



**Amy Braddock, M.S.
Teacher, Harwood
Elementary, West Fargo
Public Schools,
Fargo, North Dakota, USA**



What inspired you to apply for the Board of Directors? Learn directly from Amy!

[Access the video.](#)

Biographical Information:

Amy Braddock is a special educator at Harwood Elementary, part of West Fargo Public Schools in North Dakota. Amy has served in various roles throughout the district for 15 years, including Assistive Technology Specialist, high school comprehensive student support program teacher, and elementary special education teacher. Amy has served in the presidential line of the North Dakota Council for Exceptional Children Unit and served on CEC's Leadership Development Committee as Co-Chair.

Amy earned her undergraduate degree in special education from Minnesota State University Moorhead in 2009. She earned her master's degree in special education from the University of North Dakota in 2013. Amy holds a special education director credential through the state of North Dakota.

Amy was featured as one of CEC's 100 outstanding educators leading up to the 100th anniversary. Amy was awarded Professional/Licensed Staff of the Year 2022-2023 for West Fargo Public Schools and Cass County Teacher of the Year in 2023.

Amy is married and has three children: Connor, Owen, and Finnegan. Amy loves baking and runs a cottage bakery from her home. Amy has a sibling with intellectual disabilities and has committed her life to serving students and families with exceptionalities.

Candidate Statements:

What makes CEC's mission meaningful to you? (Limit 150 words)

As a special educator, CEC's mission of advocating for education professionals and the learners we serve means that CEC "has my back". The work that CEC does to lift the profession through advocacy, research, and professional development demonstrates commitment to improving outcomes for educators like me and the learners we serve. Being immersed in CEC has helped me grow as an educator and connect to other likeminded special educators across the globe. Every educator I have met through CEC has renewed my commitment to continuing to "do the work" with individuals with disabilities. Having the opportunity to serve as a volunteer leader in CEC has only deepened how truly meaningful it is to live CEC's mission.

There is such a great range of individual backgrounds and experiences that cannot be easily conveyed by answering simple demographic questions. Given [CEC's view of diversity](#), what facets of your life provide a context for the various experiences and perspectives you bring to discussions and your work? (Limit 150 words.)

I am a mother of three boys, one who has ADHD and generalized anxiety disorder. I have a sibling with intellectual disabilities and epilepsy whom I serve as the co-legal guardian of. I have worn multiple hats in the special education field including assistive technology specialist, high school intellectual disabilities teacher, and elementary special education teacher (in a one-track small school serving 6 grade levels as the sole special education teacher). I am Midwest born and raised (dontcha know). Amy has immediate family members with ADHD, Anxiety, Bipolar disorder, and depression. All of these things form together to give me a unique perspective on loving, supporting, and serving individuals with disabilities.

Provide three specific examples of how your leadership experiences, including professional and volunteer, have had an impact on fostering change or moving an organization/entity forward. (Limit 300 words)

Through the presidential line of the North Dakota CEC unit, I worked to implement changes to our annual conference. This included offering different types of speakers than years past, more opportunities to connect and network with educators from across the state, and providing options to earn continuing education units, which is vital for our educators attending. While working to implement these changes, many team members were unable to fulfill their duties for various reasons. Through perseverance, community connections, and consistent communication with the few team members that were able to support the changes, the conference was held and was a success.

As the sole special educator in a small North Dakota school, I have fostered change by building a unique program to support my kindergarten through fifth grade learners with varying abilities and needs. I worked to train my paraprofessionals to deliver instruction through the use of our district explicit instruction programs. By training the paraprofessionals to deliver instruction, this allows more individualization of instruction and gives opportunities for meeting unique needs of learners who may not be able to be in a group together. This model also serves as a means of meeting all the needs of six grade levels and one special educator to serve them. The district has observed, consulted with me, and implemented this model with other educators in the district.

As a building leader on our MTSS team, I have fostered change by updating and solidifying our MTSS processes. At the start of implementation, MTSS was simply seen as a meeting that routed to special education. Through collaboration with stakeholders, I have organized clear outlines and expectations for our MTSS process, improved our data collection methods, and improved our meetings to focus on learner outcomes.

CEC Membership Information:

Years of CEC Membership: 15

Division Membership(s):

Council of Administrators of Special Education (CASE)
Division for Leaders and Legacy (DLL)
Division for Learning Disabilities (DLL)



