



EDC Dialogue

An electronic newsletter to share information and activities for and about the

Educators with Disabilities Caucus (EDC)

<http://www.cec.sped.org/Content/NavigationMenu/AboutCEC/Communities/Caucuses/EducatorswithDisabilities/default.htm>

EDC is a Caucus of the Council for Exceptional Children (CEC)

This newsletter is disseminated quarterly as a means for the caucus to share information, activities, and resources. We welcome your contributions and suggestions for continuously improving this newsletter. Please send your submissions to Nancy Anderson at nanders7@gmu.edu

Our Mission: To support and advocate for educators with disabilities in teacher training and professional settings.

Message from the EDC Chair

Nancy Anderson, M.Ed.

Happy Spring to all EDC members and newsletter subscribers!

In a few weeks, the annual CEC convention will be occurring and so will our annual EDC meeting. (See Below for the details). I really hope you can attend the general EDC meeting. If you cannot make it and you are interested in being more active with EDC, then one way you can assist EDC with its mission is to offer your story! We are seeking individuals who are teachers with and without disabilities to share their stories with others who can benefit from them. For ideas, look at past EDC newsletter articles. One future article I would also like to see in our newsletter would be about a co-teacher who works with a teacher who has a disability. Whatever your article idea is, please just send it to me!

If you have any questions, please be sure to email me at Nanders7@gmu.edu If you would like to meet me at the convention, please send me an email. I look forward to seeing you all in Louisville, KY for another exciting CEC convention and EDC meeting!

Nancy

Spotlight On.....

EDC at the 2007 CEC Convention in Louisville, KY!



April 18-21, 2007

Convention Website Information:

<http://www.cec.sped.org/Content/NavigationMenu/ProfessionalDevelopment/ConventionExpo/default.htm>

Plan to meet EDC Board and Members--Come to EDC's Annual Meeting!

EDC General Business Meeting

The Galt House Hotel

Friday, April 20, 2007

9:45 - 10:45 a.m. in the *MAPLE Room*



Perspectives from the Field

Educator with a Disability: An Assistant Professor

Always in a Constant State of Motion

Polly G. Haselden, Ph.D.

Education Center

The University of North Carolina at Pembroke

I am often asked about the issues that I face as an Assistant Professor who has a learning disability. Over the last few years, I have held positions in the Special Education departments at two wonderful universities. In both positions, I discovered that I was faced with the same two major problems -- *communication* and *organization*.

Communication issues don't seem to affect me much during instruction to my students (although I could do without those moments where I can not think of words or remember names). The issue is related to the communication and organization of what is expected of me. Many of my responsibilities and duties (i.e., with specific directives and time) have been time-consuming and sometimes stressful to keep up with.

In my position, I have a hard time understanding communications to the staff and faculty that are sometimes to be followed literally and other times to be followed if I choose to. What is the fine line of choosing to do or not to do? One specific example of this is me being placed on a bulk-mail recipient list as far as work-related tasks go. I receive hundreds of e-mails about things that I am excited to hear about, things related to my department, and things that I really don't care about. Do I have to do something about all of them, or do I get to choose? Will I get into trouble if I choose not to do something that is stated in a bulk, campus wide e-mail? The problem is that I am usually expected to do "something" about all of them. I hear "we usually" or "we prefer" or "the university expects." I would prefer the communication tunnel to me to be in *black and white, yes or no, or do or do not do*. It would be much easier.

An example of such an email was one that arrived this morning from the registrar's office concerning midterm grades. They are due today, and I realized this after I called the registrar's office to report that one of the links on our grade reporting system would not work for me. I've spent all morning calculating and averaging grades, and the only thing left for me to do is to get to my courses on the reporting system and enter the letter grades. So how could this have happened? I had written the due date in my calendar when I first received the email for submission of grades and I'd even left the email in my inbox as a reminder to get them done. I checked my calendar, and sure enough, grades were due this week. However, in rechecking the e-mail in my inbox, I noticed a discrepancy. The registrar's office expected grades last week. I now realize that I can't post grades online and I'll have to walk to the registrar's office with a copy of my grades.

Organization is an important skill to master if one is attempting to complete all of the tasks required of keeping one's job. If there is no sense of management and what needs to be prioritized, a person can

find him or herself in a "constant state of motion" trying to get goals and objectives accomplished with little success. I find this to be especially true in higher education positions. No matter how many to-do lists I keep, it is a lucky day if the lists remain the same and have not increased in length. *I am in a constant state of motion, usually in a circular pattern.*

I probably have the same issues as other educators with or without disabilities. However, the situation can be more pronounced for the educator with a disability who has communication issues and management problems, and it could be even more daunting depending on the individual teaching setting. There are strategies and accommodations that could make work days more productive and successful. For example, I have requested a mentor at each of my university positions. I figure with my issues of just trying to get everything done that needs to be done, a mentor would be helpful. In a former position, I had one. My mentor helped me process my thoughts and responsibilities, and thus I was able to get all my grades in on time. Being new to this university and faculty, I requested a mentor. This is an unusual request for this university, and they don't know me well, so it will take time to process this accommodation request. I can already tell that if I had a mentor, my midterm grades would be posted online and on time. I will continue to work with the university to help them understand my needs. In the meantime, I will continue to do what has helped me in the past. I will strengthen my own "system of supports" in a variety of ways so that my communication and management issues can be controlled.

I believe that systems of support by means of colleagues, family, friends, assistive technology, and mentors are all great means for individuals entering the field of education who have a disability and needs support to be successful in their career. I believe that the ***Educators with Disabilities Caucus (EDC)*** provides a wonderful

support service to EDC members who are currently in a career of education, or are preparing to do so. Everyone's issues may not be like the ones I face on a daily basis, and that is why EDC exists. EDC has professionals with a wealth of background experience to help you. Please take time to become involved with EDC as a member, mentee, or mentor, or ask EDC how you can support an educator with a disability.

I have to check on my "to do" list now. I need to:

- ✓ Contact someone about finding ME a mentor.
- ✓ Prepare for class tomorrow.
- ✓ Meet students about registration.
- ✓ Prepare for a conference this weekend.
- ✓ Check out journals from the library for a student demonstration.
- ✓ Email EDC's article.
- ✓ GOT to go by the Registrar's Office to turn in those grades!!!!

If you have questions or thoughts you like to share with Dr. Haselden, please contact her at:

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Key Activities of EDC

EDC officers, with the support of CEC Advisors, developed our ***EDC Organizational Guidelines*** document. This resource is used by the EDC Caucus for several purposes, including:

- guiding caucus operations and procedures,
- informing new and current members of EDC procedures and,
- serving as foundation for EDC activities and progress.

We hope you will review these guidelines,. They are available through the EDC section of the CEC Web site at <http://www.cec.sped.org/diversity/edc.html>. Please direct any comments or questions to Nancy Anderson at nanders7@gmu.edu



Scholarships, Internships, Financial Aid & Grants

Funding Sources to help you become a special educator, check out this site!

Most states now have some form of student assistance for individuals who want to pursue a career in special education. These financial aid programs vary by state. To find out the details of state grants and loans, students should contact their state agency or college financial aid administrator. <http://www.personnelcenter.org/aid.cfm>

College Programs for Baby Boomers Funded

[MetLife Foundation/Civic Ventures Community College Encore Career Grant Program](#)

The MetLife Foundation/Civic Ventures Community College Encore Career Grant Program opens doors for boomers who want their next chapter, or encore, to include a "purpose-driven job." Up to ten community colleges will receive grants of as much as \$25,000 each to help attract, prepare, or place adults 50+ in new careers in education, healthcare, and social services. Although grants may complement existing community college resources and build on community connections, funds cannot be used for traditional older adult offerings that focus on cultural, recreational, or personal enrichment activities. The application deadline is May 1, 2007. Visit the website listed above for online application information.

Includes an easy-to-read review of educational research relating to effective practices in teaching children with disabilities, as well as more detailed resources to assist in moving the research into practice.

<http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=96>

The HEATH Resource Center invites you to visit our site www.heath.gwu.edu

2007 Creating Options: Financial Aid Information

HEATH's annual revision of this popular resource guide is now available. The 2007 edition contains completely updated and revised information to help individuals with disabilities to seek and obtain financial assistance for postsecondary education. The guide describes federal financial aid programs, state vocational rehabilitation services, and regional and local sources. A listing of nationally awarded grants and a pre-college checklist to organize the search for funds complete the guide.

http://www.heath.gwu.edu/PDFs/creating_options_2007.pdf

Summer Pre-College Programs for 2007

HEATH Resource Center has updated and expanded listing of campus-based summer preparatory programs for students with disabilities contains sessions dates, tuition and fee information, program and curricula details, contact names, and links to program and institution Websites.

http://www.heath.gwu.edu/PDFs/2007_precollege_summer_programs.pdf

AAAS SPONSORS ENTRY POINT! ENTRY POINT!, a program of the American Association for the Advancement of Science, offers internship opportunities for college students with disabilities in Science, Engineering, Mathematics, Computer Science, and some fields of Business. To learn more about this program, visit

<http://ehrweb.aaas.org/entrypoint/>

EMERGING LEADERS INTERNSHIPS: This program, launched and funded by the international consulting firm, Booz Allen Hamilton, is administered by the National Business & Disability Council and provides internships for college students with disabilities. These internships are located in several geographic locations and with a wide range of companies. For details, visit their site at <http://www.emerging-leaders.com/>

SCHOLARSHIP FOR GRADUATING SENIORS WITH LEARNING DISABILITIES:

The National Center for Learning Disabilities annual awards the Ann Ford Scholarship of \$10,000 to an outstanding high school senior with a learning disability who is committed to completing a college degree. For information, visit <http://www.nclld.org>

Important Resources



EDC Website: Research Section

Polly Haselden, Ph.D. polly.haselden@uncp.edu

EDC website has a new section devoted to collecting data related to educators with disabilities. EDC is asking you to share with us your research that could be posted to EDC's website. If you have anything to contribute, please contact Dr. Haselden.

SELF-ADVOCACY FOR STUDENTS WITH LD: "Self-Advocacy Skills for Students with Learning Disabilities: Making it Happen in College and Beyond," by Henry Reiff, dean of Student Academic Life at McDaniel College. This is a book with strategies and resources for students, parents and guidance counselors on selecting and gaining acceptance to college and succeeding while in college.

http://www.nprinc.com/spec_edu/mihi.htm

2007 WRP DATABASE RELEASED: The 2007 WRP database, an excellent resource for recruiting talented college and university students and recent graduates with disabilities for summer or permanent positions, was finalized on March 21, 2007. This database contains qualification summaries of hundreds of motivated summer and permanent job seekers representing all majors and hailing from over 200 colleges and universities nationwide. These applicants have been pre-screened through face-to-face interviews. Access to these students for non-federal employers is through the Employer Assistance & Recruiting Network (EARN) <http://www.earnworks.com/wrp/> Contact an EARN Employment Specialist by calling 1-866-327-6669 or email us a request at: earn@earnworks.com.

BIG SKY PROJECT: The Big Sky Project is United Cerebral Palsy's (UCP) national effort to create a new vision of the future for people with disabilities. The project is designed to raise public awareness about the serious challenges that remain for people with disabilities and develop strategies, initiatives, programs, and public policy to address them. During the National Big Sky Visioning Sessions at the 2007 United Cerebral Palsy Annual Conference in April, participants will have the opportunity for in-depth review and discussion of future forces that are likely to have major impacts on individuals with disabilities. In addition, participants will have the chance to contribute to the development of a new vision of the future for people with disabilities based on this new information. For information, visit http://www.ucp.org/ucp_general.cfm/1/16243

STATE YOUTH LEADERSHIP FORUMS: Many states conduct a 3 – 5 day leadership training residential program for rising high school juniors and seniors with disabilities. The program accepts applications from youth with any type of disability following the California Youth Leadership Forum model. LD Online just posted a page with up to date information on nomination deadlines for the Youth Leadership Forums. For information on nomination deadlines, go to <http://ldonline.org/ldresources/opportunities/y/f>

THE WASHINGTON CENTER FOR INTERNSHIPS AND ACADEMIC SEMINARS

(TWC): This prestigious educational nonprofit organization, entering its 30th year, offers an academic program combined with internships in Washington, DC. They offer a fully inclusive program, including accessible housing. To learn more about the program, visit www.twc.edu.

AAPD ADMINISTERED SUMMER INTERNSHIPS FOR COLLEGE STUDENTS WITH DISABILITIES

AAPD Administers two prestigious internships. One is funded by the Mitsubishi Electric America Foundation and places students in congressional offices in Washington, DC. The second, funded by Microsoft, is for students majoring in information technology and accepted candidates will work in various agencies in the executive branch of the federal government. For details visit AAPD's website at www.aapd.com.

WORKFORCE RECRUITMENT PROGRAM: The WRP is a summer work program for college and university students with disabilities co-sponsored by the U.S. Department of Labor and the Department of Defense. Students are interviewed by federal agency staff at their colleges during late January through most of February. Hiring is done directly by federal offices throughout the country. While the majority of positions offered are for the summer and with federal agencies, students in this database may be recruited for full time positions by either the federal government or the private sector. For additional information, visit <http://www.dol.gov/odep/programs/workforc.htm>

CAREER GATEWAY: A new web-based service of Career Opportunities for Students with Disabilities (COSD) for employers and graduating college and university students where students can post their resumes and employers can search for qualified candidates. For information go to www.cosdonline.org.



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EDC Newsletter Contributions and Ideas!

We welcome your contributions and suggestions regarding this newsletter. If you have ideas or information to contribute to this newsletter, please contact Nancy Anderson at nanders7@gmu.edu