**why you are applying to teach in America with the USA EMPLOYMENT Program.**

Education is valued not only for simply bestowing knowledge, but because education helps improve the individual’s lot in life. Special education can touch the lives of children who in the need of it. This helps the special children to sustain with the life without dependency.

Special Education allows to interact with the special children to increasing their ability to partake in the transformation of their life. thereby solidifying the bonds between different children.

Thus, working abroad serve a particularly beneficial purpose.

Long story short I am a Special Educator by choice. My son who is autistic has changed my whole perspective of life. I was the prey to that emotion and struggle when child is born as special. This situation has given me a strong impulse to be a Special Educator.
I, would like to contribute my pay back to the Special need’s children.

My Experiences and the journey as special Educator is incredibly inspiring.

I feel that I am great fit for this Teaching profession.

Undoubtedly, America is great nation which has advanced research and techniqs to deal the special needs children.

Certainly, I will upgrade and learn many strategies and Techniques used by the system.

**Why USA EMPLOYMENT Program?**

**USA EMPLOYMENT has an unshakable history of placing Teachers in America. They have been an interface between India and America to fill the positions where there is an utmost need of a good teachers.**

**USA EMPLOYMENT screen and finds the quality teacher who earned expertise in Classroom management their ability to find teacher who can plans and develops a lesson. The process of selecting a teacher based on the attitude to deliver the best. Which will influence the student’s pace in order to create a favourable atmosphere in the classroom and thus have a positive role in the students' performance.**

**Their motivation towards learning a foreign language (first or second) could be increased or diminished depending on the relationship they have with their teacher, the grouping modality he chooses for every task or activity, his sense of power and authority over them, the students' participation and control, etc. In addition, we give a high relevance to the timing of the mentioned subject. Firstly, we focus on the quantity of hours devoted to the first and second foreign language teaching in our Educational System and the way teachers sequence activities in time. Secondly, we raise the question of the possible necessity of the students' earlier enrolment in a foreign language at school. With the purpose of gathering information about those concepts in real educational contexts, a group of teachers and students from different levels and situations has been questioned (ranging from Primary Education, Secondary Education and University as well), so as to shape the perceptions of the same issue from two different perspectives.**