

שאלתה: מורים עם מוגבלויות

1.

TI: Impairment effects as a career boundary: a case study of disabled academics.

AU: Williams, Jannine; Mavin, Sharon

SO: Studies in Higher Education; Feb2015, Vol. 40 Issue 1, p123-141

Abstract:

Within the academic career literature, disabled academics are under-researched, despite calls for career theory development through the exploration of marginalized groups' career experiences and the boundaries which shape these experiences. Here, boundaries refer to the symbolic resources which become reified to construct social boundaries shaping what is and is not possible in career contexts. This article contributes to the advancement of academic career theory by enabling insights into impairment effects as an embodied career boundary for disabled academics and outlining how experiences of impairment effects and disabled academics' agency are entangled with their career context and organizational members' responses. Impairment effects shape career choices and opportunities, by being negated, and/or influencing expectations of employers to provide inclusive contexts which acknowledge impairment effects as a legitimate organizing principle. However this recognition of impairment as a legitimate organizing principle is not always reciprocated, with implications for disabled academics' careers

2.

TI: Pre-service: Challenges and Opportunities for Directors of Student Teaching in Western Canada.

AU: Sokal, Laura; Woloshyn, Debra; Wilson, Alina

SO: Canadian Journal for the Scholarship of Teaching & Learning;
Dec2017, Vol. 8 Issue 3, preceding p1-18,

Abstract:

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

3.

TI: CEC's Policy on Educators with Disabilities.

SO: Exceptional Children; Jul2016, Vol. 82 Issue 4, p407-408

Abstract:

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 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.

4.

TI: Negotiating the tensions in the preparation of teachers with disabilities.

AU: Bowman, Cynthia Ann; Barr, Katherine J..

SO: English Education; April 2001, Vol. 33 Issue 3, p252-256

Abstract:

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.

5.

TI: Backlash: Don't Disable Teachers with Disabilities

AU: Reiser, Richard.

SO: British Journal of Special Education Vol. 17, Iss. 3, (Sep 1990)

Abstract:

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

6.

TI: Preparing Preservice Teachers with Disabilities for the Student Teaching Experience

AU: Knight, Diane; Wadsworth, Donna E

SO: Teacher Educator Vol. 31, Iss. 4, 313-24

Abstract:

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).

7.

TI: The Disability Closet: Teachers with Learning Disabilities Evaluate the Risks and Benefits of "Coming Out"

AU: Valle, Jan; Solis, Santiago; Volpitta, Donna; Connor, David.

SO: Equity and Excellence in Education Vol. 37, Iss. 1, (Mar 2004):

Abstract:

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.

8.

TI: Teacher Candidates with Disabilities: Guidance for Teacher Educators

AU: Brulle, Andrew R

SO: Action in Teacher Education Vol. 28, Iss. 3, (Oct 2006 - Dec 2006):
3-10.

Abstract:

This article describes a variety of issues that teacher educators should consider when making decisions regarding the status of teacher candidates with disabilities. It reviews a variety of legal precedents and discusses some issues specific to appropriate accommodations for teacher candidates

9.

TI: Job Stress in Perspective: Behavioral Disabilities Teachers and Student Aggression

AU: Marchel, Carol A. Undefined, 2002

Abstract:

in-depth interviews were conducted with 13 special education teachers who work with aggressive students to better understand their work experiences and career decisions. Analysis of textual information supported two interrelated themes: (1) the unpredictability of aggression; and (2) the role of student teacher relationships as important to understanding job stress, job success, and job satisfaction for these teachers. Detailed results of the analysis are reported for the following areas: salient contextual and student features to which teachers attend while working with student aggression and how teacher perceptions of student aggression relate to stress and job satisfaction. Discussion focuses on the teachers' perceived need to make sense of aggression, the importance of structuring the teacher's job to maximize

the quality of the student/teacher relationships, and the need to conduct research on relationship issues in classrooms for students with behavior disorders.

10.

TI: "My Success as a Teacher Amazes Me Each and Every Day"--
Perspectives of Teachers with Learning Disabilities

AU: Vogel, Gila; Sharoni, Varda

SO: International Journal of Inclusive Education, v15 n5 p479-495 2011

Abstract:

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.

11.

TI: Tensions and Perplexities within Teacher Education and P-12
Schools for Music Teachers with Visual Impairments

AU: Parker, Elizabeth Cassidy; Draves, Tami J.

SO: Arts Education Policy Review, v119 n1 p42-52 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

12.

TI: Are We Ready to Have Teachers with Learning Disabilities? A Study of School Principals' Observations

AU: Flavian, Heidi

SO: Journal of the American Academy of Special Education Professionals, p34-42 Spr-Sum 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.

13.

TI: Teachers with Learning Disabilities: A View from Both Sides of the Desk

AU: Ferri, Beth A; Keefe, Charlotte Hendrick; Gregg, Noel

SO: Journal of Learning Disabilities Vol. 34, Iss. 1, (Jan 2001 - Feb 2001): 22-32.

Abstract:

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

14.

TI: Effect of a Physical Education Teacher's Disability on High School Pupils' Learning and Perceptions of Teacher Competence

AU: Bryant, Lance G; Curtner-Smith, Matthew

SO: Physical Education and Sport Pedagogy Vol. 14, Iss. 3, (Jul 2009): 311-322

Abstract:

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 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