



## Derby Public Schools

### Exit Interview

#### Background Information

Employee Name: Elizabeth Kirschbaum  
Assignment: Special Education Teacher - DMS  
Date of Hire: August 2013  
Exit Date: June 2018  
Interview Date: \_\_\_\_\_  
Interviewer: \_\_\_\_\_

#### Questions

(Please use the back of page if necessary.)

1. What are the key factors in your decision to leave the Derby Schools?  
I was given an opportunity to go to a State Technical School.
2. Where do you plan to work next?  
I have accepted a position at Emmet O'Brien State Technical School

3. What do you regard as the strengths of the school or the district?  
 The district/school offers extra-curricular activities for the students, the teachers set high standards for the students, clean building, collaboration across grade level and vertically in subject matter.
4. What recommendations would you offer for the improvement of your school or the district? The discipline needs to be more consistent, students need to be held more accountable, more differentiation is needed. Maybe have ~~the~~ teacher teach to a lower group that includes reg. & ~~for~~ special ed students which would eliminate a lot of scheduling problems, more support for special edms. my resource class sizes were overwhelming & then add behaviors was not conducive to the environment.
5. What was your greatest disappointment during your time in Derby?  
 Not having a curriculum to follow ~~for~~ special education English classes. The leadership was not consistent. In the 5 years I have had multiple administrations. Where we were a family it doesn't feel like that anymore. Until the last couple weeks of school. At that time things started changing for the better and we were then thanked many times and appreciated off all we do was shown.
6. What was your proudest accomplishment during your time in Derby?  
 Making the connections that I have and friendships that have developed over the 5 years.
7. Do you have any other observations or suggestions that might be of benefit to our school district?  
 For the special education department the way student are grouped and schedules, more para professional support in classes, with case lead numbers on the rise more SPED teachers so that students are able to be supported.