

clemonskaren: Finally!

azlepojo: We are ready to conduct our post conference!

clemonskaren: How are the lessons working out with your mentee?

azlepojo: The lesson plan development steps that we have been working through have really helped her to focus on the needs of the students and what she expects her students to achieve from the lesson.

clemonskaren: I could tell from the video conference that she was pretty confident what she expected the students to learn. My mentee has had to postpone her lessons as her classroom in the library is commandeered often do to environmental cleanups. She has taken the initiative to consult with a Reading resource teacher to identify those students with reading issues so she can modify her approach to the lesson accordingly. Because I cannot physically be there. I will have the lesson(s) digitally recorded. will share them with you as soon as they are completed.

azlepojo: Fantastic. How many students with disabilities are in your mentees classroom? My mentee had two students with very similar disabilities (speech impaired).

clemonskaren: well depending on the schedule, she may even have one student who has cerebral palsy. He is physically challenged, but academically ahead of his peers. I've talked about his adaptive equipment with her so she feels confident working with him. The other students 30%-40% may have reading and comprehension issues that will be addressed in the context of their training to use the Internet for research projects.

azlepojo: while developing the lesson plan, my mentee and I discussed the lesson with the diagnostician to be sure that the speech impaired students were accomodated. We learned quite a bit about accomodations for speech impaired students.

azlepojo: When your mentee conducts her lesson, will she conduct it in the library or in a computer lab?

clemonskaren: She has a computer lab in one of the rooms in the library. They call it the LRC or Library Resource Center. This is one of the few years since I've been there that she has had access to her own classroom. As I've mentioned in the past, we have to IDEA or Section 504 that protects students with special needs, but there are organizations outside the government that assess, diagnose and provide resources, equipment and treatment options to the public schools.

azlepojo: wow. Must be nice to have the lab so close.

clemonskaren: We have a shortage of Special Education teachers and Para-professionals that support them, so when a Regular Ed teachers needs assistance. It may not come in a timely manner I'm afraid. At least that have the other institutions to draw on as the will provide adaptive equipment when requested.

clemonskaren: The LRC used to be my room for two years.

clemonskaren: Sorry, my punctuation is running away with me.

azlepojo: The lesson that we developed does not require any special software (just Microsoft Paint and PowerPoint) just the basics and math manipulatives. Is your mentee's lesson going to require anything special?

clemonskaren: No, just Microsoft Paint and Word. They are going to use formatting features in word they may not have used before.

azlepojo: My mentee and I had agreed to not get too fancy with this first lesson because she is new to using technology with students and she wanted something simple that would not be too difficult for her to handle. She feels much more confident about her ability to use technology with her students now. She is already thinking of other ways that she can enhance her students learning with technology. She has really been great to work with.

clemonskaren: Simple is definitely the way to go on the maiden voyage I say.

azlepojo: Yes, it helped her to build her confidence.

azlepojo: well, are you ready to end our conference for tonight?

clemonskaren: I think that should just about do it.

azlepojo: Alright then, I'll email you later.

clemonskaren: Great. Have a good evening.

azlepojo: You too, Good Bye

clemonskaren: Bye for now.