all'art. 22 della legge n. 240/2010;
- c) agli studenti dei corsi di dottorato di ricerca, nonché agli studenti di corsi di laurea magistrale nell'ambito di specifiche attività formative;
- d) ai professori a contratto di cui all'art. 23 della legge n. 240/2010;
- e) al personale tecnico-amministrativo in servizio presso le università e a soggetti esterni, purché in possesso di specifiche competenze nel campo

dokumentes

Das Fakultätssekretariat darf Bescheinigungen von italienischen öffentlichen Verwaltungen weder annehmen noch beantragen.

Italienische Bürger oder Bürger der EU

Titel, welche von privaten Körperschaften* ausgestellt oder im Ausland erworben wurden, können wie folgt eingereicht werden:

- a) im Original oder
- b) in beglaubigter Kopie oder
- c) mit Ersatzerklärung des Notorietätsaktes gemäß Artikel 47 des D.P.R. Nr. 445 vom 28. Dezember 2000 (s. Anlage 'B').

** die Verwalter von öffentlichen Dienstleistungen sind keine privaten Körperschaften*

Nicht-EU-Bürger, die über eine gültige Aufenthaltsgenehmigung für Italien verfügen, können die oben genannten Ersatzerklärungen nur in den Fällen verwenden, in denen Tatsachen, Zustände oder persönliche Eigenschaften nachgewiesen werden, welche von italienischen öffentlichen oder privaten Einrichtungen bescheinigt oder bestätigt werden können.

2. Erfordernisse für die Teilnahme am Auswahlverfahren

Die Teilnahme an diesem Auswahlverfahren ist ausschließlich dem externen Personal (keinem Personal von der unibz) und folgenden Kategorien von Personen vorbehalten:

- a) Professoren und Forschern, auch mit befristetem Arbeitsvertrag;
- b) Inhabern von Forschungsstipendien gemäß Art. 22 des Gesetzes Nr. 240/2010;
- c) Studenten eines Forschungsdoktoratsstudienganges sowie eines Masterstudienganges im Rahmen von spezifischen Studententätigkeiten;
- d) Lehrbeauftragten gemäß Art. 23 des Gesetzes Nr. 240/2010;
- e) Verwaltungspersonal und technischem Personal der Universitäten sowie externen

della ricerca;

- f) ai dipendenti di altre amministrazioni pubbliche, di enti pubblici o privati, di imprese, ovvero a titolari di borse di studio o di ricerca banditi sulla base di specifiche convenzioni e senza oneri finanziari per l'università, a eccezione dei costi diretti relativi allo svolgimento dell'attività di ricerca e degli eventuali costi assicurativi.

Personen, vorausgesetzt das Personal verfügt über spezifische Kompetenzen im Forschungsbereich;

- f) Angestellten anderer öffentlicher Verwaltungen, öffentlicher oder privater Körperschaften, von Unternehmen sowie Inhabern von Forschungs- oder Studienstipendien, welche von diesen Einrichtungen verliehen und aufgrund von spezifischen Konventionen ausgeschrieben werden und keinen finanziellen Aufwand für die Universität verursachen, mit Ausnahme der direkten Kosten für die Ausübung der Forschungstätigkeit und die eventuellen Kosten für Versicherungen.

I candidati rientranti nelle succitate categorie di persone devono essere in possesso dei seguenti requisiti:

- 1) aver conseguito
 - la laurea quadriennale vecchio ordinamento oppure
 - la laurea magistrale

Die Kandidaten, welche den oben angeführten Kategorien von Personen angehören, müssen folgende Erfordernisse erfüllen:

- 1) - ein 4-jähriges Laureatsstudium nach alter Studienordnung
und/oder
-5-jähriges Hochschulstudium

Si prescinde dal requisito della laurea quadriennale vecchio ordinamento oppure della laurea magistrale quando il candidato abbia la qualifica di professore o ricercatore universitario, anche a tempo determinato;

- 2) avere una particolare e comprovata specializzazione nell'ambito oggetto dell'incarico e universitaria

Vom Erfordernis des abgeschlossenen 4-jährigem Laureatsstudiums nach alter Studienordnung oder 5-jährigem Studiums wird abgesehen, sofern der Beauftragte als Professor oder Forscher, auch mit befristetem Vertrag, an einer Universität tätig ist;

- 2) hervorragende und nachgewiesene, auch an einer Universität erlangte, Spezialisierung im in der Beauftragung vorgesehenen Tätigkeitsbereich vorweisen.

I candidati devono presentare una dichiarazione dalla quale risulti che i medesimi non hanno un grado di parentela o di affinità, fino al quarto grado compreso, con un professore appartenente alla Facoltà/al Centro di Competenza che indice il presente bando ovvero con il Rettore, il Direttore o un Componente del Consiglio dell'Università di unibz, a pena d'esclusione del candidato dal presente bando ai sensi del successivo punto 5.

Die Kandidaten müssen eine Erklärung einreichen, aus welcher hervorgeht, dass sie nicht mit einem Professor der ausschreibenden Fakultät / des ausschreibenden Kompetenzzentrums oder mit dem Rektor, dem Universitätsdirektor oder einem Mitglied des Universitätsrates von unibz in einem Verwandtschafts- oder Schwägerschaftsverhältnis, bis zum 4. Grad einschließlich, stehen. Sollte diese Erklärung fehlen, werden die Kandidaten gemäß Punkt 5 dieser Ausschreibung ausgeschlossen.

I candidati titolari di pensione, in precedenza dipendenti amministrativi o accademici di UNIBZ,

Kandidaten, welche Empfänger einer Altersrente sind und in der Vergangenheit

devono presentare la dichiarazione ai sensi dell'art. 25 L. 724/1994, allegata al presente bando.

3. Selezione

La valutazione dei candidati è **per titoli**.

La commissione prima della valutazione dei candidati può fissare punteggio minimo per poter essere ammessi in graduatoria.

La valutazione dei titoli avviene secondo il seguente schema (possono essere assegnati un **massimo di 50 punti**):

- 1) **max. 10 punti** per titolo di dottore di ricerca, se conseguito
- 2) **max. 20 punti** per pubblicazioni scientifiche: 2 punti per ciascuna pubblicazione inerente al macrosettore scientifico disciplinare di riferimento del progetto (M-PED 01, 03, 04); 1 punto per ciascuna pubblicazione non inerente al macrosettore.
- 3) **max. 20 punti** per documentata partecipazione a progetti di ricerca in ambito universitario: 2 punti per ciascun progetto inerente al macrosettore scientifico disciplinare di riferimento del progetto (M-PED 01, 03, 04); 1 punto per progetti non inerenti al macrosettore.

4. Commissione di valutazione

La commissione di valutazione risulta composta come di seguito riportato:

Prof. Dario Ianes (Presidente)
 Prof. Vanessa Macchia
 Prof. Beate Christine Weyland

Membri sostitutivi:
 dott. Heidrun Demo

5. Casi d'esclusione del candidato

Verwaltungsangestellte oder akademische Bedienstete von UNIBZ waren, müssen die beiliegende Erklärung gemäß Art. 25 Gesetz Nr. 724/1994 einreichen.

3. Auswahlverfahren

Die Bewertung der Kandidaten erfolgt nach **Titeln**.

Die Kommission kann vor der Bewertung der Kandidaten eine Mindestpunktzahl für die Reihung in der Rangordnung festlegen.

Die Bewertung der Titel erfolgt nach folgendem Schema (es können **maximal 50 Punkte** vergeben werden)

- 1) **max. 10 Punkte** für Titel
Forschungsdoktorat, falls erhalten.
- 2) **max. 20 Punkte** für wissenschaftliche Veröffentlichungen: 2 Punkte für jede Veröffentlichung, die sich auf den wissenschaftlichen/disziplinären Makrosektor bezieht, auf den sich das Projekt bezieht (M-PED 01, 03, 04); 1 Punkt für jede Veröffentlichung, die sich nicht auf den Makrosektor bezieht.
- 3) **max. 20 Punkte** für die dokumentierte Teilnahme an universitären Forschungsprojekten: 2 Punkte für jedes Projekt im jeweiligen wissenschaftlichen Fachbereich (M-PED 01, 03, 04); 1 Punkt für Projekte außerhalb des Makrobereichs.

4. Die Bewertungskommission

Die Kommission für das Auswahlverfahren ist wie folgt zusammengesetzt:

Prof. Dario Ianes (Präsident)
 Prof. Vanessa Macchia
 Prof. Beate Christine Weyland

Ersatzmitglieder:
 Dr. Heidrun Demo

5. Ausschlussgründe

Il candidato è escluso dalla procedura di selezione qualora:

- 1) la domanda sia incompleta;
- 2) la domanda non sia firmata;
- 3) la domanda non pervenga entro il termine perentorio indicato nel presente bando;
- 4) domande alle quali non sia allegata una copia (fronte e retro) di un valido documento di riconoscimento (carta d'identità, passaporto, patente di guida);
- 5) egli non sia in possesso dei requisiti per la partecipazione al presente bando;
- 6) egli abbia un grado di parentela o di affinità, fino al quarto grado compreso, con un professore appartenente alla Facoltà che indice il bando ovvero con il Rettore, il Direttore o un Componente del Consiglio dell'Università di unibz;
- 7) alla domanda non sia allegata la dichiarazione di non avere un grado di parentela o di affinità, fino al quarto grado compreso, con un professore appartenente alla Facoltà che indice il bando ovvero con il Rettore, il Direttore o un Componente del Consiglio dell'Università di unibz;
- 8) egli sia titolare di pensione d'anzianità e nei cinque anni precedenti le dimissioni per pensionamento abbia avuto un rapporto di lavoro con unibz (art. 25 L. 724/1994);
- 9) egli abbia riportato condanne penali che abbiano comportato, in base alla vigente legislazione, l'interdizione perpetua o temporanea dai pubblici uffici. Altre eventuali condanne penali anche a seguito di sentenze di applicazione della pena su richiesta ovvero di sentenze per le quali si sia goduto del beneficio della non menzione nel casellario giudiziale ai sensi dell'art. 175 c.p. saranno valutate dall'Università quale causa di esclusione della domanda in riferimento alla

Der Ausschluss des Kandidaten erfolgt in den nachfolgenden Fällen:

- 1) Gesuche, welche unvollständig sind;
- 2) Gesuche, welche nicht unterschrieben sind;
- 3) Gesuche, welche nicht innerhalb der in der Ausschreibung zwingend vorgeschriebenen Frist eingereicht werden
- 4) Gesuche, denen keine beidseitige Kopie eines gültigen Erkennungsdokumentes (Identitätsausweis, Reisepass, Führerschein) beigelegt ist;
- 5) Gesuche, die von Kandidaten eingereicht werden, welche nicht im Besitz der Erfordernisse für die Teilnahme an diesem Auswahlverfahren sind;
- 6) Gesuche, die von Kandidaten eingereicht werden, welche mit einem Professor der ausschreibenden Fakultät oder mit dem Rektor, dem Universitätsdirektor oder einem Mitglied des Universitätsrates von der unibz in einem Verwandtschafts- oder Schwägerschaftsverhältnis, bis zum 4. Grad einschließlich, stehen;
- 7) Gesuche, in welchen die Erklärung fehlt, dass der Kandidat nicht mit einem Professor der ausschreibenden Fakultät oder mit dem Rektor, dem Universitätsdirektor oder einem Mitglied des Universitätsrates von der unibz in einem Verwandtschafts- oder Schwägerschaftsverhältnis, bis zum 4. Grad einschließlich, steht;
- 8) Gesuche, die von Kandidaten eingereicht werden, welche Empfänger einer Dienstaltersrente sind und in den fünf der Kündigung zwecks Pensionierung vorhergehenden Jahren ein Arbeitsverhältnis mit unibz hatten, (Art. 25 Gesetz Nr. 724/1994);
- 9) Gesuche von Kandidaten, die zu einer Strafe verurteilt wurden, welche, aufgrund der geltenden Gesetzgebung, ein dauerhaftes oder zeitweiliges Verbot der Ausübung öffentlicher Ämter mit sich bringt. Ob weitere eventuelle strafrechtliche Verurteilungen, auch infolge von Strafzumessung auf Antrag oder Urteile, für welche die Begünstigung der Nichterwähnung der Verurteilungen im Strafregister im Sinnes des Artikels 175 des

compatibilità con l'incarico bandito e l'ambiente universitario.

italienischen Strafgesetzbuches angewandt wurde, als Ausschlussgrund gelten können, wird von der Universität aufgrund ihrer Vereinbarkeit mit der ausgeschriebenen Beauftragung und des universitären Umfeldes beurteilt.

6. Pubblicazione della graduatoria

Esaurita la procedura di selezione, con decreto del Preside, è approvata la graduatoria dei candidati idonei.

Il decreto del Preside di cui sopra nonché la graduatoria medesima vengono pubblicati all'Albo Pretorio della Facoltà di afferenza.

Inoltre, la graduatoria dei candidati idonei, integrata con l'indicazione del numero e della data del suddetto decreto del Preside, viene pubblicata sul sito web della Libera Università di Bolzano (sotto la voce "Lavora con noi").

7. Validità della graduatoria

La graduatoria è valida per tutta la durata del progetto di ricerca.

In caso di rinuncia all'incarico, il candidato è escluso dalla graduatoria per il residuo periodo di validità della medesima.

Nel caso di rinuncia del contratto, l'incarico può essere conferito ad altro soggetto individuato secondo l'ordine di graduatoria.

Il candidato viene escluso dalla graduatoria qualora, se fissato dalla commissione, non abbia raggiunto il punteggio minimo per essere ammesso in graduatoria.

8. Avviso della conclusione del procedimento ai candidati

La pubblicazione della graduatoria, integrata con l'indicazione del numero e della data della corrispondente delibera del Consiglio di Facoltà, sostituisce la notifica ai singoli candidati.

9. Autorizzazione dell'Amministrazione d'appartenenza

6. Veröffentlichung der Rangordnung

Bei Beendigung des Auswahlverfahrens genehmigt der Dekan mit Dekret die Rangordnung der geeigneten Kandidaten.

Das oben genannte Dekret des Dekans und die Rangordnung selbst werden an der Amtstafel der ausschreibenden Fakultät veröffentlicht.

Die Rangordnung der geeigneten Bewerber, mit Angabe der Nummer und des Datums des oben genannten Dekretes des Dekans, wird zudem auf der Internetseite der Freien Universität Bozen (unter „Stellenanzeigen“) veröffentlicht.

7. Gültigkeit der Rangordnung

Die Rangordnung ist für die Gesamtdauer des Forschungsprojekts gültig.

Von der Rangordnung werden jene Kandidaten ausgeschlossen, die auf die Annahme des Auftrages verzichten.

Bei Verzicht des Auftrages, kann dieser dem in der Rangordnung nächstgereihten Kandidaten erteilt werden.

Von der Rangordnung werden jene Bewerber ausgeschlossen, die, sofern von der Kommission festgelegt, die Mindestpunktzahl für die Reihung nicht erreichen.

8. Benachrichtigung an die Kandidaten über den Verfahrensabschluss

Die Veröffentlichung der Rangordnung, mit Angabe der Nummer und des Datums des Beschlusses des Fakultätsrates betreffend die Genehmigung derselben, ersetzt die Mitteilung an die einzelnen Kandidaten.

9. Unbedenklichkeitserklärung der Herkunftsverwaltung

Ai sensi dell'art. 53 comma 7 del D.lgs. del 30.03.2001, n. 165, il dipendente pubblico non potrà svolgere incarichi retribuiti che non siano stati previamente autorizzati dalla propria Amministrazione d'appartenenza.

Unibz si riserva la facoltà di revocare l'incarico conferito al primo idoneo risultante in graduatoria qualora lo stesso sia dipendente di una Pubblica Amministrazione e non abbia prodotto, entro i termini indicati da unibz, il nullaosta della propria Amministrazione d'appartenenza.

10. Permesso di soggiorno

Il candidato cittadino di un paese non appartenente all'Unione Europea dovrà all'atto della sottoscrizione del contratto produrre un regolare e valido permesso di soggiorno, valido per tutta la durata dello svolgimento dell'attività.

11. Mezzi legali

Contro il provvedimento amministrativo di cui al punto 7 del presente bando può essere presentato ricorso al Tribunale Amministrativo Regionale di Bolzano, entro 60 giorni dalla pubblicazione del provvedimento medesimo all'albo ufficiale della Facoltà che indice il bando.

12. Disposizioni concernenti la protezione dei dati personali

Con riferimento alle disposizioni di cui al Regolamento (UE) 2016/679 "Regolamento europeo in materia di protezione dei dati personali", la Libera Università di Bolzano, quale titolare dei dati inerenti alla presente selezione, informa che il trattamento dei dati contenuti nelle domande è finalizzato unicamente alla gestione del procedimento di selezione e all'eventuale conclusione del rispettivo contratto di lavoro (confronta l'informativa in allegato al presente bando di selezione).

13. La responsabile del procedimento

Ai sensi della legge 7 agosto 1990, n. 241, e successive modificazioni e integrazioni, il responsabile del procedimento di cui al presente bando è la **dott.**

Gemäß Art. 53 Absatz 7 des GvD Nr. 165 vom 30.03.2001 kann ein Bediensteter einer öffentlichen Verwaltung keine bezahlten Aufträge durchführen, welche zuvor nicht von der angehörigen Verwaltung genehmigt wurden.

Die unibz behält sich das Recht vor, den an den geeigneten Erstgelisteten der Rangliste erteilten Auftrag zu widerrufen, sofern dieser Bediensteter einer öffentlichen Verwaltung ist und nicht innerhalb der von der unibz vorgegebenen Frist die Unbedenklichkeitserklärung der angehörigen Verwaltung vorlegt.

10. Aufenthaltsgenehmigung

Bei Unterzeichnung des Vertrages muss der Kandidat, falls er die Staatsbürgerschaft eines Nicht-EU-Staates oder gleichwertigen Staates innehat, den Besitz einer regulären Aufenthaltsgenehmigung nachweisen, welche ihm die Ausübung der Tätigkeit für die gesamte Dauer erlaubt.

11. Rechtsmittelbelehrung

Gegen die unter Punkt 7 angeführte Verwaltungsmaßnahme, mit der die Rangordnung der geeigneten Kandidaten genehmigt wurde, kann innerhalb von 60 Tagen ab deren Veröffentlichung an der Anschlagtafel der ausschreibenden Fakultät Rekurs vor dem Verwaltungsgericht Bozen eingereicht werden.

12. Datenschutzbestimmungen

Mit Bezug auf die Bestimmungen der Verordnung (EU) 2016/679 "Europäische Datenschutzgrundverordnung", teilt die Freie Universität Bozen als Verantwortliche der Daten dieses Auswahlverfahrens mit, dass die in den Bewerbungsunterlagen enthaltenen Daten ausschließlich für die Durchführung dieses Auswahlverfahrens und des eventuellen Vertragsabschlusses verwendet werden (siehe beiliegendes Informationsblatt).

13. Verfahrensverantwortliche

Gemäß Gesetz Nr. 241 vom 7. August 1990 und nachfolgenden Änderungen bzw. Ergänzungen, ist die/der Verfahrensverantwortliche **Frau Dr.**

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Il Preside della Facoltà di Scienze della Formazione

Der Dekan der Fakultät für
Bildungswissenschaften

Prof. Paul Videsott

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Allegato / Anhang 1

Article Title	Author	Journal Title	Publication Date	Abstract
'A detour to a new beginning.'		NEA Today	Mar96	Focuses on Richard Ruffalo, a blind teacher who was named 1995 Outstanding Teacher of the Year by the American Teacher Awards program. How Ruffalo became blind; Athletic feats; Other achievements.
"I Have Been Given the Power to Teach. The Children Understand Me Very Well": A Preliminary Study of The Social and Academic Impact of Deaf Teacher Training in Kenya.	Johnstone, Christopher; Corce, Heidi	International Review of Education / Internationale Zeitschrift für Erziehungswissenschaft	February 2010	Kenya has 41 Deaf schools that serve children from Class 1 through secondary school. These schools are all characterised by the fact that they have very few teachers who are fluent in Kenyan sign language. In order to meet the needs of schools and to provide employment opportunities for Deaf Kenyan adults, a small non-governmental organisation identified Deaf secondary school students for training. They received two years of teacher training free of charge. Most have since been awarded teaching contracts by the Kenyan Teacher Service Commission or local school boards. This article reports on results from a preliminary study of the social and academic impacts of this innovation. Results indicate that Deaf teachers are inspirational in the classroom, represent a significant resource for their school communities and are preferred by Deaf students. A follow-up study on the relative learning gains of Deaf students when taught by Deaf teachers is planned once relevant data are available.
A Narrative of Two Preservice Music Teachers With Visual Impairment.	Parker, Elizabeth Cassidy; Draves, Tami J.	Journal of Research in Music Education	Jan2017	The purpose of this narrative inquiry was to re-story the student teaching experience of two preservice music education majors who are visually impaired or blind. While music education scholars have devoted attention to P–12 students with disabilities, research with preservice music teachers with impairments is seemingly nonexistent. Using a transformative paradigm and social model of disability as lenses, we retell participants' experiences across three commonplaces of narrative inquiry: sociality, temporality, and place. Participants told their student teaching stories through various field texts, including interviews, journals, emails, and informal conversations. Three particular issues were highlighted strongly within their narratives: accessible music, reliance on others, and

				<p>individuals' attitudes. Issues of what constitutes effective teaching, teacher identity construction, and preparedness for working with individuals with disabilities also emerged. Multiple avenues are suggested for practice, research, and policy in music, teacher education, and teachers with disabilities.</p>
A vision for success.	Shugart, Nancy	NEA Today	Dec94	<p>Shares the author's experiences as a blind teacher. Dream of teaching; Challenge as a source of inspiration.</p>
Able bodies at work.	Revell, Phil	Times Educational Supplement	5/9/97	<p>The writer talks about the lack of disabled teachers in Great Britain and the implementation of the provisions of the Disability Discrimination Act 1995, which was created as a remedy.</p>
ABSTRACTS.		Sign Language Studies	Fall2004	<p>The article presents abstracts of articles which appeared in the October 2004 issue of Sign Language Studies. The article, The Cultural Construction of Linguistic Incompetence through Schooling: Deaf Education and the Transformation of the Linguistic Environment in Bali, Indonesia, examines the impact of teaching strategies on the linguistic competence of students in a school for deaf pupils in Bali, Indonesia. In particular, the article examines the effect of the use of a signed version of Indonesian on the linguistic participation of students in their native communities. The school's teaching strategies are based on Western models transferred to Indonesia via the training of Indonesian teachers in the West and the presence of Western experts in Indonesia. The article, Classroom Discourse Practices of a Deaf Teacher Using American Sign Language, describes the classroom discourse practices of an experienced Deaf teacher using American Sign Language (ASL) as the medium of instruction in a fifth-grade classroom in a residential school. The analysis of three lessons illustrates the use of ASL linguistic features to encourage student participation. In constructing a teaching style using ASL, the teacher also employs discourse practices common among skilled teachers, regardless of the medium of instruction, such as maintaining a moderate level of control and selectively modeling naïve questions. In the article, The Subsystem of Numerals in Catalan Sign Language:</p>

				Description and Examples from a Psycholinguistic Study, the subsystem of cardinal numbers in Catalan Sign Language is described in the variety used in Barcelona, Spain. Barcelona. The description includes the parameters of hand-shape, orientation, location, direction, and movement.
Access English: Providing the Key to Disabled Students and Teachers.	Scheib, Michele	ESL Magazine	Sep/Oct2008	The article discusses teaching English language to disabled students and teachers. It refers to the experience of Teuta Halilaj, an Albanian disabled teacher, on learning English as a Foreign Language (EFL) teaching designed for disabled learners and instructors at the American English Institute (AEI). The author also states that Halilaj is the only disabled teacher at Wisdom Center in Albania.
Access to a better view.	Keith, Lois	Times Educational Supplement	November 15 1996	A disabled teacher recounts the frustration of a visit to the cinema and discusses the failings of the forthcoming Disability Discrimination Act, which comes into force in 1997 in Great Britain.
Accessing the musical intelligence in early childhood education.	Singer, Miriam J.	Australian Journal of Early Childhood	Jun2008	THIS PAPER ADDRESSES HOW and why the musical intelligence can be used to aid students in the learning process. It explores the brain research, several short vignettes and an informal case study. Conceptually, the author suggests that music can and should be used to help students learn and retain curricular content, may be matched to tasks in preschool as an auditory reminder, and should serve as a link for cultural growth and preservation. Music in the classroom also addresses the students' emotional wellbeing. Suggestions of application for classroom teachers and learning disabilities practitioners are provided.
Although offensive, principal's comments to teacher aren't harassment.		Education Daily	4/5/2007	The article reports on the ruling of the U.S. District Court, Northern District of Iowa on the case Gaultier v. Waterloo Community School District concerning a visually impaired teacher who claimed that there was a hostile work environment in the school she worked for. Background information on the case is presented. The district held a decision that the comments made by the teacher's principal were not sufficient to be considered disability discrimination.

An unfair hearing.	Cordell, Jane	Times Educational Supplement	05/01/98 Supplement Friday	The writer, a hearing impaired teacher, describes how Cambridge University in Great Britain was unwilling to offer her a place when her hearing deteriorated and how she received support and encouragement from the Open University.
Apartheid in Deaf Education: Examining Workforce Diversity.	Simms, Laurene; Rusher, Melissa; Andrews, Jean F.; Coryell, Judy	American Annals of the Deaf	Fall2008	A survey of 3,227 professionals in 313 deaf education programs found that 22.0% of teachers and 14.5% of administrators were deaf—a less than 10% increase in deaf professionals since 1993. Additionally, 21.7% of teachers and 6.1% of administrators were professionals of color. Of these minority teachers, only 2.5% were deaf persons of color. Only 3 deaf administrators of color were identified. The study describes how “apartheid” or “intellectual oppression” may result from unchanged hiring practices in K-12 programs for the deaf and in postsecondary institutions. Using a bottle metaphor, the researchers describe how deaf persons of color are often stuck in “a bottleneck on the highway to opportunity.” Relevant data underscore that the field of deaf education must diversify its professional force in order to utilize the intellectual, linguistic, and multicultural proficiencies of hearing teachers of color, deaf teachers, and deaf teachers of color. Reprinted by permission of the publisher.
Art, Pedagogy and Dyslexia.	Hickman, Richard; Brens, Madeleine	International Journal of Art & Design Education	Oct2014	This article presents exploratory research examining the strategies employed by art teachers who identify as dyslexic. The study originated out of the personal interest of the researchers better to understand the strategies for learning used by teachers with dyslexia and the potential influence it has on their pedagogy. The question that this interest generates is 'What learning strategies, used by art teachers with dyslexia, can be used as pedagogical tools?' To help answer this question, three art teachers were chosen to participate in the research; this was a purposeful choice, based on their self-identification as having 'severe' dyslexia. The research consisted of informal interviews and classroom observations. However, we found that autobiographical details, augmented by reflections their individual teaching and learning experiences were particularly useful. We focused on whether strategies used as learners were

				now informing their teaching. Although small in scale, the study connects several positive attributes often associated with dyslexia (such as visual spatial awareness) to classroom practices, in addition to empathy with struggling students.
Being a Deaf and a Teacher: Exploring the Experiences of Deaf Teachers in Inclusive Classrooms.	Hankebo, Teketel Agafari	International Journal of Instruction	Jul2018	Teaching is a unique and challenging undertaking. Not many can become effective and dedicated teachers. Being a deaf teacher and meeting diverse needs of learners in an inclusive setting also will exacerbate the dilemmas as it calls for multi-sensory communication and reciprocal interaction with learners. This study focuses on exploring mode of communication and teaching experience and perceptions of deaf teachers in teaching in an inclusive classrooms. Seven deaf-teachers from two primary government schools were selected for the study, using availability sampling technique. Qualitative design was used followed by interpretive phenomenological approach. Semi-structured interview questions and observation checklist were used to collect the data. Sign language interpreters were made use of for the interview. The study revealed that deaf teachers used demonstration, gestures and sign language as modes of communication for the whole class as most of the students lacked sign language skills. The study discovered that though deaf teachers have positive perception for their career, they lacked appropriate pedagogical skills. It also appears that deaf teachers are highly inconvenienced by communication barriers and poor interaction, lack of technology usage, and lack of sign language interpreters. From this study one can surmise that deaf teachers are overlooked within their professional practices.
'Being dyslexic doesn't make me less of a teacher'. School placement experiences of student teachers with dyslexia:	Griffiths, Sue	Journal of Research in Special Educational Needs	Apr2012	This research investigated the school practice placement experiences of six student teachers with dyslexia representing each year of a 3-year initial teacher training course at a UK university. Placement performance and outcome has enormous implications for student teachers in demonstrating their professional competence and ability to meet the Training and Development Agency for Schools Professional Standards for

strengths, challenges and a model for support.				Teachers and obtain qualified teacher status. The research focused thematically on student strengths, challenges and management strategies using a case research approach. Findings indicate student teachers with dyslexia bring unacknowledged strengths to placements but face a number of challenges despite proactive adoption of management strategies. A model of placement support to enhance student effectiveness has been developed. Conclusions indicate the importance of listening to the student's voice to understand individual placement requirements and co-ordinate and implement specific reasonable adjustments as required by UK legislation ¹ .
Being Learning Disabled and a Beginning Teacher and Teaching a Class of Students with Learning Disabilities.	Gerber, Paul J.	Exceptionality	1992	Examines the experiences of a learning disabled teacher handling a class of students with learning disabilities in Virginia. Knowledge on the educational needs of the students; Analysis of the teaching and advocacy role; Assessment of the job performance.
Bilingual Deaf Education in the South of Brazil.	Skliar, Carlos; Quadros, Ronice Muller	International Journal of Bilingual Education & Bilingualism	2004	This paper presents an analysis of Bilingual Deaf Education in Brazil, with particular reference to the South of the country. This subject is presented in context, and takes into account research carried out over the last 5-7 years. We consider the spread of bilingual = bicultural models, changes in the representation of Deaf people and Deafness and finally, the epistemological inversion of Deaf and Hearing 'problems' as present in the discussion related to Deaf Education in Brazil. The analyses of the experience in Brazil are not simple. In fact, the complexity is related to the different possible readings that 'Bilingual Deaf Education' can have, such as for instance, methodological, linguistic and psycholinguistic interpretations, all of which are considered in the present paper. In addition, we describe certain bilingual experiences that we have been engaged in, together with other Deaf researchers and Deaf teachers over the last decade.

<p>BLENDED LEARNING FOR STUDENTS WITH DISABILITIES: THE NORTH CAROLINA VIRTUAL PUBLIC SCHOOL'S CO-TEACHING MODEL.</p>	<p>Dikkers, Amy Garrett; Lewis, Somer; Whiteside, Aimee L.</p>	<p>Advances in Research on Teaching</p>	<p>2015</p>	<p>Purpose: The purpose of this chapter is to explore the Occupational Course of Study (OCS) program through blended learning courses offered through the North Carolina Virtual Public School. In this program, students take classes online with a virtual content area teacher and meet in a face-to-face setting with a certified special education teacher. Methodology/approach: This chapter offers a practical exploration of the OCS program. Its intention is to offer insight into the perspectives of virtual teachers and face-to-face teachers and provide an understanding of how this type of blended learning has the potential to deliver high quality academic coursework targeted to meet individual learning needs. Findings: This blended environment format is a viable method for helping highly qualified content area teachers and teachers with disabilities work together to meet the individual learning needs of students with disabilities. Research implications: The OCS program is able to support large numbers of students who need transition services. Evaluation on this program reveals that collaboration between various educational professionals supports learning outcomes for students. Originality/value: Many K12 districts offer alternative diplomas for students with exceptionalities, with a goal of preparing students for their transition to postsecondary employment and independent living. This chapter offers a practical description of this program for the benefit of other systems that may want to consider this model.</p>
<p>Blind teacher awarded £60,000.</p>	<p>Kelly, Amanda</p>	<p>Times Educational Supplement</p>	<p>July 7 2000</p>	<p>A blind teacher in east London, Great Britain, has won a discrimination suit against her former school. Liz Abbott received £60,000 in damages after an employment tribunal ruled that her school had failed to fund the classroom assistant she required to perform her job.</p>
<p>Bridging the research-to-practice gap.</p>	<p>Carnine, Douglas</p>	<p>Exceptional Children</p>	<p>Summer97</p>	<p>The contribution of research findings to the education of America's students, including those with disabilities, depends on the quality of and market demand for research findings. This paper presents a rationale and suggestions for increasing the</p>

				quality of and market demand for research findings as a vital component of any serious effort to improve American education. Responses to the paper are from representatives of the American Federation of Teachers; Learning Disabilities Association; National Alliance of Business; National Association of State Directors of Special Education; and Staff Director, Disability Policy Subcommittee, U.S. Senate. An additional response, which also synthesizes all responses, is provided by The Council for Exceptional Children. Reprinted by permission of the publisher.
Brothers in arms.	Nicholson, David	Times Educational Supplement	11/24/95	The writer discusses the recent upsurge in the popularity of British Sign Language and his own reasons for learning the language. Because a full and complete understanding of the world is best communicated through sign language, the writer maintains that it should be the prime educational medium for deaf children, with supplementary teaching of oral skills. The opportunities for deaf teachers and the steps involved in becoming an interpreter are detailed.
California Court Overturns Ban On Disability Pay for Older Teachers.		Education Week	6/17/1992	The article reports that a state appeals court in California has ruled that disallowing disabled teachers over age 60 from collecting disability benefits is a violation of the federal prohibitions against age discrimination.
Category politics: deaf students' inclusion in the 'hearing university'.	Komesaroff, Linda	International Journal of Inclusive Education	Oct-Dec005	This article investigates the way in which deaf tertiary students' identity is constructed within the university – an overwhelmingly 'hearing' institution. It is a descriptive and analytical account of the experiences of two deaf teacher education students as they reflect on their progress and experiences in higher education. Data have been analysed within an interpretive framework of category politics and the construction of difference. The study found that providing the same access to the same information in the same form did little to address the discursive marginality of these students.
CEC's Policy on Educators with Disabilities.		Exceptional Children	Jul2016	The article offers information on the policy of Council for Exceptional Children (CEC) that supports educators with disabilities such as teachers, and mentions that CEC works for

				<p>disabilities related to learning and sensory such as hearing. Topics discussed include management of disabilities related to teachers during education and employment; resilience behavior being learned by teachers to overcome adverse conditions; and recruitment of teachers with disabilities.</p>
Classroom Discourse Practices of a Deaf Teacher Using American Sign Language.	Smith, David Harry; Ramsey, Claire L.	Sign Language Studies	Fall2004	<p>This article describes the classroom discourse practices of an experienced Deaf teacher using American Sign Language (ASL) as the medium of instruction in a fifth-grade classroom in a residential school. The teacher is a native ASL user who has been teaching for more than thirty-five years. The analysis of three lessons illustrates the use of ASL linguistic features to encourage student participation. In constructing a teaching style using ASL, the teacher also employs discourse practices common among skilled teachers, regardless of the medium of instruction, such as maintaining a moderate level of control and selectively modeling naïve questions. The teacher's ASL fluency and teaching experience interact to yield an effective strategy for increasing student involvement. Implications for classroom practice and suggestions for further research are included.</p>
Combating Ableism in Schools.	Storey, Keith	Preventing School Failure	Fall2007	<p>Ableism is a form of prejudice that is common in schools and society but is often unrecognized or overlooked in analyzing why students with disabilities have difficulties being included. In this article, the author provides suggestions for recognizing and acting against ableism in schools. The author offers suggestions in terms of ability awareness, disability content in curricula and school activities, teacher in-service, disability literature, the use of role models, and hiring teachers with disabilities. Reprinted by permission of the publisher.</p>
Comparing Practical Knowledge Storage of Deaf and Hearing Teachers of Students Who Are	Marlatt, Edward A.	American Annals of the Deaf	Winter2004	<p>ESPECIALLY IN THE EDUCATION OF STUDENTS who are deaf or hard of hearing, teachers' practical knowledge storage is almost never measured. The Survey of Practical Knowledge was used to compare the practical knowledge storage of deaf and hearing teachers of these students. Surveyed were 48 deaf and 115 hearing individuals at the preservice and in-service experience levels. Practical knowledge storage was defined as images, rules</p>

Deaf or Hard of Hearing.				of practice, and practical principles. Results indicate that deaf teachers tend to view students as equals but are more likely to emphasize control over classroom behavior than hearing teachers. Hearing teachers tend to stress efforts to engage students in subject matter by providing variety and relating it to life experiences. Given the trend toward high-stakes testing of teachers, further research is encouraged on role differences between deaf and hearing teachers working with students who are deaf or hard of hearing. Reprinted by permission of the publisher.
Concept maps in the design of an accessible CinemaSense service.	Raike, Antti; Hakkarainen, Kai	Art, Design & Communication in Higher Education	2009	The purpose of the study was to produce accessible web-based study material concerning cinematic expression, entitled CinemaSense (http://elokuvan-taju.uiah.fi), suited to those of diverse backgrounds. The design of the web service in question took place in collaboration with two groups of students in two universities. The first 'Novice Group' consisted of seven deaf teacher-training students who use Finnish Sign Language as their first language; they were education majors in a five-year MA programme, preparing them for the primary-level classroom. They were engaged in a two-year web-based study concerning cinematic expression, culminating in making their own documentary. The second 'Expert Group' consisted of five Finnish-speaking students majoring in film who followed their own art school-based curriculum. The participants were asked to draw concept maps concerning cinematic expression several times during the design experiment. The conceptions and structures of the participants' concept maps significantly affected the design of CinemaSense's map-like user interface and assisted in validating design decisions across three iterative cycles. Multi-level evidence gathered at the end of the experiment indicated that the participants in the 'Novice Group' adopted a novice film-maker's perspective on films rather than a film-viewer's perspective. Implications of creating more accessible learning environments are discussed. Reprinted by permission of the publisher.

Crip-Academic, Disabled-Writer, Sparrow on Wheels and other Split-Identities: Reflections on the Oxymoronic Aspects of Writing an Auto/Biographical Novel about Disability.	Janz, Heidi L.	Disability Studies Quarterly	Winter2008	The article focuses on the aspects considered by Deshae E. Lott, a researcher and a teacher with disability, on her semi-biographical novel about disability. According to Deshae, she wanted to provide readers a sense of the actual day-to-day realities experienced by the people with disabilities who grew up in the pre-integration period, and who, had most of their primary and secondary education in so-called special schools for student with disabilities. It adds that Deshae decided to move forward with writing the novel as her Master's Thesis.
Deaf adults: retrospective narratives of school experiences and teacher expectations.	Smith, DavidH.	Disability & Society	Jul2013	Seventeen Deaf adults were interviewed about their perceptions of teacher expectations during childhood. Using a six-phase thematic analysis methodology, five themes emerged: helpful and challenging teachers, preference for Deaf teachers, the experience of lowered expectations, the worst teachers, and self-advocacy. The worst teachers were the ones who did not meet communication needs rather than those with the lowest expectations. Participants often advocated for their needs and demanded more challenging schoolwork. Implications of this study are noted for self-advocacy and resistance theories of disability, and introducing cultural perspectives and understandings of disability and Deaf experiences into teacher preparation.
Deaf Education in China: History, Current Issues, and Emerging Deaf Voices.	Lytle, Richard R.; Johnson, Kathryn E.; Hui, Yang Jun	American Annals of the Deaf	Winter2005/2006	AN OVERVIEW is provided of (a) deaf education in China, (b) views of deaf Chinese, and (c) recent empowering international collaborations. China's national policy focuses on oral/aural education and hearing rehabilitation. However, everyday practice in schools for deaf children includes various forms of Chinese Sign Language. Early childhood education focuses on speech and hearing. Elementary and secondary school curricula reflect low expectations for deaf students and lack the same academic content provided to hearing students. There are limited higher education opportunities. There are no support

				services such as note takers or interpreters for mainstreamed students. There are no deaf teacher preparation or interpreter training programs. Jobs are few; the vast majority of deaf adults are unemployed. Deaf people interviewed for the article describe their needs, their dreams, and the changes they are witnessing, which result in part from recent empowering international collaborations. Reprinted by permission of the publisher.
Deaf teacher inspires school.	Ward, Helen	Times Educational Supplement	10/26/2001	The arrival of a deaf teacher has inspired all 50 staff and more than 400 students in Morningside school in east London, Great Britain, to take sign language classes. As part of the school's preparations to welcome deaf and hearing-impaired children into mainstream lessons, the students will learn the basics of British Sign Language.
Diferença surda e relações de poder na prática docente.	Romário, Lucas; Dorziat, Ana	Revista Práxis Educativa	set-dez2018	This paper problematizes the power relations that involved the teaching practice of deaf teachers who worked in the Specialized Educational Service (SES) of public schools in João Pessoa, Paraíba, Brazil. The research was based on the qualitative approach, in the Cultural Studies, with contributions of Michel Foucault, and in the Deaf Studies, using semi-structured interviews and nonparticipant observation. Empirical data revealed that the teacher identities of the deaf teachers, especially of one of them, were in constant negotiations. They, even legitimately occupying a social place (teachers) in the school institution, were seen as likely to be colonized by hearing professionals. Their actions repeatedly suffered interference, disregarding their autonomy and creating, for them, situations of embarrassment and violence in schools.
Disability initiative launched.	Sanders, Claire	Times Higher Education Supplement	9/3/93	Focuses on efforts of the Royal Association for Disability and Rehabilitation (RADAR) to raise the profile of disabled teachers. Disabled access to teacher training; Teachers with disabilities as good role models; Need for special facilities in learning institutions.
Disabled teacher awarded...17,000.	Rosenthal, Daniel	TES: Times Educational Supplement	6/28/96	Reports that a court has awarded more than 17,000 pounds to disabled teacher John Cornelius who was unfairly and

				wrongfully sacked from the Southwark Borough Council, in London, England. Background information on the case.
Disabled teachers concerned about rights and equality.		Education Journal	7/5/2016	The article discusses the highlights of the National Association of Schoolmasters Union of Women Teachers' (NASUWT) annual Disabled Teacher's Consultation Conference. Topics covered include delegates' concerns about the lack of support for disabled teachers in the workplace, percent of disabled teachers who experienced discrimination, isolation and exclusion at work and their call for regulation of employer policies and practices.
Disabled teachers concerned about rights and equality.		14-19 Learning & Skills Bulletin	7/6/2016	The article offers information on the National Association of Schoolmasters Union of Women Teachers' (NASUWT) annual Disabled Teachers' Consultation Conference held in Birmingham, England. Topics discussed include discrimination against majority of disabled teachers at work in Great Britain, discriminatory attitudes and lack of access to reasonable adjustments from employers and colleagues in schools and views of Chris Keates, general secretary of the NASUWT, on rights of disabled teachers.
Drive to recruit disabled.	Shaw, Michael	TES: Times Educational Supplement	1/13/2006	The article focuses on the issue of disabled people being deterred from working in schools in England. According to an organization for staff, disabled people are sometimes forced to drop out of teacher-training courses. A taskforce has been launched by the General Teaching Council for England to encourage people with disabilities to become teachers and ensure that they get the required support. Barry Carpenter, chairman of the task force said that teachers with disabilities could be the role models for the disabled pupils. The taskforce plans to carry out a long-term study of the staying-on rates of disabled trainees.
Dyslexics need not apply.	Dodds, Harry	Times Educational Supplement	January 9 2004 First Appointments s	A more humane approach must be taken to people with dyslexia who wish to teach. Employers need to realize that teachers with dyslexia have classroom skills that are likely to be similar to those of other teachers but that they bring special insights to the classroom, particularly into the suffering that students with dyslexia can endure.

Editorial.	WATSON, LINDA; BROWN, P. MARGARET	Deafness & Education International	2010	The article discusses various reports published within the issue, including one on the beliefs and practices of Australian oral teachers of the deaf, one on several counselling challenges for cochlear implant specialists, and one on the beliefs of deaf teachers about deaf children should learn for the purpose of developing their identity as deaf people.
Editorial.	Ralph, Sue	Journal of Research in Special Educational Needs	Apr2012	The article discusses papers within the April 2012 issue of "JORSEN: Journal of Research in Special Educational Needs," including one about the challenges faced by six teachers with dyslexia, and an investigation into the problem of bullying in schools.
Editors' Introduction.	Brueggemann, Brenda; Danforth, Scot	Disability Studies Quarterly	Winter2009	The article discusses various reports published within the issue, including one by Dina Feldman on the human rights of children with disabilities and another by Jong-Gu Kang on how one special education teacher deconstructs disability.
Editor's Page.	Geruschat, Duane R.	Journal of Visual Impairment & Blindness	September 2011	An introduction to the journal is presented in which the editor discusses reports published within the issue including one by Correa-Torres and Durando on the identification of what visually impaired teachers should prepare for teaching culturally diverse students, one on a survey by teachers to assistive technology competencies and a single-subject study on interacting with a deaf-blind boy.
Effect of a physical education teacher's disability on high school pupils' learning and perceptions of teacher competence.	Bryant, LanceG.; Curtner-Smith, Matthew	Physical Education & Sport Pedagogy	Jul2009	Background: To date, most of the work done by those who do research in adapted sport pedagogy (a sub-discipline of sport pedagogy focused on modified forms of physical education that address the needs of pupils with disabilities) has focused on the experience of pupils with disabilities and relatively little work has examined the difficulties faced by physical education teachers who themselves have disabilities and teach 'able-bodied' pupils. Previous research, conducted in both general education and sport pedagogy settings, indicated that a teacher's attire, physical appearance, and perceived competence influenced pupils' perceptions of the teacher's ability to teach and the degree to which they learned the subject matter. These findings suggest that physical education

				<p>teachers who have a disability might be in for a particularly difficult time in terms of fighting negative perceptions of their competence and their ability to promote learning among their pupils. Purpose: The purpose of this study was to examine the effect of a physical education teacher's disability on high school pupils' learning and perceptions of the teacher's competence. Participants and setting: Participants were 109 (58 boys, 51 girls) 10th and 11th grade pupils (i.e., years 10 to 13 in British terms) enrolled at two high schools situated in the southeastern United States. The pupils ranged from 14 to 18 years in age and were mainly from middle socio-economic status neighborhoods. Research design: A positivistic research design, with quantitative research methods and techniques, was used during this study aimed at determining pupils' learning and perceptions of teacher competence. Data collection: Pupils were randomly assigned to view one of two videotaped swimming lessons. Both lessons were identical with one exception. In the first lesson, the teacher taught as an able-bodied teacher (ABL), while in the second she taught from a wheelchair (WCL) giving the impression that she had a physical disability. Directly following the viewing of their assigned lesson, pupils completed an examination on lesson content and a questionnaire asking them about their perceptions of the teacher. Data analysis: Descriptive statistics (means and standard deviations) from the content examination and perception questionnaire were computed for those pupils who watched the WCL and those who observed the ABL. The data were also analyzed using various inferential statistical tests (i.e. 2×2 repeated measures analysis of variance, paired comparison t-tests, and independent t-tests). Findings: Results indicate that pupils who viewed the ABL scored significantly higher on the technique section of the examination than pupils who watched the WCL. There were no significant differences between the perception scores of those pupils who viewed the WCL and the ABL. Conclusions: While the high school pupils in this study had an equally high regard for</p>
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				<p>the teacher regardless of her apparent physical state, they learned less from her about swimming techniques when she appeared to have a disability than when she was able-bodied. Results of this study suggest that as pupils progress through their schooling, their beliefs about physical education teachers with disabilities gradually change for the worse because they are socialized into believing that sport, physical activity, and physical education are for what appear to be whole and fit bodies.</p>
Effects of an Instructor's Wheelchair Use on Communicating Concepts to College Students.	Kimbrough, Sandy; Green, Raymond; White, Mark	Palaestra	Spring 2008	<p>The article presents a study regarding the use of wheelchaired instructors on wheelchaired college students. It mentions that the study aims to find out the effects of the teaching strategy to the students, their understanding of the lesson, their comfort during classes, and their perceptions on physical fitness. The researchers record and study the first two presentations with an instructor sitting on a wheelchair and an instructor standing. They state that disabled student perform better with a non-disabled teacher.</p>
EMPLOYMENT OF PEOPLE WITH DISABILITIES IN MALAYSIA: DRIVERS AND INHIBITORS.	Melissa Ng Lee; Abdullah, Yen; See Ching Mey	International Journal of Special Education	2011	<p>This study attempts to identify the drivers and inhibitors of employment for people with disabilities in Malaysia. It explores the skills and psychological traits needed by people with disabilities in order to get jobs and the barriers to their employment. Data include interviews detailing the viewpoints of 24 teachers with visual impairments. These teachers are registered and classified as either legally blind or partially sighted by the Malaysian Social Welfare Department. The majority of them are male, Malay, between 30-40 years old and have diploma qualification from Teachers Training College. The interviews were transcribed verbatim. Keywords or phrases were extracted, clustered, and interpreted into themes. Analyzed data were confirmed with the participants to ensure trustworthiness and reliability. The findings provide interesting insights into the specific employment issues faced by people with visual impairments and also shed lights on the issues encountered by people with other types of disability. It also</p>

				discusses measures that can be taken to improve the employment rate of people with disabilities in the country. A discussion of the research findings is also provided.
Failure to accommodate test-taking teacher not unlawful.		School Law News (LRP Publications)	Sep2008	The article discusses a court case wherein the U.S. District Court, Southern District of New York dismissed a failure-to-accommodate claim by a teacher with dyslexia. The court ruled that the New York State Education Department would have fundamentally altered the measurement of the skills the teacher certification examination was intending to measure if it had provided accommodations for the teacher. The court emphasized that the teacher certification in New York evaluated all teachers, including those with disabilities, according to the same standards.
Fit(ness) to teach?: disability and initial Teacher education in the republic of Ireland.	Keane, Elaine; Heinz, Manuela; Eaton, Patricia	International Journal of Inclusive Education	Aug2018	The lack of diversity in the teaching profession is recognised internationally [Schleicher, A. 2014. Equity, Excellence and Inclusiveness in Education: Policy Lessons from around the World. Paris: OECD]. Research shows consistently that teachers from majority socio-economic and ethnic groupings dominate, often in contrast to school populations. While studies in the USA and the UK have shown that teachers with disabilities are significantly under-represented compared to the general population, there has been a dearth of research in this area in Ireland, including in relation to initial teacher education (ITE). Following a review of the literature and an overview of the study's methodology, we present findings exploring 2014 ITE applicants and entrants with respect to their dis/ability status and intersections with other socio-demographic variables based on data gathered in the Diversity in Initial Teacher Education in Ireland national research project, establishing the first national dataset about disability in Irish state-funded ITE. While we identified increases in the proportion of disabled students entering ITE, especially at postgraduate level, applicants with disabilities were significantly less likely to be accepted into undergraduate primary ITE than were those without, and there was considerable variation in the proportions from different

				categories entering ITE. We end by discussing the significance and implications of our findings in terms of practice, policy, and further research.
Forging a Different, Distinguished Path.	Docksai, Rick	NEA Today	Oct2006	The article profiles Maya Yamada, a deaf teacher at Eleanor Roosevelt High School in Greenbelt, Maryland, who has earned a prestigious National Board certification. Yamada, who became deaf since she was six years old, considers her deafness an opportunity to help others who cannot hear through teaching. She came to Eleanor Roosevelt High in 1996 and immediately created a sign language class and a dance company composed entirely of deaf students.
GIRL IN THE LOOKING GLASS: A HISTORICAL STUDY OF THE LIFE OF A DEAF TEACHER IN 19TH-CENTURY IRELAND.	O'CONNELL, NOEL	American Annals of the Deaf	2017	THE AUTHOR explicates the life story of Anne Smyth, a deaf teacher in 19th-century Ireland. The story was written and published in 1858 by another deaf teacher, Charlotte Mary Kelly, who traced Anne Smyth's life trajectory from her birth to the day she began life in a deaf school until her untimely death at the age of 18 years. The study examines layers of meaning derived from Kelly's narrative, with particular attention to young Anne's practice of going to her bedroom and making up signs in front of a looking glass. The study provides some insight into the meaning of her actions that can inform current understandings of deaf education. The aim is to preserve Anne Smyth's story in order to generate new histories, as well as new discussions in the field of deaf education research.
Happy Hands: The Effect of ASL on Hearing Children's Literacy.	Daniels, Marilyn	Reading Research & Instruction	Fall2004	The purpose of this investigation was to assess the effect of American Sign Language (ASL) instruction on typical hearing kindergarten children's literacy in four specific areas: receptive English vocabulary, expressive English vocabulary, ASL ability, and English emergent reading level. The research was specifically modeled after a 1997 United Kingdom, Sign in Education, project in which a deaf teacher delivered instruction to hearing students using British Sign Language (BSL). The findings from the current United States study indicate hearing kindergarten students receiving ASL instruction made

				statistically significant gains in their receptive English vocabulary, maintained an age appropriate use of expressive English vocabulary, acquired a sufficient level of ASL phonology and morphology to begin to communicate in the visual-gestural language, and tested higher than similar students on Marie M. Clay's (1993) reading placement measures. Reprinted by permission of the publisher.
Having a career in disability studies without even becoming disabled! The strains of the disabled teaching body.	Campbell, Fiona A. Kumari	International Journal of Inclusive Education	Nov2009	Does it matter who teaches disability studies, whether that teacher has a disability or not? Maybe this might strike the reader as a peculiar question - to focus on the teacher's body or knowledge standpoint. There are certain theoretical and ontological implications in asking such questions. This article is an attempt to theorise about the way the bodies of teachers with disabilities are transmuted within the arena of teaching critical disability studies at colleges and universities. In particular, it explores the ways disabled teachers' bodies can contribute to experiencing alterity outside of the frame of 'other' and the ways that the disabled teaching body can displace the objectification of disability through pedagogical enactments of the lived experiences of disablement. In this way, this article refutes the assertion made by McWilliam and Taylor in 1998 that the pedagogical inspiration of bodies should not be celebrated. Instead, the focus is on working through points of difference between the way normative teacher's bodies and the disabled teaching body is mediated in the processes of subjectification, identifying points of convergence that can benefit dialogue across varied sites of scholarship.
Helping Technology Answer Special Needs.		NEA Today	Jan2000	Features John M. Williams, columnist for 'Business Week Online' and editor of 'Assistive Technology News.' How a computer course helped him control his stuttering problem; Role of his column in providing information to disabled teachers and students; Impact of Williams' initiative.
Herstories: a preliminary look	Wilkins, Dorothy M.; Christie, Karen	American Annals of the Deaf	April 1997	Part of a special section on cultural identity and diversity in deaf education. A study investigated the postsecondary educational experiences and perceptions of deaf women college students.

at deaf women in higher education.				Participants were eight female students at the National Technical Institute for the Deaf at the Rochester Institute of Technology. Each of the women perceived that deaf students on campus were not treated equally, and none of them noted any particular inequality directed mainly at deaf women. Almost all the women perceived male students as having more power on campus than female students. The women saw a great need for the increased recruitment of deaf teachers, women teachers, and teachers of color. When asked to reflect on the study area they had selected and their experiences related to particular majors, the women felt that, in general, certain majors were still seen as male dominated. The women overwhelmingly viewed the college experience as being a positive one.
I have a child with dyslexia.		AEU SA Branch Journal	Aug2016	In this article, the author discusses dyslexia in children including inconsistencies in dyslexic children, need of supportive teachers and dyslexia as a genetic condition.
In a different voice: sign language preservation and America's deaf community.	Burch, Susan	Bilingual Research Journal	Fall2000	Current studies in heritage language learning have explored the linguistic and social-cultural issues of identity. Most scholars, however, overlook an important heritage language group in America: the Deaf community. This work seeks to redress this oversight by examining the ways Deaf people protected their heritage language—American Sign Language—and their cultural identity during the early twentieth century. This period was especially hostile to the Deaf community, exemplified by increasing application of oralism in schools for the Deaf. Oralism, which teaches lip reading and speech instead of Sign Language, promised to integrate Deaf people into mainstream society. Deaf resistance to oralism took on many forms, including the support of Deaf teachers in schools, as well as Deaf churches, clubs, and Deaf newspapers. Individuals and organizations also exploited new technology in an effort to codify and legitimate their language, producing numerous Sign Language films and dictionaries. While solidifying the broad Deaf community, efforts to appear “normal” to mainstream society ultimately marginalized sub-groups within the

				community, including women and racial minorities. Reprinted by permission of the publisher.
In Memoriam: Dr. John T. Tiffany.	Mowl Jr., Harold; Rhoten, Donald; Finnegan, Joseph	American Annals of the Deaf	Winter2014	An obituary for deaf teacher John T. Tiffany is presented.
Individuals with visual impairments teaching in Nepal's mainstream schools: a model for inclusion.	Lamichhane, Kamal	International Journal of Inclusive Education	Jan2016	This paper explores the challenges and strengths of teachers with a visual impairments teaching in Nepal's mainstream schools, using qualitative interviews of teachers and principals, as well as a student survey data set. Results showed that teachers with visual impairments tend not to teach subjects such as science and mathematics that require frequent use of a blackboard or illustrations of formulas. Additionally, positive attitudes and good communication skills, as well as giving more social and moral lessons were reported by students as strengths of these teachers. However, due to the lack of an adequate support system, educational materials, and resources, these teachers continue to experience challenges in lesson preparation, marking students' examination papers, or teaching picture-based contents.
Is teaching a truly inclusive profession?	Davison, Nicola	TES: Times Educational Supplement	2/5/2016	The article discusses the social conditions of teachers with disabilities. Topics include the increasing number of harassment and discrimination at work on disabled teachers, the lack of headteacher to disclose the issue due to unsure of legal requirements, and the implementation of Equality Act 2010 by the Association of Teachers and Lecturers (ATL).
Judy Cernkovich.		Journal of Visual Impairment & Blindness	April 2007	Judy Cernkovich, a teacher of students with visual impairments and an active member of the field of visual impairment and blindness in Ohio, died recently. Cernkovich was educated at Southern Illinois University, where she received a B.Sc. in elementary education and a master's degree in special education. Cernkovich's professional excellence was recognized through numerous state and national awards, including the 2006 AER of Ohio Educator of the Year Award and the 2003 Preschool Visually Impaired Teacher of the Year Award.

Landmark service dog ruling favours teacher.	Teghtmeyer, Jonathan	ATA News	12/6/2016	The article discusses the impact of the ruling by the Canadian province of Alberta's Human Rights Commission on the use of a service dog at schools, filed by hearing impaired teacher Gail Lidkea of the Alberta School for the Deaf in Edmonton, Alberta against the Edmonton Public School Board.
Letters to the Editor.	Turnbow, John M.	Journal of Learning Disabilities	Feb1991	Addresses fundamental structural changes in American education, involving the education of teachers, which would benefit children in the United States. Lack of awareness about learning styles and their differences among classroom teachers; View of poorly trained teachers about learning disabilities; Awareness level regarding the relationships between learning and behavior.
LINGUA(GEM) E IDENTIDADE: A SURDEZ EM QUESTÃO.	Gesueli, Zilda Maria	Educacao & Sociedade	ene2006	This paper approaches the role of sign language in the construction of deaf identity. Various authors have discussed how language relates to the construction of identity, pointing out that identity constitutes through meaning - when a subject means they becomes meaningful (Orlandi, 1998). We thus attempt to link this discussion to the field of deaf studies, considering that in the case of deaf children the privileged interaction partner is another deaf person. Most students have their first contact with this language in schools and institutions for the deaf. We have observed advantages when deaf teachers take over classroom teaching: one is that students are able to develop narrative constructions in sign language; another one is that this experience enables them to perceive themselves as deaf, and construct a deaf identity as early as 5-7 years., when they take on and differentiate roles in interaction, especially with regard to the deaf teacher and the hearing teacher. In the field of deafness, the bilingual education approach anticipates deaf people's awareness of the meaning of deafness, which until quite recently was occurred in adulthood.
Lives hampered by bad design.	Ward, Helen	Times Educational Supplement	9/14/2001	A survey conducted by the National Association of Schoolmasters Union of Women Teachers has found that the greatest difficulty many disabled teachers in Great Britain encounter is the attitude of colleagues and managers.

				Participants in the survey said that their lives were hampered not only by the design of buildings, but also by careless timetabling and inflexible approaches to administration.
Making the Transition from Student with Visual Impairment to Teacher with Visual Impairment.	Erin, Jane N.	Journal of Visual Impairment & Blindness	September 2011	An introduction to the section "Practice Perspectives" in which the section editor discusses the transition of a student with visual impairment to become a teacher with visual impairment.
Managers' and teachers' perspectives of dyslexic teachers in the English and Finnish Further Education workforce: new insights from organisational routines.	Thorpe, Anthony; Burns, Eila	Oxford Review of Education	Apr2016	This article explores the topic of diversity in the teaching workforce though the enactment of policy concentrating on teachers with dyslexia within the Further/Vocational Education and Training sectors of England and Finland. Two research projects from Finland and England focusing, respectively, on individual teachers' perspectives and managers' understandings of hidden diversity (such as dyslexia) are re-analysed through the use of the distinction between the ostensive and the performative aspects of organisational routines. The article contributes a new application of theory by drawing upon organisational routines as sources of flexibility and change rather than continuity alone. Avoiding the confusion between the ostensive and performative aspects of routines enables a more dynamic and emancipatory understanding of the identification and support for the promotion of workforce diversity to emerge.
Measuring the quality of education: the involvement of bilingually educated deaf children.	Knoors, Harry; Renting, Bertien	American Annals of the Deaf	July 2000	A study examined the quality of bilingual deaf education by measuring the levels of involvement of bilingually educated deaf children. The participants were six of the 12 children in the Rotterdam Bilingual Project, in which children receive education in Sign Language of the Netherlands and in spoken Dutch, as well as the deaf teacher and the hearing teacher. Results revealed a high level of involvement on the part of the deaf children, almost matching the average level of the better-hearing group. The level of involvement of the deaf children was

				found to be influenced by the type of task in which they were they were involved, by the type of teacher present, and by the kind of language used in instruction. However, considerable individual variation was found in the levels of involvement.
More power to being different.	Merrick, Neil	TES: Times Educational Supplement	11/24/2006	The author wonders how Great Britain's Disability Discrimination Act of 2005 will affect teachers with disabilities in further education. The Act requires public authorities to eliminate discrimination and harassment, create disability equality plans and consider how future policy changes will impact disabled people. Details are given for people's reluctance to tell their supervisors of their disability.
'My success as a teacher amazes me each and every day' - perspectives of teachers with learning disabilities.	Vogel, Gila; Sharoni, Varda	International Journal of Inclusive Education	Jun2011	The employment of teachers with learning disabilities has been an issue debated in many countries as well as within the Israeli educational establishment. Structured interviews were conducted with 12 Israeli teachers with learning disabilities in order to understand how these teachers perceive their disability and its impact on them as children, as students in higher education settings and as teachers. The data were analysed utilising primarily qualitative methodology. Findings were similar to those of studies conducted in England and the USA. The participants viewed themselves as successful teachers, despite objective difficulties and painful memories of past experiences that still lead to a fragile self-image. They viewed their own learning disabilities as having a positive impact on their professional work. Schools that provide a supportive and accepting atmosphere for teachers with learning disabilities will be a model for a truly inclusive society.
Narrative construction of professional teacher identity of teachers with dyslexia.	Burns, Eila; Bell, Sheena	Teaching & Teacher Education	July 2011	This paper considers the development of teachers' professional identity in the context of educators that have diverse backgrounds. We elucidate how teachers with dyslexia working in tertiary education use narrative resources to construct and negotiate their professional teacher identities. The analysis of narrative interviews, interpreted within the framework of positioning theory and the theories of narrative identity, indicated that the interviewees constructed several professional

				teacher identities that were closely linked to each teacher's perception of their dyslexia. The experience of dyslexia was clearly evident as a positive element in each identity. Instead of seeing it as an obstacle it can become a part of the teacher's own identity and can be used as a tool to thrive in their profession.
Narrative Inquiry on the Teaching of STEM to Blind High School Students.	Villanueva, Idalis; Di Stefano, Marialuisa	Education Sciences	2017	This study aimed to elevate the experiences and voices of teachers who led the STEM informal education program summer series: National Federation of the Blind Engineering Quotient (NFB EQ). Through its integration with science, technology, engineering, and math (STEM), NFB EQ opened opportunities from 2013–2016 in Baltimore, Maryland, for 60 blind students (Grades 9–12) to learn about engineering. The purpose of this narrative inquiry study was to understand how teachers foster interest towards STEM among blind students. The participants were two sighted teachers, one blind teacher, one sighted teacher–researcher, and one sighted researcher participant. We collected data in the form of field notes, semi-structured interviews, personal narratives, collective narratives, a focus group discussion, and teaching artifacts. We engaged in conversation analysis and used MAXQDA 12 software for data analysis. Guided by the principles of community of practices and universal design for learning, our results identified the importance of teacher awareness and positionalities in guiding blind students' inclusion and identity in the STEM classroom. Findings also suggest teachers are in a unique position to allow or prevent inclusive opportunities from occurring in their classrooms.
Negotiating the tensions in the preparation of teachers with disabilities.	Bowman, Cynthia Ann; Barr, Katherine J.	English Education	April 2001	The Conference on English Education/Commission on the Preparation of Teachers with Disabilities suggests a number of steps that English educators can take to support qualified teachers with disabilities. There is a need for open and honest communication between the English educator and the preservice teacher. Moreover, the English educator and preservice teacher should discuss/develop accommodations or

				adaptations to manage difficulties. English educators should be open to innovative ways of meeting the responsibilities of teaching. In addition, they should include the preservice teacher in all clinical experience placement decisions and should be active proponents in conversations with school and district staff. Furthermore, English educators should help cooperating teachers and administrators to develop awareness and understand their responsibility toward qualified teachers with disabilities. Finally, everyone involved must be forthright in all evaluations.
NEW AAUP REPORT ON FACULTY WITH DISABILITIES.	KURLAND, JORDAN E.	Academe	Jan/Feb2012	The article announces the publication of a report from the American Association of University Professors' (AAUP) Committee A on Academic Freedom and Tenure, regarding the rights of college teachers with disabilities, titled "Accommodating Faculty Members Who Have Disabilities."
New Judicial Decisions.		Vocational Training News (00445785)	Aug2005	Presents information on several education-related cases filed in the U.S. Basis of the 2nd Circuit Court of Appeals for dismissing a teacher's claim of age discrimination against a school district brought under the Age Discrimination in Employment Act; Reason of a federal court for stating that a school district violated a secretary's First Amendment rights by terminating her for discussing confidential personnel matters regarding a principal's resignation; Details of a case filed by a teacher with dyslexia claiming that she was discriminated against under the Americans With Disabilities Act.
New publications.		Adults Learning	Jun96	Reports on the availability of several publications on continuing education in Great Britain. 'Out of Sight, Out of Mind'; 'Teachers With Special Needs: Training for Teachers With Learning Difficulties'; 'Deaf Community Project Report.'
News in Brief.		TES: Times Educational Supplement	2/9/2007	The article includes summaries of topics in British education. A survey by the National Union of Teachers found that disabled teachers experience negative stereotyping and harassment. Des Smith, former head of All Saints Roman Catholic technology college will not be charged in connection with the loans-for-peerages enquiry. Former U.S. vice president Al Gore's film, "An

				Inconvenient Truth," will be sent to every secondary school in England for use in teaching about global warming.
No Disability Left Behind?	McCrea, Bridget	T H E Journal	Oct2013	The article discusses technological developments in the education sector in the U.S. as of October 2013, particularly those involving students with physical disabilities. According to Washington State School for the Blind teacher Robin Lowell, she is pleased that technology vendors are adapting current tools or developing new products to meet the needs of said students. PowerUp What Works managing director Tracy Gray, however, claimed that the reason why students with special needs are left behind is due to the failure to include their needs in online courses.
Not necessary to shorten day of teacher with kidney condition.		Career & Technical Education Advisor	Aug2007	The article focuses on the case of Kurek v. North Allegheny School District. In the case, the 3d U.S. Circuit Court of Appeals hampered a disabled teacher from proceeding with her employment discrimination claim against a school district that declined to allow her leave school early on a regular basis. The refusal was due to the teacher's failure in performing her necessary function of the job.
Not necessary to shorten workday of teacher with kidney condition.		School Law News (LRP Publications)	Jul2007	The article provides information on the case Kurek versus North Allegheny School District which involves an employment discrimination claim by a teacher with kidney condition. The 3rd District Circuit Court of Appeals denied the claim of the teacher to shorten her work hour. It was opined that a district is not required to retain a teacher with disability who refuses to work the full school day under the Rehabilitation Act.
Öğretmenlerinin Öğrenme Güçlüğüyle İlgili Kavram Yanılgılarının Giderilmesi ve Öğretmen Görüşlerinin Değerlendirilmesi.	BAŞAR, Murat; GÖNCÜ, Ahmet	Hacettepe University Journal of Education	2018	The aim of the present study is to determine misconceptions of primary school teachers about learning disabilities and their removal through trainings. In order to collect data, Word Association Test and Learning Disabilities Knowledge Test was used as pre-test and post-test. Participants of the study consisted of 102 primary school teachers who were working in Uşak Eşme district. The sample was selected by using the appropriate sampling method among non-random sampling methods type. Firstly, pre-test was applied and "awareness

				<p>training" which lasted 5 hours was given to participants two weeks after then pre-test. Two weeks after the awareness training, the post-test was applied. The total number of repetitive words in the pre-test before the awareness training is 538, the number of repetitive words in the final test after the awareness training is 2599. The number of answer words associated with key concepts has increased significantly after training. There is also a reduction in misconceptions. A statistically significant difference was found in favor of post-test between pre-test and post-test. In conclusion it has been found that primary school teachers have conceptual misconceptions about learning disabilities and that the given awareness education is effective in eliminating these misconceptions.</p>
Opportunity blocks.	Arkin, Anat	TES: Times Educational Supplement	1/16/2004	<p>Discusses the results of a survey of teachers, showing the way equality legislation is working in schools in Great Britain. Teachers experiencing problems in gaining access to training and promotion; Impact of having children on careers of women teachers; Position of the small number of teachers with disabilities; Problems facing teachers from ethnic minorities; Factors having an impact on career progression; Influence of a headteacher's management style on school ethos.</p>
ORGANIZAÇÕES DE ENSINO SUPERIOR: INCLUSÃO E AMBIENTE DE TRABALHO.	CANDIDO PEREIRA, CARLOS EDUARDO; LUÍS BIZELLI, JOSÉ; LEITE, LÚCIA PEREIRA	Educacao & Sociedade	Jan-Mar2017	<p>People with disabilities enter the labor market to carry out productive activities and build their independence. The advance of legislation does not preclude difficulties in entering and remaining in labor organizations. In this investigation, the chosen field was a public university. Participants were technical and administrative staff and teachers with disabilities, who reported on their entry experience and working conditions that were offered at the institution. The analysis reveals the unpreparedness of the organization at the time of receiving the workers; the prejudice and discrimination in dealing with colleagues and managers; and indifference to the law. Despite the existing material conditions, servants show appreciation and motivation for having access to employment.</p>

Parliamentary questions.	Slater, Jon	TES: Times Educational Supplement	11/9/2001	Reports developments in education and state in Great Britain as of November 9, 2001. Recognition of schools in Staffordshire as the worst-funded in England; Lack of awareness of the government about the number of disabled teachers recruited since 1998; Hope for more application from male teachers.
Pedagogical Content Knowledge: how do student teachers identify and describe the causes of their pupils' learning difficulties?	Penso, Sophia	Asia-Pacific Journal of Teacher Education	Mar2002	This study examines the pedagogical content knowledge of student teachers of biology during their teaching practice in school. The research focuses on the assessment of the teachers' ability to identify their pupils' learning difficulties and characterise their presumed sources. Diaries, kept by 40 student teachers in the course of the two stages of their teaching practice (comprising observation of their mentors in action and their own teaching experience), provided the data for a qualitative and quantitative analysis of the findings. A difference between the two stages was found only with regard to the identification of difficulties: the student teachers identified learning difficulties in most of the lessons they observed, but only in half of the lessons they taught. Their characterisation of the sources of the pupils' difficulties and their recurrence were similar during both stages. The sources of the difficulties were defined according to four categories: the pupil's cognitive and affective characteristics, the type of content, the teacher's methods, and factors inherent in the lesson. The characteristics of the pupil were considered the most frequent source of the difficulties. The study points to the need to increase the teacher educators' awareness of the important role of didactic processes, aimed at exposing the student teachers to their pupils' learning difficulties and help them deal with them effectively.
Prakash Baishya.	Baishya, Prakash	TES: Times Educational Supplement	12/22/2017	The article presents a personal narrative of his experiences as a blind teacher dealing with topics including his struggle in the field of teaching and the challenges in the education sector.
Preparing preservice teachers with	Knight, Diane; Wadsworth, Donna E.	Teacher Educator	Spring 1996	Teacher education programs need to be restructured to prepare the many disabled individuals who are choosing to follow careers in the education field. The active recruitment, selection,

disabilities for the student teaching experience.				and retention of disabled individuals are required by recent government mandates. The supervising professor's role will enlarge to reflect the specific requirements of preservice teachers with disabilities. The mentoring relationships that develop between the preservice teacher and both the supervising professor and cooperating teacher will require imaginative adaptations in the traditional classroom. Approaches can be taken to elevate the awareness level of the supervising professor while also making sure that a successful field experience for the disabled preservice teacher will occur. Suggestions to address the four main concerns of negative attitudes, lack of communication, lack of accommodation, and inappropriate vocational counseling are preparation, including access to support groups, early communication, and appropriate placement; orientation through students and facility; and modification through evaluations and adaptations.
Pre-service Teachers with Disabilities: Challenges and Opportunities for Directors of Student Teaching in Western Canada.	Sokal, Laura; Woloshyn, Debra; Wilson, Alina	Canadian Journal for the Scholarship of Teaching & Learning	Dec2017	In response to the lack of Canadian research about the practicum experiences of pre-service teachers with disabilities, a survey of ten Directors of Student Teaching in Western Canadian universities was conducted and revealed both strengths and challenges in current practices. Recommendations for teacher education are explored, and several future research directions are highlighted.
Pristopi učiteljev pri oblikah pomoči učencem z učnimi težavami pri matematiki.	Žakelj, Amalija	Journal of Elementary Education / Revija za Elementarno Izobraževanje	mar/apr2013	Pupils' performance in school is influenced by various elements, such as cognitive, social, and emotional factors, home environment, school environment, etc. As regards school, the organisation of education and teachers' conduct in teaching play an important role. From the perspective of pupils with learning difficulties, teachers' decisions are closely linked with their knowledge of learning difficulties and the causes of the latter as well as with the methodical knowledge they need so as to be able to teach pupils with learning difficulties. The first part of the article introduces general and specific learning disabilities of

				<p>pupils in mathematics, along with the causes for learning disabilities and the means to helping pupils. The second part of the article summarises the results of a survey, the main purpose of which was to examine which were those mathematics topics that tended to cause most learning difficulties. The survey also focused on the satisfaction of teachers with the efficiency of the methodical ways of helping those pupils, and on the qualification of teachers to deliver different kinds of assistance. The results of the survey indicated that most teachers noticed learning disabilities occurring in multiplication, addition and subtraction over tenths, in quantities/measure units/conversion of units, and in solving mathematic problems and textual exercises. The teachers were fairly satisfied with the efficiency of the methodical ways of assistance. They expressed most satisfaction with those approaches which they felt they were most qualified for, i.e. the use of different didactic props and adapting the ways of reinforcing knowledge with pupils who had learning disabilities.</p>
<p>Problematizing Collaboration: A Critical Review of the Empirical Literature on Teaching Teams.</p>	<p>Duke, Thomas Scott</p>	<p>Teacher Education & Special Education</p>	<p>Summer2004</p>	<p>Twenty-six empirical studies of collaboration among teaching teams comprised of general and special educators were reviewed to determine the impact of ethnocultural diversity, gender diversity, sexual orientation diversity, and disability status diversity on collaborative teaming. Only 1 (4%) of the 26 studies acknowledged that ethnocultural and gender differences among teachers might impact collaboration. None (0%) of the 26 studies addressed issues of sexual orientation or disability status. None (0%) of the 26 studies addressed issues of racism, sexism, homophobic heterosexism, or ablism. The author recommended researchers investigate collaboration, empirically and critically, to develop an empirical discourse that recognizes and empowers teachers of color, gay, lesbian, bisexual, and transgender teachers, teachers with disabilities, and other teachers with distinct group identity. Reprinted by permission of the publisher.</p>

Professional preparation and advancement of deaf teachers.	Fusfeld, Irving S.	American Annals of the Deaf	July 1997	A reprint of an article that appeared in American Annals of the Deaf, vol. 86, No. 5, 1941, pp. 420–428. A study investigated the professional preparation and advancement of deaf teachers in the U.S. Figures from successive issues of the January number of the Annals were analyzed. The results indicate that for the present, one out of every five teachers of the deaf is a deaf person and that the demand for deaf teachers has not declined over a period of 25 years. The data further indicate that Gallaudet College graduates are in continued demand as instructors, that the demand for deaf teachers rises and declines periodically, that more men are sought for teaching positions than women, and that the only interruption to the steadily increasing demand for graduates of Gallaudet College occurred in 1930, the first year of the nationwide depression. A consideration of the teaching preparation of deaf teachers is provided.
Q&A.		TES: Times Educational Supplement	11/24/2000	Answers questions relevant to teachers' employment in Great Britain for the week of November 24, 2000. Employment prospects of a disabled teacher; Strategies for a headteacher offering wages to attract teachers in a small school.
Ready, willing, and very able.	Household, Nicki	Times Educational Supplement	October 16 1998 supp Friday	The writer examines the situation of disabled teachers in Great Britain.
Reflections on 'Being Learning Disabled and a Beginning Teacher and Teaching a Class of Students with Learning Disabilities'	Gerber, Paul J.	Exceptionality	1992	Examines the teaching of students with learning disabilities at the Virginia Commonwealth University in Richmond. Focus on transition and job entry; Use of qualitative research methods; Capabilities of a teacher with learning disability.
Resilience strategies employed by teachers with dyslexia working	Burns, Eila; Poikkeus, Anna-Maija; Aro, Mikko	Teaching & Teacher Education	Aug2013	Abstract: This study investigates resilience strategies exhibited by teachers with dyslexia working at tertiary education. Narrative interviews of tertiary teachers' own perceptions of how dyslexia affects their work were analysed to understand how they cope in a challenging profession. Findings indicated a

at tertiary education.				utilization of a range of resilience strategies; task-related strategies, personalizing work contexts, utilizing social support networks and nurturing self-esteem and self-efficacy. Developing individualized strategies is paramount to attaining a successful career in tertiary education. Self-awareness is required to build the strategies supporting teachers in fulfilling professional requirements and enable them to experience agency and self-efficacy in their work.
Revisiting History: On Bridging Research and Teaching.	Lang, Harry G.	Journal of Deaf Studies & Deaf Education	1996	The article presents the author's views on deaf teacher Laura C. Sheridan who was a catalyst for change when she challenged educator Edward Miner Gallaudet to allow deaf people to study at Gallaudet College. He discusses the social condition of deaf women in the 19th century as well as the concept of translating research into practice. He also reflects on a modern version of a teacher as an educational scientist.
Secondary Inclusion: Strategies for Implementing the Consultative Teacher Model.	Carpenter, Laura Bowden; Dyal, Allen	Education	Spring2007	Major reform is occurring across our nation in delivering services to students with disabilities in secondary schools. The impetus for such change is the No Child Left Behind Act (NCLB) and its challenges and implications for the secondary classroom. NCLB requires that all students be taught by a teacher who is highly qualified in the content area in which they are teaching. This simple but profound component of NCLB has increased the use of the consultative model in delivering services for students with disabilities within the context of the general education classroom. Special education teachers, using disabilities the consultative model, provide support for students with disabilities in the general education classroom. Principals must utilize strategies that promote the successful implementation of the consultative model. This article provides proactive strategies that promote effective teaching and successful student outcomes. Reprinted by permission of the publisher.
Sign Language Advantage.	Daniels, Marilyn	Sign Language Studies	Fall2001	This article has a dual purpose. Its first purpose is to describe in some detail Sign in Education, a pilot program in the United Kingdom that integrated Deaf children and hearing children in a hearing classroom with a culturally Deaf teacher who taught the

				national curriculum to the pupils, both Deaf and hearing, in British Sign Language (BSL) for one afternoon a week throughout the fourteen-month-long project. Its second purpose is to explore and consider the value and advantage to the Deaf community, as well as the majority culture, of adopting a version of such a program in the United States.
Sister to Sister: How Does Dyslexia Define You?	Wilpers, Abby	Perspectives on Language & Literacy.	Summ 2008	The school's inspiring academic atmosphere and questions from intelligent students (who thought dyslexia was reading backwards) inspired me to master the subject of dyslexia just as I was being asked to master Hamlet and the periodic table, subjects I found not nearly as vital or personal. While my sister's school has come a long way since the days of my enrollment, the challenge of teaching students and teachers about dyslexia, even in a progressive prestigious institution, can be exhausting.
Staff keep schools in dark over disabilities.	Maddern, Kerra	Times Educational Supplement	May 13 2011	A study conducted for the Disabled Teacher Taskforce has found that teachers with physical and mental disabilities are concealing them for fear of damaging their chances of getting jobs or promotions. The report—Removing Barriers, Promoting Opportunities: shaping the future for teachers with disabilities in England—is based on the experiences of more than 120 teachers. It reveals that those who reported their conditions said it helped improve relations with colleagues, whereas other staff with disabilities believed that they had more success at gaining a job interview by not disclosing their disability. The report also finds that disabled teachers say they are discriminated against in work but are frustrated because this is difficult to prove.
State sees drop in special ed enrollment.		Education Daily	2/28/2008	The article discusses special education in Virginia, which has experienced a drop in enrollment. It was reported in "The Virginian-Pilot" newspaper that there are 4,000 fewer students enrolled in special education. It is believed that changes in how teachers diagnose learning difficulties may be the cause for the drop. Paul Raskopf of the Virginia Department of Education said that it is unclear whether this drop is a trend or an anomaly.

Student perceptions and instructional effectiveness of deaf and hearing teachers.	Roberson, J. Len; Serwatka, Thomas S.	American Annals of the Deaf	July 2000	A study examined how deaf and hard of hearing secondary-level students perceived the instructional efficacy of deaf and of hearing teachers. Participants were 90 deaf and hard of hearing students from the Florida School for the Deaf and Blind and the Western Pennsylvania School for the Deaf. Consistent with previous findings, the results indicated that there were no major differences in class achievement based on the teacher's hearing status. However, it was found that students more frequently identified deaf teachers with better teaching and felt more favorable toward these teachers in general. These findings suggest that good teaching is neither limited by nor dependent upon the hearing status of a teacher.
Survey Gathers CSD Data From 22 Countries.	Ferketic, Michelle	ASHA Leader	9/4/2007	The article discusses results of a survey of communication disorder specialists sponsored by the American Speech-Language-Hearing Association (ASHA). The survey indicated that audiologists offer the majority of hearing testing and audiological rehabilitation services, though occupational therapists often provide swallowing treatment. The survey also indicated a majority of respondents stated that special education teachers manage learning disabilities.
Systems of Support: The Educators with Disabilities Caucus and Its Mentoring Program.	Haselden, Polly G.; De Loach, Pamela K.; Miller, Jennifer; Campbell, Monica; Boyer, Lynn; Anderson, Nancy	Educational Considerations	Spring2007	The national Educators with Disabilities Caucus Mentoring Program was established so that mentors who are experienced educators, either with disabilities themselves or without disabilities but with extensive experience advocating for and supporting educators with disabilities, can act as a strong resource to provide disability-related support to new teachers with disabilities. The program is designed to begin as a student is admitted to a teacher preparation program to help students through coursework, internships, and student teaching, and then to continue as the educators with disabilities transition into their own classrooms. Details of the first three mentor pairs are provided.
Teacher Attitudes Toward Dyslexia: Effects on Teacher	Hornstra, Lisette; Denessen, Eddie; Bakker, Joep; van den	Journal of Learning Disabilities	Nov2010	The present study examined teacher attitudes toward dyslexia and the effects of these attitudes on teacher expectations and the academic achievement of students with dyslexia compared

Expectations and the Academic Achievement of Students With Dyslexia.	Bergh, Linda; Voeten, Marinus			to students without learning disabilities. The attitudes of 30 regular education teachers toward dyslexia were determined using both an implicit measure and an explicit, self-report measure. Achievement scores for 307 students were also obtained. Implicit teacher attitudes toward dyslexia related to teacher ratings of student achievement on a writing task and also to student achievement on standardized tests of spelling but not math for those students with dyslexia. Self-reported attitudes of the teachers toward dyslexia did not relate to any of the outcome measures. Neither the implicit nor the explicit measures of teacher attitudes related to teacher expectations. The results show implicit attitude measures to be a more valuable predictor of the achievement of students with dyslexia than explicit, self-report attitude measures.
Teachers with LD: Ongoing Negotiations with Discourses of Disability.	Ferri, Beth A.; Connor, David J.; Solis, Santiago	Journal of Learning Disabilities	January/February 2005	The purpose of this study is to examine how 4 teachers with learning disabilities (LD) negotiate multiple, complex, and sometimes contradictory discourses of disabilities in constructing their own understandings of LD. We chose to study teachers with LD because of their unique access to at least 3 different sources of knowledge about LD: (a) professional discourses on disability, (b) mainstream cultural messages about LD, and (c) insights gained from their own life experience. We drew on aspects of critical discourse analysis and narrative inquiry for this investigation. Our findings indicate that participants draw on these discourses and on their teaching experience in various and complex ways to construct meaning about LD. In some instances, participants use the dominant discourses; at other times, they work to subvert these meanings. Yet, paradoxically, whether speaking with or against these meanings, their voices are inescapably engaging with authoritative discourses and cultural scripts surrounding disability. Reprinted by permission of the publisher.
Teachers would rather reveal	Slater, Jon	TES: Times Educational Supplement	10/12/2001	Relates the results of a study on trainee teachers with dyslexia in Great Britain, conducted by the England-based University of Sunderland researcher Barbara Kiddick. Reluctance of dyslexic

dyslexia to pupils than staff.				trainees to reveal their condition to colleagues; Openness of dyslexic teachers to students about their condition.
Teaching (Dis)Able: Reflections on Teaching, Learning, Power, and Classroom, Community.	Green, Nicole E.	English Journal	November 2010	The writer describes lessons that she has learned as a teacher with visual impairment. She says that her experiences have taught her about the adaptability of students, the need to understand students, and the impact of a sense of community on students' learning. She indicates that she has developed a successful pedagogy focused on collaboration and shared power.
Teaching (with) Disability: Pedagogies of Lived Experience.	Anderson, Robert C.	Review of Education, Pedagogy & Cultural Studies	July/December 2006	Part of a special issue focusing on the pedagogy of the teacher's body. The writer offers a vehicle for considering disability in educational practice and identifies points of discovery for future critical research. He focuses on the intersections of experience and pedagogy that professors with disabilities bring to the classroom and concludes that teachers with disabilities offer "bodies of possibility" that interrogate and transform the spaces of academe.
Tensions and perplexities within teacher education and P-12 schools for music teachers with visual impairments.	Parker, Elizabeth Cassidy; Draves, Tami J.	Arts Education Policy Review	2018	We have written this article seeking to connect societal perceptions of disability with P-12 schools and higher education institutions toward the goal of greater understanding and equitable employment opportunities for music teachers with disabilities, specifically teacher candidates with visual impairment. In our investigation, we examine the following questions: (a) How have special education programs within P-12 schools, universities, and schools of music reflected societal perceptions of persons with disabilities and how do those in turn influence perceptions of teacher candidates? (b) How have the essential functions of teaching been articulated by accreditation programs and what tensions arise when music teachers with visual impairments are considered for employment? and (c) What are potential ways forward for P-12 education, teacher education programs, and schools of music? To disrupt binaries between able and disabled in schools, we recommend embracing a broader, interdependent view of music education, one that is defined by and includes all teaching

				professionals and school communities. Additionally, we support recruitment of teacher candidates with disabilities to music education programs and consistent advocacy through matriculation and job placement to encourage entry into P-12 schools.
TESTING REVISITED.	Moores, Donald F.	American Annals of the Deaf	Oct2001	Editorial. Comments on the impact of educational testing on deaf children. Implications of the testing for the education of the children; Propositions on testing deaf teachers; Formulation of policies on the certification of deaf teachers according to the Americans with Disabilities Act.
The Disability Closet: Teachers with Learning Disabilities Evaluate the Risks and Benefits of "Coming Out".	Valle, Jan W.; Solis, Santiago; Volpitta, Donna	Equity & Excellence in Education	Mar2004	A study examined the factors that influenced whether teachers with learning disabilities disclosed their disability status in public school settings. Participants were one student teacher and three K-12 special education teachers, all of whom identified themselves as learning disabled. The results revealed that learning disability disclosure is a highly personal process that is subject to numerous ongoing factors and that is always without completion. Moreover, educators' persistent misconceptions about learning disabilities lead to feelings of vulnerability among learning disabled teachers, causing them not to disclose their disability status. Other results and implications of the study are discussed.
The instruments for a blind teacher of english: The challenge of the board.	Merri, Maryvonne; Monties-Cabot, Régine	European Journal of Psychology of Education - EJPE (Instituto Superior de Psicologia Aplicada)	Dec2005	This article reports on the training of a blind foreign language teacher of sighted students and the designing of a substitute of the board. A composition of computer devices available today was provided to the blind teacher in order to get pieces of writing projected on a screen. This basic instrument was transformed through instrumental geneses (Rabardel, 1995) i.e., transformations of the blind teacher's activity and/or of the properties of the artefacts in order to get writings readable for sighted students as well as adapted to didactic purposes. The article deals with knowledge construction, which implies four categories of actions on pieces of writing: adding, erasing, organising and pointing to. The questions involved are: how can

				a blind teacher manage these various actions? What are the limits of such instrumental geneses?
The learning disabled child in your room.	James, Audrey Beversdorf	Lutheran Education	November/December 1994	The writer describes how teachers can identify and understand the needs of the learning disabled child. The term “learning disabilities” refers to many different difficulties. It is estimated that approximately 5 percent of school-age children are learning disabled. Teachers should be aware of characteristic patterns and tendencies that learning disabled children often display: The children's pattern of growth, development, and performance is uneven, irregular, and inconsistent; there is often a discrepancy between their potential and achievement; and they often experience feelings of helplessness, entrapment, and immobilized frustration. The classroom teacher who carefully observes and helps a learning disabled child can make a significant contribution to that child's future. Five understandings that teachers should develop concerning learning disabled children are outlined.
The quiet charm of Comrade Van Clute.	White, Peter	TES: Times Educational Supplement	9/24/93	Features an individual's recollection of Walton Van Clute, a Worcester College for the Blind teacher in Great Britain. Ambivalent attitudes towards Americans; Advise on soliciting material and dealing with people over deadlines; Support on compulsory worship; Anti-American way of life.
The Relationship of Personnel Preparation to the Competence of Teachers of Students with Visual Impairments in Turkey.	Kesiktaş, Ayşe Dolunay; Akcamete, Ayşe Gonul	Journal of Visual Impairment & Blindness	February 2011	The study reported in this article sought to determine the degree to which the professional standards for Turkish teachers of students with visual impairments were addressed during preservice training and the degree to which in-service teachers of visual impairments implemented these professional standards. The results of the nationwide survey showed that teachers faced problems in both attaining and implementing certain important knowledge and skill areas for teaching students with visual impairments. Reprinted by permission of the publisher.
The Revolving Ramp: Disability	Adjunct, Alice K.	Disability Studies Quarterly	Summer2008	The article looks at the issues of accessibility accommodations and tenure-track for college teachers with disabilities in the U.S. It stresses that the Americans with Disabilities Act (ADA) has

and the New Adjunct Economy.				shown itself to be little help to such faculty who are looking for remedy when institutions refuse accommodation requests. Meanwhile, it claims that the current market for college teachers with doctor of philosophy degree (PhD) means that most disabled faculty will work as adjunct instructors for at least some time.
The same but different.	Hastings, Steven; Learner, Sue	Times Educational Supplement	October 17 2003 Friday supp	Profiles of Mabel Davis, John Holroyd, and Sheila Dearn, three British teachers with disabilities, are provided.
The View from a Wheelchair.	Whitman, Jeffrey P.	Teaching Philosophy	Dec2007	Drawing upon almost twenty years of teaching philosophy as a physically disabled person in a wheelchair, I explore the "learning moments" afforded to me in the classroom as a disabled teacher. Focusing primarily on the teaching of ethics, and how my experience and the experiences of other disabled students in a class can enhance the education of everybody, I attempt to demonstrate to other philosophy teachers that disability in the classroom can and should be viewed not as a burden but more as an opportunity for teaching enrichment.
Untitled.		Teacher Magazine	Mar2002	Presents news briefs related to education. Settlement of an employment discrimination lawsuit involving a blind teacher and the Baltimore City Public Schools; Confiscation of a student science project that turned out to be an explosive; Controversial study that asked 1st, 3rd, and 5th graders what they thought about sex; Donation of the teacher's desk at Hamilton High School that President Bush used to sign the education reform bill.
Voices of teachers with dyslexia in Finnish and English further and higher educational settings.	Burns, Eila; Bell, Sheena	Teachers & Teaching	Oct2010	This paper sheds light onto a poorly presented group of professionals - teachers with dyslexia in Finnish and English further and higher educational settings. The purpose of this qualitative study was, firstly, to discover what teachers with dyslexia could tell us about the manifestation of dyslexia and the challenges they face in the practice of teaching, and secondly, to find out what these professionals feel about being a dyslexic teacher. The data were gathered through the narrative interviews of six teachers and was analysed using thematic narrative analysis. Teachers' narratives revealed that they had

				accepted their difficulties but also discovered their own strengths to overcome them. The data also indicated that these teachers appreciate their educator's role, acknowledging the importance of empathy and understanding towards their students. Teachers with dyslexia can be successful and useful in training fellow practitioners to be more aware of students' difficulties with dyslexia, hence having the potential to broaden capacity for inclusion and social equality in educational establishments.
Weekly PQs - Scotland.		EPM Weekly Bulletin	7/3/2006	The article presents questions related to education, children's services, and training from the Scottish Parliament, Scotland, during the period June 26-30, 2006. One person asks the Scottish Executive about the professional development courses for teachers regarding dyslexia awareness. Another person asks the Scottish Executive about the number of children treated for tobacco addiction and tobacco-related illness in the last five years.
What Her Body Taught (or, Teaching about and with a Disability): A Conversation.	Brueggemann, Brenda Jo; Garland-Thomson, Rosemarie; Kleege, Georgina	Feminist Studies	Spring2005	Presents a conversation regarding teaching about and with a disability. Information on the interaction between students and a teacher with disability; Factor which normalizes the function of the classroom; Advantage of using technology in teaching.
What we should Teach Deaf Children: Deaf Teachers' Folk Models in Britain, the USA and Mexico.	SUTTON-SPENCE, RACHEL; RAMSEY, CLAIRE	Deafness & Education International	2010	Deaf teachers around the world have folk models and beliefs that reflect their understanding of what deaf children need to learn in order to develop healthy identities as deaf people. In this research we report what teachers from England, the USA and Mexico have told us about using creative signing with deaf children. Themes emerging from our data suggest that some deaf folk beliefs vary across national boundaries but that assumptions about deaf ways to foster learning are remarkably similar in all three countries. This suggests that there is something quintessentially deaf about these assumptions that exist alongside formal training or national heritage. In interviews deaf teachers told us that deaf children learn by being engaged,

				by participating in the group and by using sign language for themselves - and that signed narratives facilitate all three of these learning strategies. A second emergent theme covers the teachers' beliefs about specific abilities and knowledge that deaf children need to learn, and that their teachers help them learn. In all three countries, teachers reported using signed stories to help the children learn to communicate and interact, to have fun with signing and to see what is possible for deaf people to achieve.
What's new.	Deveson, Tom; Brooks, Yolanda	TES: Times Educational Supplement	11/03/2000	Features various British Web sites. Cheiron company's Quiet Place project, therapies to support parents of families of children; Association for Social Science Teachers; British Dyslexia Association.
When Sir is dyslexic.	Manning, Stephen	TES: Times Educational Supplement	1/5/2007	The article discusses the challenges that face teachers with dyslexia. Dyslexia is a difficult condition to educate students about, since its not a visible physical disability. Wayne Pearce, a teacher at a school in Bristol, details his experiences dealing with the condition and how it has helped him engage with students.
Who Gets Ahead?	Wilson, Valerie; Powney, Janet; Hall, Stuart; Davidson, Julia	Educational Management Administration & Leadership	Apr2006	This article reports the results from a 12-month study of teachers' career progress in schools in England and the ways in which headteachers and teachers perceive that age, disability, ethnicity and gender affect teachers' career prospects. Many teachers thought that they had been promoted because of their personal traits, such as drive, confidence and ability, and there was little evidence of direct discrimination. However, certain groups of teachers, for example part-time and supply staff, mature entrants to teaching, members of minority ethnic groups, teachers with disabilities, older male and female teachers, female teachers with children, all believed that their personal characteristics had disadvantaged their career progression. The study offers some insight into the structural constraints that hinder teachers' careers and how greater diversity among promoted staff in schools might be achieved. The implications for school leaders are highlighted.

WHOOPI's TEACHERS.		Instructor	Holiday2012	An interview is presented with actress Whoopi Goldberg, who discusses her mother who was a teacher, her dyslexia, and advice she has heard from teachers.
Why disability should hold no one back from leadership.	Golding, Ruth	TES: Times Educational Supplement	10/28/2016	The article discusses how school leaders in Great Britain enable their teachers with disabilities progress at work. It states the need to create inclusive culture in the workplace by reducing stigma and challenging inequality. It mentions the importance of a disability champion to improve the understanding of disabilities in wider school community.
You Gotta Have Heart.	Crute, Sheree	NEA Today	Feb2005	Features some teachers with disabilities and illnesses who conquered discrimination and physical problems in their professions. Academic achievements of English and language arts teacher Christy Craig; Factor that gave education assistant Donna Dillow special appreciation for education; Information on how students of educator Willie A. Terrell supported him after his surgery and chemotherapy due to colon cancer.
أثر برنامج تدريبي قائم على مهارات الإدراك السمعي في تحسين الوعي الصوتي لدى تلاميذ صعوبات التعلم في منطقة عسير	محمد أحمد خصاونة; وفراس احمد الأحمد; ومحمد عبد رية الخوالدة	Journal of Educational & Psychological Studies / Magallat Al-Dirasat Al-Tarbawiyat Wa-Al-Bafsiyyat	jul2018	This study aimed to explore the effect of a training program based on auditory perception skills in enhancing phonological awareness among learning disability students in the Aseer region. The sample of the study consisted of forty students from grades 3, 4, 5 and 6 in the Aseer directorate of education. Students were diagnosed by the resources room teacher as learning disability students. The researchers used the semi-experimental design which consists of experimental and control groups. Results showed mean significant difference in the phonetic sequential-memorization skill between the experimental and control groups on the post-test, in favor of the experimental group. There was no significant difference in the auditory perception skills that could be attributed to grade level. The results showed a continuous effect for the phonological awareness development program in developing auditory perception skills among learning disability students in the Aseer area.

أثر تنشيط المعرفة السابقة على الاستيعاب القرائي لدى عينة من الطلبة ذوي صعوبات التعلم في مدينة عمان	عمرو, منى محمود; الناطور, ميادة محمد	Dirasat: Educational Sciences	2006	<p>This study aims at exploring the effect of activating the previous knowledge on reading comprehension for a student sample who are having learning disabilities in the fourth grade level. Moreover, the study tried to discover the effect of activating the previous knowledge on both the comprehensive reading within its lateral level and its inferential level and to investigate whether there are any differences due to the student's gender. The study sample consisted of sixty students (30 males and 30 females) with learning disabilities who can read at the fourth grade level and are placed in resource rooms in fourteen public and private schools which were randomly chosen from Amman's educational directorates. The sample members were distributed into two groups: an experimental group (30 students) who were educated by using the previous activation strategy, and a control group (30 students) who were taught by using the ordinary method. The comprehensive reading was measured for students by using a multiple choice test, which is intended to measure the comprehensive reading task in both levels (the lateral and the inferential), where this test has shown the required reliability and validity. In addition, the analysis results showed the effectiveness of using the activating previous knowledge method in improving the comprehensive reading skill in both levels (the lateral and the inferential) in students with learning disabilities. Moreover, the results of the study showed no effect for gender on the students' comprehensive reading. Finally, the study recommended that teachers of learning disabilities students should activate their students' knowledge through providing them with previous knowledge on the topics which they study, as well as providing the essential training to use the strategy of activating the previous knowledge so as to improve their comprehension.</p>
Political Activism and the Deaf Adults	Bateman, Gerald C., Jr.	Undefined	1990	<p>The paper reports on interviews with three profoundly deaf, college educated young men who are moderately to very politically active in the deaf community. Responses are grouped into the following categories: political issues; barriers to political</p>

				<p>participation; and personal perspectives on the attitudes of deaf people. Among issues and needs of the deaf community raised in the interviews are the following: accessibility to political functions by providing more interpreters; enforcement of federal legislation; provision of captions for local news; lack of understanding by deaf adults of the political system; decreasing the isolation of deaf people; repair of divisions within the deaf community; and more deaf teachers to serve as role models. The interviews raised a number of questions and recommendations for further study. (DB)</p>
Directions in Bilingual Education for Deaf Children	Stewart, David A.	Teaching English to Deaf and Second-Language Students	Jan 1990 - Mar 1990	<p>Discusses trends and future issues in the bilingual education of deaf children, including teacher learning and use of American Sign Language (ASL), the total communication approach, deaf teachers' use of ASL, the coding of English in signs, and signed English and ASL as complementary communication systems. (five references) (CB)</p>
REI: The Will and Skill of Regular Educators	Phillips, William L.;And Others	Undefined	1990	<p>Two assertions regarding the Regular Education Initiative (REI) are presented: (1) general educators are not willing to serve students with handicaps, and (2) general educators are not competent to serve students with handicaps. Illinois general education teachers (N=314) were surveyed to examine their attitudes and perceived ability to work with students with handicaps. Findings showed that, as a group, respondents were willing to teach students who were gifted and students with physical handicaps, but were not willing to teach students with mental handicaps. Teachers indicated a self-perceived lack of skills in teaching students labeled severely/profoundly handicapped, severely emotionally disturbed, and visually impaired. Teachers felt confident in their abilities to work with parents, provide individual assistance, adapt materials, participate in Individualized Education Program (IEP) conferences, adapt curriculum, and manage behaviors. They were not confident in their abilities to write behavioral objectives, interpret assessment results, and write IEPs. Teachers' preferences for resources necessary to facilitate</p>

				integration, in rank order, were special materials, classroom aides, consultation with special educators, inservice training in behavior management, more "hands-on" experience, more compensation, and college course work in special education. Includes 23 references. (JDD)
Testing the Hearing-Impaired Teacher: Is Fairness Possible?	Martin, David S.;McCrone, William P.	Journal of Personnel Evaluation in Education	Feb 1990	Legal and policy aspects of testing of hearing-impaired teachers are reviewed. Issues addressed include those associated with test administration, teacher education program reform, student aid, national efforts, and longitudinal research. (TJH)
The Northeast Regional Credential and Rhode Island's Pension Portability Plan. Information Bulletin #37		Undefined	Sep 1990	Key facts are provided about the Northeast Regional Credential program which allows greater transportability of teacher certification across state lines. Tight and exclusionary teacher certification rules are seen as related to the high numbers of teachers leaving the profession. This regional credentialing program is an agreement among seven Northeastern states (Connecticut, Maine, Massachusetts, New Hampshire, New York, Rhode Island, and Vermont) which allows educators certified in one state to be employed in any participating state for up to 2 years before being required to meet local certification requirements. Eligible professionals include regular, vocational, and special education teachers; counselors; reading specialists; school administrators; and school support personnel. Special education credentials included are: teachers of the blind and partially sighted; teachers of the deaf and hearing impaired; teachers of preschool, elementary, and secondary special education; and teachers of intensive special education. One state, Rhode Island, has also adopted a pension portability plan in which teachers can transfer money accrued in their pension plans to states with reciprocal plans. A chart lists all credential titles and their status (whether issued by, accepted by, or both) in each of the seven states. (DB)
Backlash: Don't Disable Teachers with Disabilities	Reiser, Richard	British Journal of Special Education	Sep 1990	Great Britain's teachers with disabilities face discrimination in obtaining and retaining employment. To achieve disability equality and integration, a campaign is needed to change regulations for medical fitness to teach, develop an equality

				perspective across the whole curriculum, and force the government to allocate money to include disabled teachers on school staffs. (JDD)
The Influence of Computer Experience on Attitudes and Learning for Preservice Deaf Teachers	Mertens, Donna M.;Rabiu, Jubril	Undefined	Apr 1991	This study investigated the effects of quality of educational experience with computers on attitudes toward computers and learning in a preservice educational psychology class for deaf students training to be teachers. Nineteen subjects used computer-assisted instruction modules for seven half-hour lessons on various educational psychology concepts. The majority of the students had positive reactions to the quality of the lessons, the computer feedback, the time allowed to complete the lesson, and the teacher's instruction. Using the Computer Attitude Scale, it was determined that students' attitudes toward computers changed in terms of reduced anxiety and greater confidence in using computers. Students' knowledge of educational psychology concepts increased after completion of each lesson. The results provide support that, if the nature of the students' computer experience is positive, then attitudes can be positively impacted. (Includes 23 references.) (JDD)
Integrating Science into the K-8 Curriculum of Deaf Children. Final Report to the Indiana Commission for Higher Education	Barman, Charles R.;And Others	Undefined	Aug 1991	A project developed, delivered, and evaluated a science inservice program for K-8 teachers of hearing impaired children. Twenty-five participants were selected for this project from a pool of 200 licensed hearing impaired teachers in the State of Indiana. The inservice program included a 5-day summer session and two follow-up workshops during the academic year. The summer session consisted of hands-on science activities, round table discussions, and lecture presentations focusing on using the learning cycle in the classroom. In addition, participants were engaged in activities that fostered critical thinking. The results of this project evidenced increased use of the learning cycle approach to content areas besides science, increased student motivation to take responsibility for their own learning, and an increased understanding of science concepts and ideas by the students. (Author)

Observer Agreement on Judgments of Bilingualism in Deaf Children	Seal, Brenda C.	Undefined	Nov 25, 1991	In order to better evaluate bilingualism in deaf children, this study examined whether observers (N=37) from different backgrounds would agree on deaf children's use of either American Sign Language (ASL) or English signing. Observers represented a range of background experience in a variety of schools and programs; 6 were deaf; 31 were hearing; 10 identified themselves as primarily ASL signers; and 27 as primarily Pidgin Sign English users. Observers viewed a videotape and decided whether the child signer was using ASL or English signing. Judgments were compared to those of a panel of sign language specialists. General results indicated no significant differences among observers at different levels of experience nor between deaf and hearing observers. However, the average score of deaf observers was significantly higher than that of hearing observers in identifying one child using ASL. Observers made their judgments predominantly on the basis of language use rather than structure or content. Results suggest that professionals working with deaf children cannot reliably distinguish between ASL and English signing and that years of experience with the deaf or being deaf oneself was of minimal assistance. Continued study of differences and similarities in ASL and English signing is recommended. Includes 29 references. (DB)
Reflections on "Being Learning Disabled and a Beginning Teacher and Teaching a Class of Students with Learning Disabilities."	Gerber, Paul J.	Exceptionality: A Research Journal	1992	The author of EC 604 973 comments on his case study of a first-year teacher with a learning disability. These reflections focus on the emotions of the first-year subject, the use of the case study approach, and methods of assisting teachers with learning disabilities in the workplace. (JDD)
Being Learning Disabled and a Beginning Teacher and Teaching a	Gerber, Paul J.	Exceptionality: A Research Journal	1992	A case study is presented of a first-year teacher with learning disabilities instructing students with learning disabilities. The case study discusses educational and employment background, teaching performance and instructional factors, disclosure of

Class of Students with Learning Disabilities				the learning disability, support systems, advocacy for change, and variables contributing to the individual's success. (JDD)
The Need for Vision in Teaching Orientation and Mobility	Wiener, W. R.;And Others	Journal of Visual Impairment and Blindness	Jan 1992	Three experiments examined the ability of blind individuals and individuals simulating the visual acuity of 20/400 to monitor the behaviors of a cane traveler in various environments and at distances between 10 feet and 25 feet. Results suggested that at least some vision is needed for instructors monitoring visually impaired individuals learning cane travel techniques. (Author/DB)
Examining the Experiences of Educators Who Have Disabilities: Implications for Enhancing Diversity in Teacher Education Programs	Keller, Clayton E.;And Others	Undefined	Feb 1992	The study described here investigated the training and employment experiences of educators with disabilities. Participants included 25 educators (17 female and 8 male) with a variety of disabilities (physical disabilities, health impairments, or medical conditions; learning disabilities; acquired brain injuries; visual impairments; hearing impairments and speech impairments). Since difficulties caused by disabilities impact, at least to some degree, the educator's abilities to perform professional responsibilities, subjects were asked in open-ended interviews for self-descriptive information, motivations for entering the profession, and experiences with admission to a training program, employment searches, and actual practice. Results suggest that teacher educators need to focus on the expansion of possibilities for persons with disabilities through: (1) communication with respect to capabilities and limitations; (2) accommodation, adaptation, modification, and alternative solutions to handle actual or potential difficulties; and (3) support of the person's self-determination by promoting choice of alternatives by persons with disabilities. Meeting this challenge would diversify the pool of educators and provide equitable chances for persons with disabilities who wish to become teachers. A table is included on the disability status of the teachers in the study. (LL)
Roberto Francisco Pradez: Spain's	Plann, Susan	American Annals of the Deaf	Mar 1992	This article examines the role played by Roberto Pradez, Spain's first deaf teacher of the deaf, in the establishment of a school

First Deaf Teacher of the Deaf				for the deaf in Madrid. Pradez is viewed as a founding father of deaf education and a heroic figure who contributed crucially to the establishment and operation of Spain's first state-sponsored school. (Author/JDD)
Combining Cognitive Learning Theory and Computer Assisted Instruction for Deaf Learners	Mertens, Donna M.;Rabiu, Jubril	American Annals of the Deaf	Dec 1992	This study evaluated the effectiveness of a computer-assisted instructional program to teach educational psychology concepts to 19 preservice deaf teachers. The computer modules were based on cognitive learning theory principles. Results indicated significant learning and positive reactions by students to lesson quality. (Author/DB)
Normal Science and Mobility Instruction	Nyman, J. S.;Mettler, R.	Journal of Visual Impairment and Blindness	Feb 1993	This article contends that the debate about the necessity of vision in teaching cane travel to people with visual impairments is misguided and is dissolved once the focus is shifted from the instructor's teaching to the student's learning. A proposed alternative model of rehabilitation teaching stresses the role of the cognitive dimension. (Author/DB)
Providing Low Vision Services as a Visually Impaired Rehabilitation Teacher	Martin, Sue Wiygul	RE:view	Jul 1993 - Sep 1993	A visually impaired rehabilitation teacher describes a model developed in Maine for providing low vision services, with emphasis on teaching the use of near-point aids to assist on near-point tasks. The article addresses preevaluation services, assessment of clients with low vision, and follow-up when the client begins using the aids at home. (DB)
Models of Deafness Compared: A Sociolinguistic Study of Deaf and Hard of Hearing Teachers	Woodward, James;Allen, Thomas	Sign Language Studies	Jul 1993 - Sep 1993	Data from 81 hard-of-hearing and 130 deaf teachers were used to compare the medical/pathological and the sociocultural models of deafness. Differences found between deaf and hard-of-hearing teachers support the sociocultural model of deafness and indicate that deaf and hard-of-hearing people need to be grouped and considered separately for communication studies. (eight references) (JP)
What Whole Language in the Mainstream Means for Children with	Scala, Marilyn A.	Reading Teacher	Nov 1993	Describes how a teacher of children with learning disabilities worked with three regular classroom teachers to teach mainstreamed children in whole-language classrooms. Shows how students' reading abilities, self-esteem, and motivation

Learning Disabilities				improved as the lines were blurred between abled and disabled, teacher and specialist, and right and wrong. (SR)
Minority and Minority-Deaf Professionals: How Many and Where Are They?	Andrews, Jean F.;Jordan, Donald L.	American Annals of the Deaf	Dec 1993	A survey of 6,043 professionals in 349 deaf education programs showed that 10.4% are from nonwhite or minority ethnic/cultural backgrounds. Of these, 11.7% are deaf. Only eight minority deaf administrators were identified. More than half of the minority professionals worked in public schools. Geographic distribution and gender are also analyzed. (Author/JDD)
Let's Start the Music	Ivankovic, Patricia;Gilpatrick, Ingrid	Perspectives in Education and Deafness	May 1994 - Jun 1994	A preschool/kindergarten program that serves 18 students with deafness/hearing impairments and 11 hearing children uses music activities to develop speech, audition, language, and movement and to further explore current classroom themes. A deaf teacher models body movements, signs, rhythm, and facial expressions while a hearing teacher models "voicing" the songs. (JDD)
Inclusion and the Deaf: Toward an Analysis of "Epistemic Violence."	Reagan, Timothy	Undefined	Nov 1994	The move toward inclusive education potentially threatens the very heart of the Deaf cultural community, and may be an example of "epistemic violence" where the dominant ideology of equality of access to educational resources actually serves to reproduce structured inequalities. Deaf education has been moving away from a view of deafness as a disability and deaf individuals as deficient, toward a view of the Deaf as a sociocultural minority group characterized by a distinctive language, cultural behaviors and artifacts, and a network of formal and informal organizations. In constructing the Deaf worldview, American Sign Language (ASL) serves as linguistic mediator and as an identifying facet of cultural identity. Adoption of the sociocultural model of deafness as the foundation for the education of deaf children would result in instruction taking place through ASL, a goal for all students of functional bilingualism in ASL and English, Deaf students studying together in a setting similar to residential schools, use of Deaf teachers, and control of education in the hands of the local Deaf community. Inclusion efforts entail the implicit

				rejection of the epistemological (as well as cultural and linguistic) world of the Deaf. The "most enabling environment" is proposed as the appropriate educational placement for Deaf students. (Contains 39 references.) (JDD)
Demands and Challenges of Being an Educator with a Disability	Obiakor, Festus E.;And Others	Undefined	1995	This paper discusses demands and challenges of being an educator with a disability and includes a review of the literature and an analysis of an interview with a leading educator with a disability. The paper opens with a discussion of the definitional issues and implications of the terms "handicap" and "disability." Literature on the role of the educator in today's society is reviewed, followed by a review of the challenges of being an educator with a disability. These challenges are organized around responses of a successful educator, Wendell J. Lewis, Section Administrator for the Disability Determination Services for the State of Kansas and an African-American with muscular dystrophy, to questions concerning the following themes: (1) family support; (2) least restrictive environment, integration, and inclusion; (3) lifespan challenges; (4) self-efficacy; and (5) federal legislation and advocacy. Ways to provide needed special resources or to restructure education positions are suggested. (Contains 35 references.) (DB)
What Do Teacher of the Deaf Preparation Graduate Programs Offer North America?	Mason, David G.	ACEHI Journal/Revue ACEDA	1995	This 1992-1993 survey reports on 29 master's degree granting programs for the education of deaf and/or hard-of-hearing students (EDHHPs) in North America. The survey collected information on criteria for admission, graduation, and certification; program content; and the ratios of hearing students and professionals to culturally deaf, deaf, deafened, and hard-of-hearing counterparts in EDHHPs. (Author/DB)
The Creation of an Underclass: A Critical Analysis of California Teacher Education Programs with an Emphasis on Deaf	Touchstone, Ellen E.;Youmans, Madeline	Teacher Education Quarterly	Jan 1995 - Mar 1995	Examines California's English-Language Arts Framework, a literacy policy for schoolchildren, focusing on its effects on deaf students and suggesting that it has problems. The article highlights the mismatch between stated policy and its implementation at the teacher training level, discussing literacy policy at the preservice level. (SM)

Teacher Education				
Geometric Knowledge in a Deaf Classroom: An Exploratory Study	Mason, Marguerite M.	Focus on Learning Problems in Mathematics	Jul 1995 - Sep 1995	Examined geometric understanding and misconceptions among a deaf teacher and (n=5) deaf students. Students seemed to treat the sign for triangle as a picture of a triangle and not as a symbol representing the broad class of triangles. (MKR)
Removing Licensure Barriers for Deaf Professionals	Martin, David S.	Undefined	Jul 1995	Issues are discussed regarding requirements for standardized, written tests for licensure and certification for individuals with hearing impairments who wish to undertake professions such as teaching and social work. Alternative approaches to testing and the use of multiple measures in assessing candidates who have hearing impairments are considered. Concerns include difficulties with the English language, the inclusion of content in written test items that is not in the experience of persons with hearing impairments, and time constraints that do not permit qualified candidates to work through such difficulties. The portfolio method of assessment, which is based on several types of material demonstrating the achievement and competencies of the candidate, is presented as an alternative to written tests. A portfolio assessment could include: course grades in content and pedagogy areas, short-essay responses to a classroom teaching situation, internship observations and written evaluation, written recommendations and interview results, and a videotape of the candidate's teaching. (SW)
Team Teaching a Senior Seminar with a Faculty Member with(out) Disabilities	Blaser, Arthur W.; Smoller, Fred	Undefined	Aug 1995	This paper describes what occurred during a senior political science seminar when taught by two faculty members, one with and one without disabilities. Such team teaching in political science had not been done before. The study explored the issues raised during the instruction of the course when one instructor was in a wheelchair and had impaired speech and spoke with the aid of a computer. The study contended that the issues raised in the class should be relevant to everyone since many professors are perceived as having some unusual physical characteristic. The theme of the seminar was "Citizenship in the

				21st Century." The evaluation of the class focused on the following: (1) in what ways was the class hindered or enhanced by the instructor's disability; (2) how can disability issues be incorporated into a political science senior seminar; and (3) how did instructor A and instructor B adapt to one another? Student interview questions, comments, and an evaluation for the seminar are included in an appendix. Contains 23 references. (EH)
Surround Them with Language	Abrams, Mary;And Others	Perspectives in Education and Deafness	Jan 1996 - Feb 1996	Describes a preschool class for deaf children co-taught by two teachers (one hearing, one deaf) that uses a whole language approach to build students' American Sign Language (ASL) and written English skills. The class uses a thematic approach to organize learning activities through the creative use of ASL. (DB)
Alternatives to Teacher Testing for Deaf Candidates	Martin, David S.	Undefined	1996	Standardized written tests required for teacher licensure and certification often prevent or restrict qualified deaf and hard of hearing individuals from entering their chosen profession. These individuals do not have the same access to English as hearing people and the sentence structures, vocabulary, and language style in standardized tests are often unfamiliar and extremely challenging. It is important that an alternative assessment system be developed to test deaf teachers knowledge and skills so that more deaf teachers can begin teaching. The presence of deaf teachers in the classroom with deaf children should be increased because: (1) they have a unique capability to communicate with deaf children; (2) they have a special understanding of the background, community, and culture of deaf persons; (3) they provide a much-needed positive role model for deaf learners; and (4) they provide a special means of continuing education for their hearing counterparts. Portfolio assessment is suggested as a good approach to evaluating deaf teacher candidates qualifications. Some of the portfolio components might be: course grades, constructed responses to a classroom teaching situation, observation and written evaluation by the candidate's student teaching supervisor, written lesson plans, written recommendations from

				professionals, and results of an interview with the candidate by a small panel of practitioners. Experimental use might be made of a video-taped lesson. (MAH)
Preparing Preservice Teachers with Disabilities for the Student Teaching Experience	Knight, Diane;Wadsworth, Donna E.	Teacher Educator	Apr 1996 - Jun 1996	This article discusses issues resulting from the fact that a growing number of preservice teachers with disabilities are securing employment in regular elementary, middle, and secondary classrooms, offering strategies for preparing these individuals for the student teaching experience (preparation, orientation, and modification). (SM)
Rights versus Responsibilities: Training Individuals with Learning Disabilities in the Teaching Profession	Gilbert, Sharon L.;Steffey, Barbara J.	Undefined	Aug 1996	This paper reports on a survey concerning the essential functions of teaching and the rights of individuals with learning disabilities to become teachers. The major issues of the study were: (1) the essential functions of a teacher; (2) whether minimum competency is being tested for candidates seeking certification to teach; (3) whether accommodations should be provided on certification tests for teachers; and (4) if so, which accommodations should be provided for teachers with learning disabilities. The 127 respondents were primarily educators in rural and small cities in Illinois. Several conclusions were suggested by the data. First, members of the education community must establish the essential functions of teaching in order to set standards for competency in teaching, and be sure that the standards are followed. Second, teacher educators and administrators are unable to deny admission to teacher education programs to individuals who may not be entirely qualified to teach but "try hard," and it is difficult for them to admit that, in spite of their best efforts, they may not be able to help an individual become a competent teacher. Third, although the Americans with Disabilities Act is aimed at giving equal opportunity to individuals with disabilities, it does not support placing an unqualified individual with a learning disability in a classroom. (Contains 19 references.) (ND)

Why Hire Deaf Teachers?	Andrews, Jean F.;Franklin, Thomas C.	Undefined	1997	<p>This paper reviews the role of deaf teachers in the education of deaf children and urges the hiring of such teachers, especially in Texas. Part 1 presents current data on deaf teachers in Texas and the nation, reviews the history of deaf teachers, considers the modern day preparation of deaf teachers and some court cases supporting deaf teachers under the Americans with Disabilities Act. It finds that barriers such as standardized testing, lack of support services, discrimination, and lack of awareness of deafness among principals in hiring positions are keeping deaf professionals out of schools. Part 2 discusses curriculum, staffing, and strategies that universities can use to train deaf teachers in schools and programs with deaf children. It emphasizes the need for additional deaf teachers and administrators as well as deaf professionals who represent ethnic minority groups and urges a curriculum containing courses on: deaf children with additional disabilities, legal issues and deafness, American Sign Language, multiculturalism, educational technology; and speech and audiology. In addition, practices and student backing should be included. Also important in such programs is deaf culture sensitivity and leadership training. (Contains 64 references.) (DB)</p>
NCPSE News, 1996-1997		NCPSE News	Apr 1997 - Jun 1997	<p>This document consists of the first two issues of a new newsletter of the National Clearinghouse for Profession in Special Education (NCPSE). The following articles are featured: "Diversity in the Special Education Teaching Force" (Judy L. Wald), which discusses reasons for the lack of teachers in special and general education from diverse backgrounds; "We Have Answers...", which describes NCPSE's databases; "Financial Aid for Culturally Diverse Students," which includes a list of organizations which assists students from diverse backgrounds in locating financial aid resources; "Notes to Recruiters," includes information on how NCPSE can help recruiters to recruit students into careers in special education; "OSEP Funded Projects Recommend Strategies for Retention of Special Education Professionals" (Judy L. Wald), which discusses the</p>

				findings of three projects on school-based practices that lead to the retention of special education professionals, including strategies related to state and local levels, strategies related to job design, and strategies for administrators and principals; "Educational Interpreters--A Brief Look at the Issues" (Daniel Burch), which discusses the lack of licensure standards for educational interpreters; "My Experiences as an NCPSE Recruiter" (Teresa Knipstein); and "NCPSE Activities Focus upon Educators with Disabilities," which identifies NCPSE projects that are designed to provide resources to persons with disabilities who are interested in careers in special education. (CR)
Professional Preparation and Advancement of Deaf Teachers	Fusfeld, Irving S.	American Annals of the Deaf	Jul 1997	This historical study found that out of 422 Gallaudet graduates between 1915 and 1940, 54% were called back to residential schools to serve as teachers of children with deafness. The preparation of Gallaudet students to become teachers is described. (CR)
Constructions of Educational Meaning in the Narratives of Four Deaf Women Teachers	Compton, Mary V.	American Annals of the Deaf	Dec 1997	In this ethnographic study, narrative analysis was used to describe how four deaf women make sense of their lives as teachers. The women disclose their beliefs concerning teaching, their deafness, and their connection with the deaf community. The study notes the influence of the institutional cultures of both deaf and hearing communities and of the residential school for students with deafness. (DB)
Project BESTT: Bilingual/ESL Special Education Teacher Training	Rodriguez, Richard F.	Undefined	1998	This final report describes the activities and outcomes of Project BESTT (Bilingual/ESL Special Education Teacher Training), a federally-funded program that provided training to 25 certified special education teachers selected from four rural school districts currently serving bilingual, minority group elementary children with disabilities. The immediate goal of the training program was to provide participating school districts with a quality trained cadre of bilingual special education personnel able to meet the unique cross-cultural and special education needs of culturally and linguistically diverse students in public school settings. The 25 participants included 7 Caucasians, 16 Hispanics, and 2 Native Americans. Two of the participants have

				<p>an identified disability. The Project BESTT training curriculum involved the integration of bilingual, English as a Second Language (ESL), and special education course work into a 36 semester-hour, interdisciplinary, competency-based program of study leading to the Masters of Arts degree in Bilingual/Special Education. The program of study included a field experience. An evaluation of the training found that post-training scores of participants were higher on measures evaluating awareness of the educational needs of culturally and linguistically diverse students than teachers who had not participated. An appendix contains information on teacher competencies, course work, and training curriculum. (CR)</p>
<p>Accommodating the Disabilities of Future Teachers: Impact of Section 504 and the American Disabilities Act and the Legal Responsibilities for Teacher Education Programs and Policy Development</p>	<p>Williams, Shirley J.</p>	<p>Undefined</p>	<p>Feb 26, 1998</p>	<p>As increasing numbers of students with disabilities enter the country's teacher education programs, violations of their civil rights are on the increase. The Rehabilitation Act of 1973 prohibits discrimination against individuals with disabilities at institutions which receive federal funds. Section 504 of the Act requires educational programs to remove barriers to the success of individuals with disabilities in higher education, and it defines who is protected. The Americans with Disabilities Act of 1990 (ADA) extends further coverage by prohibiting discrimination against qualified individuals with disabilities by public and private institutions. Students who have currently disabling conditions are entitled to receive academic adjustments and auxiliary aids and services. Universities require documentation of disabling conditions by appropriate specialists before providing special accommodations. Accommodations fall into the categories of classroom, lecture, examination, assignment, and administrative accommodations. Teacher education programs and partnering school districts must examine how various disabling conditions affect the requirements of the profession at both preservice and inservice levels. There needs to be a clear policy and a reasonable set of entrance competencies for these situations. A sample document for student notification of class requirements, accommodation</p>

				needs, expected behaviors, and criminal records is included. (Contains eight references.) (SM)
Assisting Preservice Teachers with Special Needs: Four True Stories	Harrison, Suzanne;Lemke, June	Undefined	Mar 1999	Gonzaga University in Spokane, Washington, developed a preservice teacher education program that holistically assesses the skills of teacher candidates to better identify prospective teachers from underrepresented racial, ethnic, and disability-related groups. Careful attention is paid to the admissions process, and program applicants are assessed with regard to key program themes: reflective thinking, the idea that teaching is interpersonal and professional, the value of developing conflict resolution skills, and the value of multiple perspectives and ways of doing. Students who have self-disclosed their disabilities work with the disabilities services center, and faculty are notified of any students needing accommodations to be successful. Prior to student teaching, candidates must possess a minimum grade point average, acceptable standardized test scores, and three recommendations, and must attend a meeting explaining student teaching and the application process. Teacher education faculty review the skills and abilities of each student teacher candidate. Each student teacher is assigned a university supervisor who observes the student teacher and acts as a liaison between the school and university. A remediation plan is developed for student teachers who have difficulty, and the experience is terminated if competencies in the plan cannot be met. A second chance is given at another site the following semester. The experiences of four student teachers with disabilities are described to show how adaptations, accommodations, or simply a creative look at alternative approaches can create an environment for success. (TD)
Why Schools for Deaf Children Should Hire Deaf	Shantie, Courtney;Hoffmeister, Robert J.	Journal of Education	2000	Examines why bilingual education for deaf children is the best option, suggesting ways to ensure that deaf students receive the necessary American Sign Language (ASL) models in their early education. Notes that the best way to achieve success in ASL,

Teachers: A Preschool Issue				and consequently in English, is to require that preschool teachers of deaf students be native signers. Discusses problems using manual codes for English. (Contains references.) (SM)
Two Preservice Teachers with Special Needs and Their Rights: What If Their Teacher Education Experiences Had Gone Awry?	Harrison, Suzanne; Lemke, June Canty	Undefined	Mar 2000	Adaptations, accommodations, and creative use of alternative approaches can make a difference in the success or failure of many college students, particularly those with disabilities. Gonzaga University (Washington) has implemented a holistic admissions process that has resulted in higher completion rates and the recruitment of more students from underrepresented groups. A manual is given to preservice teachers advising them of their rights and responsibilities and informing them of the monitoring processes used. Faculty are notified each semester of accommodations that preservice teachers with disabilities need to be successful. The semester before student teaching, prospective candidates attend a meeting explaining application procedures and general information about the upcoming experience. Just prior to student teaching, an orientation meeting is held. During student teaching, a university supervisor assigned to each student teacher observes the preservice teacher and acts as a liaison between the school and university. Student teachers attend several seminars during student teaching. A remediation plan is developed for those who have difficulty, and if the student teacher cannot meet the competencies of the plan, the experience is terminated. Those students get a second chance the following semester. On completion of student teaching, a review board discusses the final evaluation and recommends teacher certification. The experiences of two preservice teachers with disabilities are described to show how extra care and attention to individual needs can foster success in situations that once were considered impossible or unrealistic. (TD)
Deaf Teacher Candidates in Hearing Classrooms: A	Martin, David S.; Lytle, Richard R.	American Annals of the Deaf	Mar 2000	This article reviews current reforms in general and special education and describes a Gallaudet program that prepares undergraduates who are deaf or hard of hearing to meet the needs of students who are deaf. The program requires a full-

Unique Teacher Preparation Program				time internship with hearing students and a master's degree in deaf education. (Contains references.) (CR)
Student Perceptions and Instructional Effectiveness of Deaf and Hearing Teachers	Roberson, J. Len;Serwatka, Thomas S.	American Annals of the Deaf	Jul 2000	A study examined the views of 61 secondary-level students with deafness and 29 students with hearing impairments on preferences for teachers with and without hearing. Both groups of students showed greater preference for teachers with deafness, with students with deafness showing greater preference for teachers with deafness. (Contains references.) (Author/CR)
Through the Spattered Windshield: A Visually Impaired Teacher's Internship	Smith, Douglas James	Alberta Journal of Educational Research	Jul 2000 - Sep 2000	A visually impaired student teacher, her cooperating teachers, and college supervisor cooperated to make her internship successful. Adaptations included making early contact to enable adaptation of resources, focusing on capabilities rather than limitations of challenged interns, empowering interns to determine their own solutions to problems, modifying instructional methods to accommodate differences, and developing forthright communication. (Contains 27 references.) (Author/TD)
Measuring the Quality of Education: The Involvement of Bilingually Educated Deaf Children	Knoors, Harry;Renting, Bertien	American Annals of the Deaf	Jul 2000	A study involving six bilingually educated children (ages 5-6) with deafness found overall level of involvement was high on three educational tasks and was influenced by type of task, teacher, and language of instruction. Involvement was greater during activities led by the teacher with deafness using Sign Language of the Netherlands. (Contains references.) (Author/CR)
(Dis)ordering Teacher Education: From Problem Students to Problem-based Learning	Gale, Trevor	Journal of Education for Teaching	Jul 2000	Examines how teacher educators should respond to the growing body of student teachers with learning disabilities, focusing on one case, outlining the situation in Australian universities, and questioning the utility of current definitions of learning disabilities and difficulties, suggesting that teacher educators must rethink their approach to learning and teaching in order to accommodate students with specific learning difficulties. (SM)
In a Different Voice: Sign	Burch, Susan	Bilingual Research Journal	Oct 2000 - Dec 2000	Oralism, which teaches lip reading and speech instead of American Sign Language (ASL), was hostile to deaf culture in the

Language Preservation and America's Deaf Community				early 1900s. Deaf resistance to oralism solidified the deaf community through support of deaf teachers; establishment of deaf newspapers, clubs, and churches; and production of sign-language films and dictionaries. (Contains 60 references.) (TD)
"I Wash My Face with Dirty Water": Narratives of Disability and Pedagogy	Gabel, Susan L.	Journal of Teacher Education	Jan 2001 - Feb 2001	Presents the stories of three novice teachers with disabilities, describing their journeys to knowing themselves as young adults and teachers. The impact of their experiences is discussed in light of their developing pedagogical knowledge, concluding that for them, teaching is an encounter with the self, and their encounters are an untapped resource with potential for the construction of pedagogical knowledge. (SM)
Teachers with Learning Disabilities: A View from Both Sides of the Desk	Ferri, Beth A.;Keefe, Charlotte Hendrick;Gregg, Noel	Journal of Learning Disabilities	Jan 2001 - Feb 2001	This qualitative multicase study explored the perceptions of three special education teachers of students with learning disabilities who had themselves received special education services for learning disabilities. Specifically, the study focused on how participants' past experiences with receiving special education influenced their current practices as special education teachers. (Case studies.) (Author/DB)
Negotiating the Tensions in the Preparation of Teachers with Disabilities	Bowman, Cynthia Ann;Barr, Katherine	English Education	Apr 2001	Suggests the most significant barriers that preservice teachers with disabilities face are negative attitudes, accessibility issues, and employment opportunities. Raises awareness of disability issues. Suggests guidelines to assist teacher educators in preparation of teachers with disabilities. Considers the definition of disability, identification of preservice teachers with disabilities, and continuing goals of the Commission on the Preparation of Teachers with Disabilities. (SG)
An Evaluation of the Effects of Two Treatment Approaches for Teachers with Voice Disorders: A Prospective Randomized Clinical Trial	Roy, Nelson;Gray, Steven D.;Simon, Mindy;Dove, Heather;Corbin-Lewis, Kim;Stemple, Joseph C.	Journal of Speech, Language, and Hearing Research	Apr 2001	Two voice therapy approaches, vocal hygiene instruction and vocal function exercises, were compared for their functional effects with 58 teachers with voice disorders. Only the exercise group reported a significant reduction in perceived vocal handicap and this group also reported more overall voice improvement and greater ease and clarity in speaking and singing. (Contains references.) (Author/DB)

Respect: What You See Is What He Gets. Listening and Learning in East Harlem	Holmberg, David	College Board Review	Oct 2001 - Dec 2001	Describes the work of legally blind gym teacher Steve Sloan, asserting that he sees and shares the big picture in teaching and molding his elementary school students. In his class, challenges are viewed as opportunities. (EV)
Sign Language Advantage	Daniels, Marilyn	Sign Language Studies	Oct 2001 - Dec 2001	Describes Sign in Education, a pilot program in the United Kingdom that integrated Deaf children and hearing children in a hearing classroom with a culturally Deaf teacher who taught the national curriculum in British Sign Language one afternoon a week. Explores the advantage to the Deaf community, as well as the majority culture of adopting such a program in the Untied States. (Author/VWL)
Accommodating Student Teachers with Special Needs	Akins, Wayne;Chance, Cindi;Page, Fred	Undefined	Oct 18, 2001	This paper considers whether the involvement of student teachers with disabilities in clinical settings indicates a need for accommodations as mandated under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act. It stresses the importance of identification and involvement of all stakeholders and a structure for implementing the entire student teaching process. It briefly describes four court cases directly relevant to decisions about student teachers with disabilities and offers a conceptualization of disabilities and provisions. Stakeholders in the student teaching process are specifically identified and the need for adequate preparation is stressed. Pre-support activities such as identifying accommodations that will or will not transfer into clinical settings are discussed. This is followed by consideration of support needs during the actual student teaching experience. Also considered are monitoring and evaluation activities. Finally, performance outcomes are discussed in terms of standards for success and failure. (DB)
The Limits of Narratives in Understanding Teacher Thinking	Kluwin, Thomas N.;McAngus, Amy;Feldman, David M.	American Annals of the Deaf	Dec 2001	Interviews with 23 deaf or hearing teachers of the deaf raised two questions concerning the use of narrative to understand teachers' thinking about teaching: namely, the limits of narrative as a data source and the feasibility of productive analysis of narratives. Results suggest that teachers do not store

				information about teaching as narratives but can construct such narratives when necessary. (Contains references.) (Author/DB)
Norwegian Deaf Teachers' Reflections on Their Science Education: Implications for Instruction	Roald, Ingvild	Journal of Deaf Studies and Deaf Education	Jan 2002 - Mar 2002	A study examined the views of five Norwegian teachers who are deaf on science learning by deaf students. The teachers see the systematic work in class discussions, especially on the concepts of physics, as a major contributor to their success and try to use similar methods in their own teaching. (Contains references.) (Author/CR)
Teacher Education Students with Disabilities: Participation and Achievement Factors	Papalia-Berardi, Anne; Hughes, Charles A.; Papalia, Anthony S.	Teacher Education and Special Education	Jan 2002 - Mar 2002	This article examines factors affecting the participation and achievement of students with disabilities in teacher education programs. It considers federal legislation affecting their involvement in such programs, their admission, performance of essential teaching functions, accommodation provision and accessibility, basic skills competency testing, essential teaching function interpretation and performance, faculty attitude, and student self-advocacy skills. (Contains references.) (Author/DB)
Implementation of Assistive Technology with Students Who Are Visually Impaired: Teachers' Readiness	Abner, Gerald H.; Lahm, Elizabeth A.	Journal of Visual Impairment & Blindness	Feb 2002	Teachers (n=72) of students with visual impairments in Kentucky completed a survey to identify assistive technologies currently used by their students and to identify teachers' training needs. Although teachers had access to and used computer-based technologies, they lacked training and support for teaching specific technologies to their students, so only half the students used these technologies. (Contains references.) (DB)
Visible Disability in the College Classroom	Mossman, Mark	College English	Jul 2002	Investigates how disability is discovered, constructed, and performed in a certain type of cultural practice, that is, in a postmodern, undergraduate college classroom. Argues that the implementation of an autobiographical pedagogy must extend beyond the dimensions of race, gender, and sexuality and must include disabled persons in these discussions as well. (SG)
Improving the Preparation of Personnel To Serve Children with High-	Montague, Marjorie	Undefined	Sep 2002	This final report discusses the activities and outcomes of a preservice teacher education master's degree program designed to prepare high quality minority teachers of students with learning, emotional, and behavioral disabilities to work with students with high-incidence disabilities and their families, who

Incidence Disabilities: Learning, Emotional, and Behavioral Disabilities Teacher Preparation Program (LEBD). Final Report				represent the cultural, linguistic, and socioeconomic diversity that characterizes large, urban areas. The project provided students from underrepresented groups, including individuals with disabilities, with the knowledge and skills needed to attain initial Florida State certification in learning disabilities (LD) and emotional disturbances (ED). Preparation efforts focused on research-based strategies for assessing and teaching culturally and linguistically diverse students with LD and ED in both special and general education settings. Twenty-seven students started, completed, and graduated from the program. Of the total, 14 graduates were minority students and 4 had a certified disability. Teachers gained knowledge and skills in communicating effectively with students with disabilities and their families as well as with other professionals. Assessment procedures, instructional methods, and collaboration and consultation approaches were learned and practiced in a variety of field experiences in schools and clinical settings. The majority of participants expressed overall satisfaction with the program and felt prepared to teach. (CR)
Images of Teacher, Students, and the Classroom Held by Preservice and In-Service Educators of Students Who Are Deaf or Hard of Hearing	Marlatt, Edward A.	Journal of Deaf Studies and Deaf Education	Oct 2002 - Dec 2002	A sample of 163 preservice and in-service teachers of students with hearing impairments were surveyed on perceptions on the roles of teacher, students, and the classroom. Beginning education students tended to view students more as peers. Teachers with hearing impairments viewed students more as subordinates than did hearing teachers. (Contains references.) (Author/CR)
Including Students with Hearing Loss in Teacher Education Programs	Williams-Smith, Doris; Reynolds, Kate E.; Scott, Randall L.	Educational Forum	Oct 2002 - Dec 2002	Reviews the history of legal mandates for accommodation of deaf students and implications for teacher education programs. Presents reflections on successful inclusion from an educator, a deaf student, an interpreter, and a hearing impaired teacher. Outlines five categories of accommodations: classroom, lecture, examination, assignment, and administrative. (SK)

A Teacher Takes on the Challenges of Deaf Literacy: An Interview with Jennifer Herbold	Milone, Michael	Reading Online	Feb 2003	Interviews Jennifer Herbold, a deaf teacher of deaf students at the New Mexico School for the Deaf. Discusses important factors in determining Deaf students' success at learning to read. Notes that technology has enormous potential with deaf students because it provides increased exposure to English, it is often fun to use for deaf students, and it provides tools in which students learn to read and write better. (PM)
Strategies Used by Visually Impaired Teachers of Students with Visual Impairments To Manage the Visual Demands of Their Professional Role	Lewis, Sandra;Corn, Anne L.;Erin, Jane N.;Holbrook, M. Cay	Journal of Visual Impairment & Blindness	Mar 2003	Fourteen teachers of students with visual impairments who were visually impaired themselves were either interviewed in a focus group or observed in their itinerant or resource room settings. Issues of transportation, access to information, assessment, and instructional responsibilities were addressed. Participants reported that while barriers to assessment could be overcome, transportation and planning presented the greatest challenges. (Contains references.) (Author/DB)
Bilingual Deaf Education in the South of Brazil	Skliar, Carlos;Quadros, Ronice Muller	International Journal of Bilingual Education & Bilingualism	2004	This paper presents an analysis of Bilingual Deaf Education in Brazil, with particular reference to the South of the country. This subject is presented in context, and takes into account research carried out over the last 5-7 years. We consider the spread of bilingual = bicultural models, changes in the representation of Deaf people and Deafness and finally, the epistemological inversion of Deaf and Hearing "problems" as present in the discussion related to Deaf Education in Brazil. The analyses of the experience in Brazil are not simple. In fact, the complexity is related to the different possible readings that "Bilingual Deaf Education" can have, such as for instance, methodological, linguistic and psycholinguistic interpretations, all of which are considered in the present paper. In addition, we describe certain bilingual experiences that we have been engaged in, together with other Deaf researchers and Deaf teachers over the last decade.

The Disability Closet: Teachers with Learning Disabilities Evaluate the Risks and Benefits of "Coming Out"	Valle, Jan;Solis, Santiago;Volpitta, Donna;Connor, David	Equity and Excellence in Education	Mar 2004	This study investigates the factors that influence whether teachers with learning disabilities (LD) choose to disclose their disability status within public school settings. Four special education teachers who self-identify as having LD identify and clarify the complex, ongoing issues that "disability disclosure" raises in educational environments. Through narrative, these teachers describe their self-negotiated decisions about why, how, when, and to whom to disclose. Using the metaphor of "the closet" we make connections between the experiences of people labeled as having learning disabilities and the experiences of people who are gay - exploring their similar positioning in the mainstream as individuals who evaluate the risks and benefits of "coming out." Drawing upon the emic perspective of teachers with LD, implications for public schools and teacher education programs are discussed.
Problematizing Collaboration: A Critical Review of the Empirical Literature on Teaching Teams	Duke, Thomas Scott	Teacher Education and Special Education	Jul 2004 - Sep 2004	Twenty-six empirical studies of collaboration among teaching teams comprised of general and special educators were reviewed to determine the impact of ethnocultural diversity, gender diversity, sexual orientation diversity, and disability status diversity on collaborative teaming. Only 1 (4%) of the 26 studies acknowledged that ethnocultural and gender differences among teachers might impact collaboration. None (0%) of the 26 studies addressed issues of sexual orientation or disability status. None (0%) of the 26 studies addressed issues of racism, sexism, homophobia/ heterosexism, or ablism. The author recommended researchers investigate collaboration, empirically and critically, to develop an empirical discourse that recognizes and empowers teachers of color, gay, lesbian, bisexual, and transgender teachers, teachers with disabilities, and other teachers with distinct group identity.
Happy Hands: The Effect of ASL on Hearing Children's Literacy	Daniels, Marilyn	Reading Research and Instruction	Oct 2004 - Dec 2004	The purpose of this investigation was to assess the effect of American Sign Language (ASL) instruction on typical hearing kindergarten children's literacy in four specific areas: receptive English vocabulary, expressive English vocabulary, ASL ability, and English emergent reading level. The research was

				specifically modeled after a 1997 United Kingdom Sign in Education project in which a deaf teacher delivered instruction to hearing students using British Sign Language (BSL). The findings from the current United States study indicate hearing kindergarten students receiving ASL instruction made statistically significant gains in their receptive English vocabulary, maintained an age appropriate use of expressive English vocabulary, acquired a sufficient level of ASL phonology and morphology to begin to communicate in the visual-gestural language, and tested higher than similar students on Marie M. clay's (1993) reading placement measures.
Classroom Discourse Practices of a Deaf Teacher Using American Sign Language	Smith, David Harry; Ramsey, Claire L.	Sign Language Studies	Oct 2004 - Dec 2004	This article investigates the ways in which an experienced deaf teacher is able to extend the discourse in his classroom and enable his students to participate. We saw that he employs several approaches, some but not all of which depend on his native competence in ASL. Further research with other native signing teachers could lead to the identification of common features of their discourse, both those that are ASL specific and those that are more general. In addition, certain issues and questions warrant further investigation. One of these is persistence. We need to understand better how teachers use language to build persistence, its relationship to language fluency, and its role in questioning in the larger signing community beyond classrooms. In particular, the cognitive level of the initial verb (e.g., tell, explain, describe, compare, create, etc.) used in questioning may moderate persistent questioning.
Music in Special Education [with DVD]	Adamek, Mary; Darrow, Alice-Ann	American Music Therapy Association	2005	This book explains essential features of special education that are important for interdisciplinary communication and effective teaching. Part I introduces the reader to historical and instructional foundations of music in special education. Major topics and developments in the field of special education, important terminology, and curricular issues are covered in Part I. Part II introduces the characteristics of students with specific disabilities, the educational effects of these disabilities, appropriate adaptations, as well as music education and music

				therapy approaches used with students who have these disabilities. The accompanying DVD includes segments on various music classrooms that include students with sensory disabilities (vision and hearing), cognitive disabilities, behavior disorders, multiple disabilities, and physical disabilities. Included in these segments are illustrations of classroom instruction as well as interviews with the music teachers and their students. Also included in the DVD are two segments on music teachers with disabilities.
The Instruments for a Blind Teacher of English: The Challenge of the Board	Merri, Maryvonne;Monties-Cabot, Regine	European Journal of Psychology of Education	2005	This article reports on the training of a blind foreign language teacher of sighted students and the designing of a substitute of the board. A composition of computer devices available today was provided to the blind teacher in order to get pieces of writing projected on a screen. This basic instrument was transformed through instrumental geneses (Rabardel. 1995) i.e., transformations of the blind teacher's activity and/or of the properties of the artefacts in order to get writings readable for sighted students as well as adapted to didactic purposes. The article deals with knowledge construction, which implies four categories of actions on pieces of writing: adding, erasing, organising and pointing to. The questions involved are: how can a blind teacher manage these various actions? What are the limits of such instrumental geneses? (Contains 1 figure and 1 table.)
Deaf Education in China: History, Current Issues, and Emerging Deaf Voices	Lytle, R. R.;Johnson, K. E.;Hui, Y. J.	American Annals of the Deaf	2005	An overview is provided of (a) deaf education in China, (b) views of deaf Chinese, and (c) recent empowering international collaborations. China's national policy focuses on oral/aural education and hearing rehabilitation. However, everyday practice in schools for deaf children includes various forms of Chinese Sign Language. Early childhood education focuses on speech and hearing. Elementary and secondary school curricula reflect low expectations for deaf students and lack the same academic content provided to hearing students. There are limited higher education opportunities. There are no support services such as note takers or interpreters for mainstreamed

				students. There are no deaf teacher preparation or interpreter training programs. Jobs are few; the vast majority of deaf adults are unemployed. Deaf people interviewed for the article describe their needs, their dreams, and the changes they are witnessing, which result in part from recent empowering international collaborations.
Teachers with LD: Ongoing Negotiations with Discourses of Disability	Ferri, Beth A.;Connor, David J.;Solis, Santiago;Valle, Jan;Volpitta, Donna	Journal of Learning Disabilities	Feb 2005	The purpose of this study is to examine how 4 teachers with learning disabilities (LD) negotiate multiple, complex, and sometimes contradictory discourses of disabilities in constructing their own understandings of LD. We chose to study teachers with LD because of their unique access to at least 3 different sources of knowledge about LD: (a) professional discourses on disability, (b) mainstream cultural messages about LD, and (c) insights gained from their own life experience. We drew on aspects of critical discourse analysis and narrative inquiry for this investigation. Our findings indicate that participants draw on these discourses and on their teaching experience in various and complex ways to construct meaning about LD. In some instances, participants use the dominant discourses; at other times, they work to subvert these meanings. Yet, paradoxically, whether speaking with or against these meanings, their voices are inescapably engaging with authoritative discourses and cultural scripts surrounding disability.
Brave New School: Creating a Charter School Where Disabled and Nondisabled Children are Educated Together was a Necessity for the Mother of this Unique Invention	Schibsted, Evantheia;Ouellette, Dan	George Lucas Educational Foundation	Feb 2005 - Mar 2005	The Child Development Center of the Hamptons (CDCH) is a K?7 charter school founded to educate disabled and nondisabled students side by side in the classroom. Classes are small, averaging 15 students per grade. All students take their courses together, except for special ed pullouts for speech and physical therapy sessions. Each class includes both regular and special education teachers, as well as one-on-one aides for some special ed students. All the students learn from one another; older students work with younger ones and the nondisabled with the disabled. The greatest challenge is to provide a strong academic curriculum for the ?can-do? kids, while providing

				specialized services (from classroom equipment to adaptive busing) for the disabled. Teachers have both regular ed and special ed training and take a personalized approach that includes tailored lesson plans.
Category Politics: Deaf Students' Inclusion in the "Hearing University"	Komesaroff, Linda	International Journal of Inclusive Education	Oct 2005	This article investigates the way in which deaf tertiary students' identity is constructed within the university--an overwhelmingly "hearing" institution. It is a descriptive and analytical account of the experiences of two deaf teacher education students as they reflect on their progress and experiences in higher education. Data have been analysed within an interpretive framework of category politics and the construction of difference. The study found that providing the same access to the same information in the same form did little to address the discursive marginality of these students.
Who Gets Ahead?: The Effect of Age, Disability, Ethnicity and Gender on Teachers' Careers and Implications for School Leaders	Wilson, Valerie; Powney, Janet; Hall, Stuart; Davidson, Julia	Educational Management Administration & Leadership	2006	This article reports the results from a 12-month study of teachers' career progress in schools in England and the ways in which headteachers and teachers perceive that age, disability, ethnicity and gender affect teachers' career prospects. Many teachers thought that they had been promoted because of their personal traits, such as drive, confidence and ability, and there was little evidence of direct discrimination. However, certain groups of teachers, for example part-time and supply staff, mature entrants to teaching, members of minority ethnic groups, teachers with disabilities, older male and female teachers, female teachers with children, all believed that their personal characteristics had disadvantaged their career progression. The study offers some insight into the structural constraints that hinder teachers' careers and how greater diversity among promoted staff in schools might be achieved. The implications for school leaders are highlighted. (Contains 2 figures and 2 tables.)
Systems of Support: The Educators with Disabilities Caucus	Haselden, Polly G.; De Loach, Pamela K.; Miller, Jennifer; Campbell,	Educational Considerations	Apr 2007 - Jun 2007	Beginning educators who have disabilities may have additional challenges to face besides those commonly experienced by new teachers, challenges that are then extended to mentoring programs provided to support them. Are initial difficulties the

and Its Mentoring Program	Monica;Boyer, Lynn;Anderson, Nancy			result of their novice situation, their disabilities, or a combination of the two? What kinds of modifications, adaptations, accommodations, or resources can assist them in handling any difficulties their disabilities may present in an educational context? Mentors who are experienced educators, either with disabilities themselves or without disabilities but with extensive experience advocating for and supporting educators with disabilities, can be a strong resource to provide disability-related support to new teachers with disabilities. In this article, the authors introduce the national Educators with Disabilities Caucus Mentoring Program and present information concerning the first three mentoring partnership. (Contains 15 endnotes.)
Combating Ableism in Schools	Storey, Keith	Preventing School Failure	Oct 2007 - Dec 2007	"Ableism" is a form of prejudice that is common in schools and society but is often unrecognized or overlooked in analyzing why students with disabilities have difficulties being included. In this article, the author provides suggestions for recognizing and acting against ableism in schools. The author offers suggestions in terms of ability awareness, disability content in curricula and school activities, teacher in-service, disability literature, the use of role models, and hiring teachers with disabilities.
The Poetry of a Minority Community: The Deaf Poet Pierre Pelissier and the Formation of a Deaf Identity in the 1850s	Quartararo, Anne T.	Sign Language Studies	Apr 2008 - Jun 2008	This study investigates the cultural and educational ideas of the French deaf poet-teacher Pierre Pelissier (1814-1863) who was an instructor at the Paris Deaf Institute from the early 1840s until his death in 1863. As a young man, Pelissier became interested in composing poetry and through his verse, captured many of the social frustrations facing deaf people who had to manage in a hearing world. Once he became a teacher, Pelissier devoted his energies to developing the best methods to educate deaf youth. In the mid-nineteenth-century, he found himself defending natural sign language against proponents of spoken language. Pelissier responded with a his own book (published in 1856) on how sign language could be used in the French primary schools to educate deaf children. He advocated a type of bilingual educational environment for primary schools that

				<p>relied on hearing and deaf students using the manual alphabet and sign language in a shared classroom setting. Pelissier's analysis of sign language as a pedagogical method clearly challenged the prevailing social view that deaf teachers were somehow less capable educators of deaf children than those who were hearing. (Contains 97 notes.)</p>
<p>Japan's Poetry Boxers Get Ready to Grumble</p>	<p>McNeill, David</p>	<p>Chronicle of Higher Education</p>	<p>Jul 2008</p>	<p>This article reports that in Japan, a scholar of communications, in the hope of getting people to talk with one another, holds "boxing" competitions in which the blows are thrown verbally, in verse. In a crowded Yokohama hall, boxers file into a ring watched by cheering students and a panel of university professors. Nobody is predicting a winner, but precedent favors the bookish, the verbally gifted, and the female. When Katsunori Kusunoki, a professor of communications at Tokyo's Kanto Gakuin University, suggested "poetry boxing" as a competitive sport, he was greeted with raised eyebrows. But 10 years later, the annual tournament is still going strong, pitting opponents against each other armed with motormouths instead of fists. Poetry boxing is face-to-face communication in its rawest form, before a live audience. The rules are simple: In a ring with a blue corner and a red corner, 16 boxers face off in pairs in intense, three-minute competitions of stand-up verse. Winners must negotiate a series of challenges that include a timed presentation and a nerve-racking round of improvised jousting, prompted by shouts from the panel of judges. A tuxedoed MC keeps the crowd amused with nicknames for the deliberately mismatched competitors. Occasional low blows are part of the fun. Anything is fair game, as long as it stays within the time limit. Competitors come armed with haiku, comics, fairy tales, minidramas, dance, and hip-hop set to monologues on topics as diverse as politics and "natto," the famously smelly fermented-bean paste. Verbal gladiators come from across the nation and from most layers of Japanese society: university students, housewives, the disabled, teachers, salarymen, pensioners. The</p>

				youngest so far was 15; the oldest was 93, although he never got past a local preliminary.
Apartheid in Deaf Education: Examining Workforce Diversity	Simms, Laurene;Rusher, Melissa;Andrews, Jean F.;Coryell, Judy	American Annals of the Deaf	Oct 2008 - Dec 2008	A survey of 3,227 professionals in 313 deaf education programs found that 22.0% of teachers and 14.5% of administrators were deaf--a less than 10% increase in deaf professionals since 1993. Additionally, 21.7% of teachers and 6.1% of administrators were professionals of color. Of these minority teachers, only 2.5% were deaf persons of color. Only 3 deaf administrators of color were identified. The study describes how "apartheid" or "intellectual oppression" may result from unchanged hiring practices in K-12 programs for the deaf and in postsecondary institutions. Using a bottle metaphor, the researchers describe how deaf persons of color are often stuck in "a bottleneck on the highway to opportunity." Relevant data underscore that the field of deaf education must diversify its professional force in order to utilize the intellectual, linguistic, and multicultural proficiencies of hearing teachers of color, deaf teachers, and deaf teachers of color. (Contains 3 tables and 7 figures.)
Giving the Spoon Back: Higher Teacher Expectations of Achievement for Students Who Are Deaf	Smith, David H.	Qualitative Report	Dec 2008	This single case study examined a Deaf teacher's behaviors and beliefs that reflect her expectations of her deaf students. Primary modes of communication used were American Sign Language and written English. Data were collected via videotaped observations and interviews. Analysis was done by coding utterances of the participants using a deductive framework and using an inductive approach to find patterns among the coded utterances. Teacher behavior and student reactions revealed high expectations for student achievement. The overarching factor that reflected teacher expectations was the positive classroom climate established by the teacher. Recommendations for further research to examine teacher expectations with other settings and participants are included. (Contains 6 tables, 2 figures and 2 footnotes.)

Deaf Children's Acquisition of Novel Fingerspelled Words	Hile, Amy Elizabeth	ProQuest LLC	2009	<p>This is a dissertation study focusing on the ability of deaf children to fast map common and newly learned novel fingerspelled words through a training task. It also explored the relationship between the ability to learn fingerspelled words and the children's reading and vocabulary skills. Learning was assessed using five domains: imitation, matching, production, lexical identification, and writing. Participants included 55 deaf children in two age groups: 5/6-year olds and 8/9 year olds, from both hearing and deaf families. Results showed that older children learned significantly more fingerspelled words than the younger children. Deaf children from deaf families learned more words than deaf children of hearing families regardless of age. Analyses of the errors the children made also showed significant differences for age and parent hearing status. There was a strong relationship between the ability to learn new words through fingerspelling and the child's reading and vocabulary skills, and moderate relationships with the child's length of enrollment in an ASL program and the child's age when the parents began learning sign language, the parent's estimate of how well the child learned new fingerspelled words, fingerspelling learning at home, and how many deaf teachers the child had had. A regression analysis showed a strong relationship between learning fingerspelled words and reading skills and length of enrollment at school(s) that use ASL. The study emphasized the role of fingerspelling as an important aspect of literacy and bilingual language development. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml.]</p>
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Science Teachers in Deaf Education: A National Survey of K-8 Teachers	Shaw, Cynthia	ProQuest LLC	2009	<p>A survey was conducted with 67 science teachers who taught deaf children at the elementary school level. Teacher background variables, information about teacher preparation and certification, preferred teaching methods, communication methodologies, curriculum, and the use of technology were gathered. A purposeful, convenience sampling technique was employed. Utilizing a non-experimental, basic research design and survey methodology, the researcher reviewed both quantitative and qualitative data. The majority of science teachers in this survey at the elementary school level are female and hearing. More than half have deaf education masters degrees. Few have science degrees. The majority of teachers had less than 10 years teaching experience with deaf students. Sixty percent were highly qualified in science; only forty percent were certified in science. They were equally employed at either a state residential school or a public day school. Two-way chi-square analyses were carried out. Hearing teachers preferred to observe other teachers teaching science compared to deaf teachers $\chi^2(1, N = 67) = 5.39, p < 0.05$, deaf teachers were more familiar than hearing teachers with the ASL/English Bilingual Star School program ($\chi^2(1, N = 67) = 8.49, p < 0.01$). Deaf teachers participated more in the Star Schools training compared to hearing teachers ($\chi^2(1, N = 67) = 14.15, p < 0.001$). Deaf teachers compared to hearing teachers were more likely to use the bilingual strategy, translanguaging than hearing teachers ($\chi^2(1, N = 67) = 4.54, p < 0.05$). Hearing teachers used the computer more often in the classroom than deaf teachers ($\chi^2(1, N = 67) = 4.65, p < 0.01$). Hearing teachers had their students use the computer more regularly than deaf teachers ($\chi^2(1, N = 67) = 11.49, p < 0.01$). Teachers who worked in residential schools compared to working in public schools attended more state department of education science workshops $\chi^2(1, N = 67) = 6.83, p < 0.01$.</p>
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				<p>0.01, attended national or state science meetings $\chi^2(1, N = 67) = 7.96$, $p < 0.01$, were familiar with the Star Schools program $\chi^2(1, N=67) = 13.23$, $p < 0.01$, and participated more in Star Schools programs $\chi^2(1, N = 67) = 15.96$, $p < 0.01$. Compared to hearing teachers, the deaf teachers used web-based science materials ($\chi^2(1, N = 67) = 4.65$, $p < 0.01$), used codeswitching $\chi^2(1, N = 67) = 10.78$, $p < 0.001$, used concurrent translation $\chi^2(1, N = 67) = 11.30$, $p < 0.001$, used the Cummins BICS model $\chi^2(1, N = 67) = 5.71$, $p < 0.01$, and used problem based learning $\chi^2(1, N = 67) = 4.14$, $p < 0.01$. Survey response revealed that science teachers in the elementary school lacked training in science, used technology infrequently and did not have access to in-service science workshops. Recommendations are made to provide higher quality science preparation at the pre-service and in-service levels. More research was also suggested to investigate the use of bilingual strategies in the teaching of science as many of the deaf teachers reported they used these strategies often. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml.]</p>
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Effect of a Physical Education Teacher's Disability on High School Pupils' Learning and Perceptions of Teacher Competence	Bryant, Lance G.;Curtner-Smith, Matthew	Physical Education and Sport Pedagogy	Jul 2009	<p>Background: To date, most of the work done by those who do research in adapted sport pedagogy (a sub-discipline of sport pedagogy focused on modified forms of physical education that address the needs of pupils with disabilities) has focused on the experience of pupils with disabilities and relatively little work has examined the difficulties faced by physical education teachers who themselves have disabilities and teach "able-bodied" pupils. Previous research, conducted in both general education and sport pedagogy settings, indicated that a teacher's attire, physical appearance, and perceived competence influenced pupils' perceptions of the teacher's ability to teach and the degree to which they learned the subject matter. These findings suggest that physical education teachers who have a disability might be in for a particularly difficult time in terms of fighting negative perceptions of their competence and their ability to promote learning among their pupils. Purpose: The purpose of this study was to examine the effect of a physical education teacher's disability on high school pupils' learning and perceptions of the teacher's competence. Participants and setting: Participants were 109 (58 boys, 51 girls) 10th and 11th grade pupils (i.e., years 10 to 13 in British terms) enrolled at two high schools situated in the southeastern United States. The pupils ranged from 14 to 18 years in age and were mainly from middle socio-economic status neighborhoods. Research design: A positivistic research design, with quantitative research methods and techniques, was used during this study aimed at determining pupils' learning and perceptions of teacher competence. Data collection: Pupils were randomly assigned to view one of two videotaped swimming lessons. Both lessons were identical with one exception. In the first lesson, the teacher taught as an able-bodied teacher (ABL), while in the second she taught from a wheelchair (WCL) giving the impression that she had a physical disability. Directly following the viewing of their assigned lesson, pupils completed an examination on lesson content and a questionnaire asking them</p>
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				<p>about their perceptions of the teacher. Data analysis: Descriptive statistics (means and standard deviations) from the content examination and perception questionnaire were computed for those pupils who watched the WCL and those who observed the ABL. The data were also analyzed using various inferential statistical tests (i.e. 2 x 2 repeated measures analysis of variance, paired comparison t-tests, and independent t-tests). Findings: Results indicate that pupils who viewed the ABL scored significantly higher on the technique section of the examination than pupils who watched the WCL. There were no significant differences between the perception scores of those pupils who viewed the WCL and the ABL. Conclusions: While the high school pupils in this study had an equally high regard for the teacher regardless of her apparent physical state, they learned less from her about swimming techniques when she appeared to have a disability than when she was able-bodied. Results of this study suggest that as pupils progress through their schooling, their beliefs about physical education teachers with disabilities gradually change for the worse because they are socialized into believing that sport, physical activity, and physical education are for what appear to be whole and fit bodies. (Contains 1 figure, 2 tables, and 1 note.</p>
Having a Career in Disability Studies without Even Becoming Disabled! The Strains of the Disabled Teaching Body	Campbell, Fiona Kumari	International Journal of Inclusive Education	Nov 2009	<p>Does it matter who teaches disability studies, whether that teacher has a disability or not? Maybe this might strike the reader as a peculiar question--to focus on the teacher's body or knowledge standpoint. There are certain theoretical and ontological implications in asking such questions. This article is an attempt to theorise about the way the bodies of teachers with disabilities are transmuted within the arena of teaching critical disability studies at colleges and universities. In particular, it explores the ways disabled teachers' bodies can contribute to experiencing alterity outside of the frame of "other" and the ways that the disabled teaching body can displace the objectification of disability through pedagogical enactments of the lived experiences of disablement. In this way,</p>

				<p>this article refutes the assertion made by McWilliam and Taylor in 1998 that the pedagogical inspiration of bodies should not be celebrated. Instead, the focus is on working through points of difference between the way normative teacher's bodies and the disabled teaching body is mediated in the processes of subjectification, identifying points of convergence that can benefit dialogue across varied sites of scholarship. (Contains 3 notes.)</p>
<p>"I Have Been Given the Power to Teach. The Children Understand Me Very Well." The Social and Academic Impact of Deaf Teacher Training in Kenya</p>	<p>Johnstone, Christopher;Corce, Heidi</p>	<p>International Review of Education</p>	<p>Feb 2010</p>	<p>Kenya has 41 Deaf schools that serve children from Class 1 through secondary school. These schools are all characterised by the fact that they have very few teachers who are fluent in Kenyan sign language. In order to meet the needs of schools and to provide employment opportunities for Deaf Kenyan adults, a small non-governmental organisation identified Deaf secondary school students for training. They received two years of teacher training free of charge. Most have since been awarded teaching contracts by the Kenyan Teacher Service Commission or local school boards. This article reports on results from a preliminary study of the social and academic impacts of this innovation. Results indicate that Deaf teachers are inspirational in the classroom, represent a significant resource for their school communities and are preferred by Deaf students. A follow-up study on the relative learning gains of Deaf students when taught by Deaf teachers is planned once relevant data are available.</p>
<p>What We Should Teach Deaf Children: Deaf Teachers' Folk Models in Britain, the USA and Mexico</p>	<p>Sutton-Spence, Rachel;Ramsey, Claire</p>	<p>Deafness and Education International</p>	<p>Sep 2010</p>	<p>Deaf teachers around the world have folk models and beliefs that reflect their understanding of what deaf children need to learn in order to develop healthy identities as deaf people. In this research we report what teachers from England, the USA and Mexico have told us about using creative signing with deaf children. Themes emerging from our data suggest that some deaf folk beliefs vary across national boundaries but that assumptions about deaf ways to foster learning are remarkably similar in all three countries. This suggests that there is something quintessentially deaf about these assumptions that</p>

				<p>exist alongside formal training or national heritage. In interviews deaf teachers told us that deaf children learn by being engaged, by participating in the group and by using sign language for themselves--and that signed narratives facilitate all three of these learning strategies. A second emergent theme covers the teachers' beliefs about specific abilities and knowledge that deaf children need to learn, and that their teachers help them learn. In all three countries, teachers reported using signed stories to help the children learn to communicate and interact, to have fun with signing and to see what is possible for deaf people to achieve. (Contains 1 footnote.)</p>
Voices of Teachers with Dyslexia in Finnish and English Further and Higher Educational Settings	Burns, Eila;Bell, Sheena	Teachers and Teaching: Theory and Practice	Oct 2010	<p>This paper sheds light onto a poorly presented group of professionals--teachers with dyslexia in Finnish and English further and higher educational settings. The purpose of this qualitative study was, firstly, to discover what teachers with dyslexia could tell us about the manifestation of dyslexia and the challenges they face in the practice of teaching, and secondly, to find out what these professionals feel about being a dyslexic teacher. The data were gathered through the narrative interviews of six teachers and was analysed using thematic narrative analysis. Teachers' narratives revealed that they had accepted their difficulties but also discovered their own strengths to overcome them. The data also indicated that these teachers appreciate their educator's role, acknowledging the importance of empathy and understanding towards their students. Teachers with dyslexia can be successful and useful in training fellow practitioners to be more aware of students' difficulties with dyslexia, hence having the potential to broaden capacity for inclusion and social equality in educational establishments. (Contains 1 table.)</p>
How Do Deaf Signers of LSQ and Their Teachers Construct the	Ducharme, D. A.;Arcand, Isabelle	Journal of Deaf Studies and Deaf Education	Jan 2011 - Mar 2011	<p>Many studies have investigated why learning to read is so problematic for deaf individuals. However, we still know very little about how to teach reading to signing students. In this article, we report on an exploratory qualitative study of deaf LSQ (Langue des signes quebecoise) signers learning to read</p>

Meaning of a Written Text?				<p>with two teachers, in an effort to better understand what strategies might be most useful in constructing the meaning of a text. By videotaping reading sessions between each teacher and student, then conducting recall interviews, we found that both students and teachers used a number of strategies to construct meaning. The list of strategies observed was categorized as word attack or global meaning types. Developing readers showed different patterns of strategy use, with more global meaning strategies being used by the more independent reader. We also found that the deaf teacher and hearing teacher had different patterns of strategy use, although both favored global meaning types. Finally, our findings indicate that both teachers adapted their strategy use to the needs of the students, but with a different focus. Namely, the deaf teacher used more global meaning strategies with the weaker reader and less with the more independent reader, whereas the hearing teacher showed the opposite pattern.</p>
Employment of People with Disabilities in Malaysia: Drivers and Inhibitors	Lee, Melissa Ng;Abdullah, Yen;Mey, See Ching	International Journal of Special Education	2011	<p>This study attempts to identify the drivers and inhibitors of employment for people with disabilities in Malaysia. It explores the skills and psychological traits needed by people with disabilities in order to get jobs and the barriers to their employment. Data include interviews detailing the viewpoints of 24 teachers with visual impairments. These teachers are registered and classified as either legally blind or partially sighted by the Malaysian Social Welfare Department. The majority of them are male, Malay, between 30-40 years old and have diploma qualification from Teachers Training College. The interviews were transcribed verbatim. Keywords or phrases were extracted, clustered, and interpreted into themes. Analyzed data were confirmed with the participants to ensure trustworthiness and reliability. The findings provide interesting insights into the specific employment issues faced by people with visual impairments and also shed lights on the issues encountered by people with other types of disability. It also discusses measures that can be taken to improve the</p>

				employment rate of people with disabilities in the country. A discussion of the research findings is also provided. (Contains 5 tables and 2 figures.)
"My Success as a Teacher Amazes Me Each and Every Day"-- Perspectives of Teachers with Learning Disabilities	Vogel, Gila;Sharoni, Varda	International Journal of Inclusive Education	2011	The employment of teachers with learning disabilities has been an issue debated in many countries as well as within the Israeli educational establishment. Structured interviews were conducted with 12 Israeli teachers with learning disabilities in order to understand how these teachers perceive their disability and its impact on them as children, as students in higher education settings and as teachers. The data were analysed utilising primarily qualitative methodology. Findings were similar to those of studies conducted in England and the USA. The participants viewed themselves as successful teachers, despite objective difficulties and painful memories of past experiences that still lead to a fragile self-image. They viewed their own learning disabilities as having a positive impact on their professional work. Schools that provide a supportive and accepting atmosphere for teachers with learning disabilities will be a model for a truly inclusive society. (Contains 2 tables.)
The Case Against Quality-Blind Teacher Layoffs: Why Layoff Policies That Ignore Teacher Quality Need to End Now		New Teacher Project	Feb 2011	Over the past two years, federal stimulus funding has protected schools from some of the worst effects of the recession. But as federal support wanes and states face looming deficits, deep cuts are becoming unavoidable. School districts will almost certainly be forced to lay off teachers to make ends meet. Given decades of research showing that the quality of education a child receives depends more on the quality of his or her teacher than any other school factor, one might assume that schools would do everything possible to protect their best teachers from being cut. Unfortunately, most layoff decisions will completely ignore a teacher's performance. In fact, in 14 states, it is illegal for schools to consider any factor other than a teacher's length of service when making layoff decisions. The newest teachers always get cut first, even if they are "Teacher of the Year" award winners. Ignoring teacher performance in layoffs is a prime example of the "widget effect"--treating teachers like

				interchangeable parts. Quality-blind layoff policies threaten to make this year's layoffs catastrophic. Talented new teachers will lose their jobs while less effective teachers remain. More job losses will be necessary to meet budget reduction goals, because the least senior teachers are also the lowest-paid. As is all too common, the most disadvantaged students will be hit hardest, because they tend to have the newest teachers. These outcomes are intolerable. States and school districts still have time to put common sense back into their layoff policies. This document summarizes recent research on the effects of quality-blind layoffs and explains why layoff decisions should be based on what teachers achieve with their students, not when they started teaching.
Narrative Construction of Professional Teacher Identity of Teachers with Dyslexia	Burns, Eila; Bell, Sheena	Teaching and Teacher Education: An International Journal of Research and Studies	Jul 2011	This paper considers the development of teachers' professional identity in the context of educators that have diverse backgrounds. We elucidate how teachers with dyslexia working in tertiary education use narrative resources to construct and negotiate their professional teacher identities. The analysis of narrative interviews, interpreted within the framework of positioning theory and the theories of narrative identity, indicated that the interviewees constructed several professional teacher identities that were closely linked to each teacher's perception of their dyslexia. The experience of dyslexia was clearly evident as a positive element in each identity. Instead of seeing it as an obstacle it can become a part of the teacher's own identity and can be used as a tool to thrive in their profession.
Teachers with Learning Disabilities: Modeling Coping Mechanisms in the Classroom	Flavian, Heidi	Education Canada	Jul 2011 - Sep 2011	Although schools are continuously improving their inclusion policies, the process of inclusion in society in general has not evolved accordingly--including in the teaching profession, itself. How can we, on the one hand, include individuals with learning disabilities throughout their school years, claiming that they can contribute to society in many domains, while on the other hand argue that they cannot become teachers? The question of training people with LD for a teaching degree opens a unique

				opportunity for educators to discuss ethical, social, and educational issues. (Contains 6 endnotes.)
Redos and Retakes Done Right	Wormeli, Rick	Educational Leadership	Nov 2011	Many teachers believe that denying students the opportunity to retake tests and redo assignments teaches them responsibility and prepares them for the working world. In reality, writes Wormeli, this practice has the opposite effect--it retards student achievement and maturation. In the real world, adults learn by repeated practice; they are not judged during the learning process, but only when it's time to demonstrate final proficiency or become fully certified. The logistical challenges of implementing a redo policy should not blind teachers to the importance of requiring that students master content instead of simply receiving a low grade and moving on, writes Wormeli. An experienced teacher, he offers 14 practical guidelines for managing redos in the classroom. (Contains 1 endnote.)
"Being Dyslexic Doesn't Make Me Less of a Teacher". School Placement Experiences of Student Teachers with Dyslexia: Strengths, Challenges and a Model for Support	Griffiths, Sue	Journal of Research in Special Educational Needs	Apr 2012	This research investigated the school practice placement experiences of six student teachers with dyslexia representing each year of a 3-year initial teacher training course at a UK university. Placement performance and outcome has enormous implications for student teachers in demonstrating their professional competence and ability to meet the Training and Development Agency for Schools Professional Standards for Teachers and obtain qualified teacher status. The research focused thematically on student strengths, challenges and management strategies using a case research approach. Findings indicate student teachers with dyslexia bring unacknowledged strengths to placements but face a number of challenges despite proactive adoption of management strategies. A model of placement support to enhance student effectiveness has been developed. Conclusions indicate the importance of listening to the student's voice to understand individual placement requirements and co-ordinate and implement specific reasonable adjustments as required by UK legislation.

Trainee Teachers with Dyslexia: Personal Narratives of Resilience	Glazzard, Jonathan; Dale, Kirsty	Journal of Research in Special Educational Needs	Jan 2013	<p>This paper tells the stories of two trainee teachers and their personal experiences of dyslexia. Both informants were English and training to be primary school teachers in England. Through drawing on their own experiences of education, the stories illustrate how dyslexia has shaped the self-concept, self-esteem and resilience of each informant. The narratives presented in this paper illustrate powerfully the ways in which teachers can have a positive or negative impact on the self-concepts of students with dyslexia. Both had been inspired by teachers they had met, and these positive role models had given them the confidence to pursue their own ambitions. However, both had encountered teachers who lacked empathy and patience, and these teachers had a detrimental impact on their self-concepts. For both of these trainee teachers, personal experiences of dyslexia also shaped their professional identities as teachers. Both trainees described themselves as caring and empathic teachers, suggesting that personal experiences of dyslexia had a positive impact on teacher professional identity.</p>
Audio-Described Educational Materials: Ugandan Teachers' Experiences	Wormnaes, Siri; Sellaeg, Nina	British Journal of Visual Impairment	May 2013	<p>This article describes and discusses a qualitative, descriptive, and exploratory study of how 12 visually impaired teachers in Uganda experienced audio-described educational video material for teachers and student teachers. The study is based upon interviews with these teachers and observations while they were using the material either individually, in pairs, or in small groups along with sighted teachers. The findings demonstrate that audio-described material was highly appreciated by the teachers, contributing to their involvement and emotional engagement with the situation for learners with disabilities. The teachers also benefited from the opportunity of participating in the discussion sessions that followed the viewing. In this article, questions regarding what and how to audio describe are discussed in the light of educational objectives and cultural relevance. The overall aim of the study is to make a contribution to knowledge about how audio-described educational videos may assist inclusive and reflective learning processes among</p>

				blind teachers and student teachers in an East African context. (Contains 1 note.)
Art, Pedagogy and Dyslexia	Hickman, Richard;Brens, Madeleine	International Journal of Art & Design Education	Oct 2014	This article presents exploratory research examining the strategies employed by art teachers who identify as dyslexic. The study originated out of the personal interest of the researchers better to understand the strategies for learning used by teachers with dyslexia and the potential influence it has on their pedagogy. The question that this interest generates is "What learning strategies, used by art teachers with dyslexia, can be used as pedagogical tools?" To help answer this question, three art teachers were chosen to participate in the research; this was a purposeful choice, based on their self-identification as having "severe" dyslexia. The research consisted of informal interviews and classroom observations. However, we found that autobiographical details, augmented by reflections their individual teaching and learning experiences were particularly useful. We focused on whether strategies used as learners were now informing their teaching. Although small in scale, the study connects several positive attributes often associated with dyslexia (such as visual spatial awareness) to classroom practices, in addition to empathy with struggling students.
"What's the Sign for 'Catch 22'?": Barriers to Professional Formation for Deaf Teachers of British Sign Language in the Further Education Sector	Barnes, Lynne;Atherton, Martin	Journal of Further and Higher Education	2015	In 2007, Qualified Teacher Learning and Skills standards (QTLS) were introduced for all teachers working in UK further education institutions, with the expressed aim of improving professional standards within the sector. British Sign Language (BSL) teaching is largely delivered by deaf native signers through evening classes at local FE colleges, but the majority hold no formal teaching qualifications. Therefore this initiative provided BSL teachers with an opportunity to enhance their skills and practice, but also presented a formidable barrier to achieving Qualified Teacher status. Two research projects undertaken by the University of Central Lancashire in 2009 and 2010 assessed the suitability of training courses designed to help FE teachers

				<p>achieve these new qualifications, with particular emphasis on whether these courses meet the specific pedagogic needs of deaf learners. The shortcomings in training provision that were found illustrate the invidious position deaf learners find themselves in, on the one hand wanting to enhance their skills and qualifications whilst at the same time being effectively barred from doing so by a lack of adequate and appropriate training opportunities. This article highlights some of the experiences of deaf BSL teachers seeking to gain these awards and illustrates the ways in which the delivery of training courses fails on virtually every level to respond to the different learning requirements of sign language users.</p>
Advice from Blind Teachers on How to Teach Statistics to Blind Students	Godfrey, A. Jonathan R.;Loots, M. Theodor	Journal of Statistics Education	2015	<p>Blind students are bound to make up a very small part of the population most university lecturers will encounter during their careers. Research to date shows that good communication between staff and student improves the chances of a successful outcome for both parties. The research does show, however, that the exercise seems to be one of re-inventing the wheel, perhaps with a less than fully informed blueprint to work from. The authors use their own experiences as blind students who progressed beyond research methods or first year introductory courses into careers as teachers and researchers of statistical methods to provide guidance for their sighted colleagues. Our principle point of difference to the existing research work is that we rely on the experience of our statistical education for our current livelihoods; we were not one-off students taking a research methodology course or first year introductory course. We benefitted from the successful (and possibly the not so successful) interactions we had with our sighted teachers. It is our hope that by saving staff from wasted effort, we can spare students from unnecessary discomfort in classes that could improve their future employment prospects. Our aim is therefore to provide practical support for our sighted colleagues and blind peers as we work together towards the empowerment</p>

				of blind students in becoming competent producers of statistical information, not just consumers who interpret that information.
Technologies That Facilitate the Study of Advanced Mathematics by Students Who Are Blind: Teachers' Perspectives	DePountis, Vicki M.;Pogrud, Rona L.;Griffin-Shirley, Nora;Lan, William Y.	International Journal of Special Education	2015	This research examined the perspectives of teachers of students with visual impairments (TVIs) regarding the use and effectiveness of electronic assistive technology (EAT) purported to assist students who are blind in advanced mathematics subjects. The data for this study were collected via an online survey distributed to a convenience sample of teachers with experience teaching or supporting students who are braille readers in advanced mathematics classes. Questions were designed to gain information regarding which of 35 tools presented in the instrument were used to aid students, how were they used and perceived effectiveness. Open-ended response areas provided space for addition of tools not already listed, as well as other feedback. A total of 82 surveys were analyzed. Results indicated that 20 of the 35 devices were used; of these, 13 were used regardless of specific subject, while different sets were used for different subjects and tasks. Participants recommended another seven high-tech devices in the open response question. Limitations of the study were the small sample size and possible survey fatigue. Implications for practitioners: This research provides a foundation for additional work on how to best equip teachers of students with visual impairments so they can support their students.
Deaf Children's Science Content Learning in Direct Instruction Versus Interpreted Instruction	Kurz, Kim B.;Schick, Brenda;Hauser, Peter C.	Journal of Science Education for Students with Disabilities	2015	This research study compared learning of 6-9th grade deaf students under two modes of educational delivery--interpreted vs. direct instruction using science lessons. Nineteen deaf students participated in the study in which they were taught six science lessons in American Sign Language. In one condition, the lessons were taught by a hearing teacher in English and were translated in ASL via a professional and certified interpreter. In the second condition, the lessons were taught to the students in ASL by a deaf teacher. All students saw three lessons delivered

				via an interpreter and three different lessons in direct ASL; the order of delivery of each presentation was counter balanced between the two groups of students. Following the instruction, each group was tested on the science lecture materials with thirty-six comprehension questions. Results indicated that deaf students who received direct instruction in ASL from the deaf teacher scored higher on content knowledge.
Individuals with Visual Impairments Teaching in Nepal's Mainstream Schools: A Model for Inclusion	Lamichhane, Kamal	International Journal of Inclusive Education	2016	This paper explores the challenges and strengths of teachers with a visual impairments teaching in Nepal's mainstream schools, using qualitative interviews of teachers and principals, as well as a student survey data set. Results showed that teachers with visual impairments tend not to teach subjects such as science and mathematics that require frequent use of a blackboard or illustrations of formulas. Additionally, positive attitudes and good communication skills, as well as giving more social and moral lessons were reported by students as strengths of these teachers. However, due to the lack of an adequate support system, educational materials, and resources, these teachers continue to experience challenges in lesson preparation, marking students' examination papers, or teaching picture-based contents.
Managers' and Teachers' Perspectives of Dyslexic Teachers in the English and Finnish Further Education Workforce: New Insights from Organisational Routines	Thorpe, Anthony; Burns, Eila	Oxford Review of Education	2016	This article explores the topic of diversity in the teaching workforce though the enactment of policy concentrating on teachers with dyslexia within the Further/Vocational Education and Training sectors of England and Finland. Two research projects from Finland and England focusing, respectively, on individual teachers' perspectives and managers' understandings of hidden diversity (such as dyslexia) are re-analysed through the use of the distinction between the ostensive and the performative aspects of organisational routines. The article contributes a new application of theory by drawing upon organisational routines as sources of flexibility and change rather than continuity alone. Avoiding the confusion between the ostensive and performative aspects of routines enables a more dynamic and emancipatory understanding of the

				identification and support for the promotion of workforce diversity to emerge.
The Power and Promise of a Handshake: Milestones in Collaboration	Rosen, Roslyn	Odyssey: New Directions in Deaf Education	2016	In 1816, when Laurent Clerc, a deaf teacher of deaf students from France, met the Reverend Thomas Hopkins Gallaudet, a hearing preacher from the United States, one of the world's most important partnerships began. Gallaudet had visited England and then come to France in search of a pedagogy to teach deaf children. His quest was initiated by Alice Cogswell's father. Mason Gallaudet had worked with Alice, a young deaf girl from his hometown of Hartford, Connecticut, and he knew that there were many other uneducated deaf children like Alice throughout the United States. In Paris, Gallaudet observed classes in France's national school for deaf students where he met Clerc. Gallaudet knew that Clerc had the knowledge and experience to create relevant, deaf-centric, and successful educational programs for deaf children. Gallaudet needed Clerc. He implored Clerc to return to the United States with him. Clerc accepted the challenge. He shook hands with Gallaudet, thus forming a formidable team and setting a new precedent. Since Clerc and Gallaudet shook each other's hand two centuries ago on another continent, the leadership of deaf people and the collaboration among deaf and hearing individuals, families, state agencies, interpreters, schools, and communities have been essential to the success of deaf and hard of hearing students. Adherence to overarching principles has defined successful collaborations and continues to do so today.
CEC's New Policy-- Behind the Scenes		TEACHING Exceptional Children	Jul 2016 - Aug 2016	CEC's new policy is a result of efforts begun in 2009 by members of CEC's Educators With Disabilities Policy Workgroup. The board-appointed workgroup was chaired by Jennifer Diliberto and included Mary Ruth Coleman, Marjorie Terhaar-Yonkers, Susan Osborne, and Stephanie Demayo. These CEC members' desire to create and support safe environments in which teachers can disclose their disabilities, and to make the gifts teachers with disabilities can offer available to all students,

				drove the push for CEC's new policy statement. This article briefly describes the workgroup's development of a CEC member survey, the results of the survey, and the subsequent development of the policy based on the survey results.
Are We Ready to Have Teachers with Learning Disabilities? A Study of School Principals' Observations	Flavian, Heidi	Journal of the American Academy of Special Education Professionals	Jul 2016 - Sep 2016	For decades, lawmakers, parents, and educators have advocated for including students with learning disabilities (LD) and addressing their needs within the education system. However, LD-related challenges do not vanish with age; consequently, for college and university graduates with LD, the issue of inclusion begins again when they reach the job market, including when they want to become teachers. The success of inclusion relies on the society's readiness to change and to accept people with a variety of difficulties in all areas of life. This study focuses on school principals' views regarding the hiring of teachers with LD. Apparently, although principals understand the variety of ways students with special needs should be included, they still struggle with the idea of including teachers with LD.
A Narrative of Two Preservice Music Teachers with Visual Impairment	Parker, Elizabeth Cassidy; Draves, Tami J.	Journal of Research in Music Education	Jan 2017	The purpose of this narrative inquiry was to re-story the student teaching experience of two preservice music education majors who are visually impaired or blind. While music education scholars have devoted attention to P-12 students with disabilities, research with preservice music teachers with impairments is seemingly nonexistent. Using a transformative paradigm and social model of disability as lenses, we retell participants' experiences across three commonplaces of narrative inquiry: sociality, temporality, and place. Participants told their student teaching stories through various field texts, including interviews, journals, emails, and informal conversations. Three particular issues were highlighted strongly within their narratives: accessible music, reliance on others, and individuals' attitudes. Issues of what constitutes effective teaching, teacher identity construction, and preparedness for working with individuals with disabilities also emerged. Multiple avenues are suggested for practice, research, and policy in music, teacher education, and teachers with disabilities.

Girl in the Looking Glass: A Historical Study of the Life of a Deaf Teacher in 19th-Century Ireland	O'Connell, Noel	American Annals of the Deaf	2017	The author explicates the life story of Anne Smyth, a deaf teacher in 19th-century Ireland. The story was written and published in 1858 by another deaf teacher, Charlotte Mary Kelly, who traced Anne Smyth's life trajectory from her birth to the day she began life in a deaf school until her untimely death at the age of 18 years. The study examines layers of meaning derived from Kelly's narrative, with particular attention to young Anne's practice of going to her bedroom and making up signs in front of a looking glass. The study provides some insight into the meaning of her actions that can inform current understandings of deaf education. The aim is to preserve Anne Smyth's story in order to generate new histories, as well as new discussions in the field of deaf education research.
A Phenomenological Study of Teachers with Dyslexia	Smith, Benjamin M.	ProQuest LLC	2017	This phenomenological study was designed to investigate the coping strategies of teachers with dyslexia. Six middle and high school teachers from three different states in the US Midwest and South were interviewed. Interview data were analyzed for consistent themes and emergent details. Findings indicated that teachers with dyslexia employ a number of strategies to mitigate their disability, they often utilize their childhood experiences as dyslexics to help their students, and that they believe they have increased levels of empathy for their struggling learners. For school and district personnel, the findings suggest that there are steps that can be taken to support teachers with dyslexia to help them further cope and minimize the effects of their disability. These steps include implementing professional learning opportunities to help teachers with dyslexia, providing teacher mentors, and considering appropriate accommodations to address work expectations. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml .]

Pre-Service Teachers with Disabilities: Challenges and Opportunities for Directors of Student Teaching in Western Canada	Sokal, Laura;Woloshyn, Debra;Wilson, Alina	Canadian Journal for the Scholarship of Teaching and Learning	Jun 2017	In response to the lack of Canadian research about the practicum experiences of pre-service teachers with disabilities, a survey of ten Directors of Student Teaching in Western Canadian universities was conducted and revealed both strengths and challenges in current practices. Recommendations for teacher education are explored, and several future research directions are highlighted.
Improving Observation and Practicum Experiences for a Preservice Teacher with Visual Impairment through the Use of Assistive Technology	Lima, Jonathan M.;Ivy, Sarah E.	Journal of Visual Impairment & Blindness	Nov 2017 - Dec 2017	This article describes and evaluates a technological approach to support a preservice teacher of visually impaired students with extremely low vision to conduct essential assessments for a learner with multiple disabilities and visual impairment with limited distraction to the child and classroom. The selected technology discussed here was purchased with funds provided by a departmental grant, but it would be relatively affordable to an individual living on the average salary of a teacher working in the United States. In addition, as the demand for streaming sports cameras and tablets rises, basic economics indicate that the cost of such items should continue to reduce. Experimental research is needed to address whether the technology described in this paper can be used to decrease distractions and increase the quality of assessments completed by teachers of students with visual impairments who are visually impaired themselves. Concurrently, other uses of live-streaming video and bug-in-ear communication could prove beneficial for other pre-service or professional teachers with visual impairments who may need assistance in working with learners with or without visual impairments and with or without additional disabilities for assessment, classroom management, or academic instruction.
Tensions and Perplexities within Teacher Education and P-	Parker, Elizabeth Cassidy;Draves, Tami J.	Arts Education Policy Review	2018	We have written this article seeking to connect societal perceptions of disability with P-12 schools and higher education institutions toward the goal of greater understanding and equitable employment opportunities for music teachers with

12 Schools for Music Teachers with Visual Impairments				<p>disabilities, specifically teacher candidates with visual impairment. In our investigation, we examine the following questions: (a) How have special education programs within P-12 schools, universities, and schools of music reflected societal perceptions of persons with disabilities and how do those in turn influence perceptions of teacher candidates? (b) How have the "essential functions" of teaching been articulated by accreditation programs and what tensions arise when music teachers with visual impairments are considered for employment? and (c) What are potential ways forward for P-12 education, teacher education programs, and schools of music? To disrupt binaries between able and disabled in schools, we recommend embracing a broader, interdependent view of music education, one that is defined by and includes all teaching professionals and school communities. Additionally, we support recruitment of teacher candidates with disabilities to music education programs and consistent advocacy through matriculation and job placement to encourage entry into P-12 schools.</p>
Fit(ness) to Teach?: Disability and Initial Teacher Education in the Republic of Ireland	Keane, Elaine;Heinz, Manuela;Eaton, Patricia	International Journal of Inclusive Education	2018	<p>The lack of diversity in the teaching profession is recognised internationally [Schleicher, A. 2014. "Equity, Excellence and Inclusiveness in Education: Policy Lessons from around the World." Paris: OECD]. Research shows consistently that teachers from majority socio-economic and ethnic groupings dominate, often in contrast to school populations. While studies in the USA and the UK have shown that teachers with disabilities are significantly under-represented compared to the general population, there has been a dearth of research in this area in Ireland, including in relation to initial teacher education (ITE). Following a review of the literature and an overview of the study's methodology, we present findings exploring 2014 ITE applicants and entrants with respect to their dis/ability status and intersections with other socio-demographic variables based on data gathered in the Diversity in Initial Teacher Education in Ireland national research project, establishing the first national</p>

				dataset about disability in Irish state-funded ITE. While we identified increases in the proportion of disabled students entering ITE, especially at postgraduate level, applicants with disabilities were significantly less likely to be accepted into undergraduate primary ITE than were those without, and there was considerable variation in the proportions from different categories entering ITE. We end by discussing the significance and implications of our findings in terms of practice, policy, and further research.
Identifying Barriers to Inclusive Education for Children Who Are Blind and Visually Impaired in the Federated States of Micronesia	Brusegaard, Callie M.	ProQuest LLC	2018	Many developing countries continue to face problems implementing inclusive education. The implementation of inclusive education is an especially ubiquitous problem in the Federated States of Micronesia (FSM) with children who are blind and visually impaired. This study analyzed the barriers to full inclusion in the educational system for children who are blind and visually impaired in the FSM as perceived by the following actors: students who are blind and visually impaired, teachers, caregivers, principals, and system administrators. This study employed a transdisciplinary qualitative research process founded in grounded theory. The study featured surveys with special education administrators and teachers of students who are blind and visually impaired to provide a baseline of information to inform further research. Then, ethnographic interviews and observations were completed in the FSM with students who are blind and visually impaired, teachers, caregivers, principals, and system administrators. Data collection focused on the actors' experiences of access and participation to education for students who are blind or visually impaired. Comparative analysis identified the perceived barriers to inclusive education for students who are blind or visually impaired in the states of Yap, Chuuk, Pohnpei, and Kosrae. Results of the study show that barriers to inclusive education persist in the areas of economic factors, educational system, and social mindset. The main economic factors that arose during the study were financial accountability, transportation barriers,

				<p>and limited access to materials. The barriers within the educational system were a teachers' ability to implement appropriate services, the child find process and procedures, and a need for more qualified teachers. The social mindset was defined by a capability mindset and attitudinal mindset. This study pinpointed unique barriers to access in this setting that will inform improved policies and practices in instruction, assessment, parent-school collaboration, and teacher professional development. Additionally, recommendations are made that target educational processes and procedures, due process for special education, funding targets, and awareness. [The dissertation citations contained here are published with the permission of ProQuest LLC. Further reproduction is prohibited without permission. Copies of dissertations may be obtained by Telephone (800) 1-800-521-0600. Web page: http://www.proquest.com/en-US/products/dissertations/individuals.shtml.]</p>
(Re)-Defining 'Teacher': Preservice Teachers with Disabilities in Canadian Teacher Education Programs	Wilson, Alina;Sokal, Laura;Woloshyn, Deb	Australasian Journal of Special and Inclusive Education	Jul 2018	<p>Directors of Student Teaching from the Western Canadian provinces participated in focus groups about the realities and decision-making processes around practicum for preservice teachers with disabilities. Results showed current standards, when applied rigidly, served to reify a static, homogenous, and unrealistic definition of 'teacher' that marginalises preservice teachers with disabilities. However, the effort of directors to challenge this notion of 'teacher', framed within the constructionist model of disability, gives hope for a more inclusive future teaching force.</p>
Being a Deaf and a Teacher: Exploring the Experiences of Deaf Teachers in Inclusive Classrooms	Hankebo, Teketel Agafari	International Journal of Instruction	Jul 2018	<p>Teaching is a unique and challenging undertaking. Not many can become effective and dedicated teachers. Being a deaf teacher and meeting diverse needs of learners in an inclusive setting also will exacerbate the dilemmas as it calls for multisensory communication and reciprocal interaction with learners. This study focuses on exploring mode of communication and teaching experience and perceptions of deaf teachers in teaching in an inclusive classrooms. Seven deaf-teachers from</p>

				<p>two primary government schools were selected for the study, using availability sampling technique. Qualitative design was used followed by interpretive phenomenological approach. Semi-structured interview questions and observation checklist were used to collect the data. Sign language interpreters were made use of for the interview. The study revealed that deaf teachers used demonstration, gestures and sign language as modes of communication for the whole class as most of the students lacked sign language skills. The study discovered that though deaf teachers have positive perception for their career, they lacked appropriate pedagogical skills. It also appears that deaf teachers are highly inconvenienced by communication barriers and poor interaction, lack of technology usage, and lack of sign language interpreters. From this study one can surmise that deaf teachers are overlooked within their professional practices.</p>
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Criteri di inclusione

Nella *systematic review* dovranno essere inclusi solo abstract e studi primari, condotti in qualsiasi paese fra il 1990 e il 2018, focalizzati su:

- docenti con qualsiasi tipo di disabilità o disturbo specifico di apprendimento (DSA)
- docenti con disabilità/DSA che lavorano in ogni grado e ordine scolastico, compresa l'università;
- docenti con disabilità/DSA che lavorano sia nelle scuole speciali o sia in quelle mainstream
- esperienze di docenti con disabilità/DSA dal punto di vista di altri professionisti che lavorano nella scuola, come Dirigenti scolastici, altri insegnanti senza disabilità/DSA, etc.

Einschlusskriterien

In der Systematic Review sollen nur Abstracts und Primärstudien, die in jedem Land zwischen 1990 und 2018 durchgeführt wurden und sich auf Folgendes konzentrieren, berücksichtigt werden:

- Lehrer mit jeglicher Art von Behinderung oder spezifischer Lernstörung (SLS)
- Lehrer mit Behinderungen/SLS, die auf allen Ebenen und Schulstufen, einschließlich der Universitäten, arbeiten;
- Lehrer mit Behinderungen/SLS, die sowohl in Sonderschulen als auch in Regelschulen arbeiten.
- die Erfahrungen von Lehrern mit Behinderungen/SLS aus der Sicht anderer an der Schule tätiger Fachleute, wie z.B. Schulleiter, andere Lehrer ohne Behinderungen/SLS.