

Concerns/Questions/Assumptions about Diverse Learners

Time for collaboration

How to define what is responsible for the student's lack of success?

Come up with strategies

Collaboration really important to hear what others are doing

More defined process

Professional evaluation is sometimes needed

Who's responsible for what? Counselors are now doing more targeted support

Counselors will provide important information about attendance

Can too much help hold a kid back? (enabling) When do all of the interventions become part of the problem

Delicate balance, case by case thing

SSP plans have to be reviewed more often and to get more feedback from faculty as to what is and isn't working

Working with students in Academic Support it seems to be a pattern of not doing well. They all seem to have low self-esteem when it comes to academics. Target organization, deadlines, how to get help at home--can't see how that help can be too much. Anything we can do to get them to that success will be helpful because they haven't experienced success in so long. Some will graduate from plan and won't need support in college, that is always the goal.

Always disheartening to get the D and F list and to continue to see the same pattern, year after year. Hoping this will help those students.

Adolescents need deadlines and structure. Can give them more time but with a deadline, instead of get that in when you can.

Helping students to see that it isn't that they can't do it, but that they need more time.

Students who fail multiple choice and can't figure out how to do it so that the essay is weighted more and asks them to show comprehensive knowledge in another way. Some on SSP others not. Am I enabling them?

How to ensure that SSP students have equal opportunity to take AP/Honors classes? Equity in class = AP Student..some students are in these classes and that is because they have good parent advocates.

Clarity: those students who aren't identified...how do we help to support them? Vast majority in AS do not have an SSP or any identified LD. Mostly motivation or other circumstance.