

Frequently Asked Questions

A Note for Parents and Guardians from Mr. Moore's Honors Chemistry Class

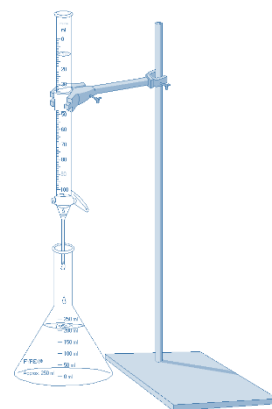


What is your vision for this classroom?

This classroom is a collaborative learning environment where students of all backgrounds will have equal access to resources and experiences that will maximize their learning potential.

What kind of supports can I expect for my student?

My mission as an educator is to ensure that each student has a community that provides them with the individualized attention and supports that they need to stay in a challenging learning zone (Gindis, 1999).



Okay, so what does that really look like?

- All students, in concert with their community of invested adults, will lead the process of crafting their learning goals and evaluating any required or requested modifications to allow them better access to the classroom (Hawbaker, 2007). My goal is meet with each community at least once during the year in person and maintain constant contact throughout the year via email or phone.
- All students will be acknowledged for and encouraged to develop their strengths (Russo, 1999). My goal is to help each student catalogue their strengths and connect them to resources that fit those strengths.
- All students will have access to 21st century technology that maximizes their learning (Escowitz, n.d.). My goal is to provide or request training for students and their learning communities on any technology that will help meet their needs.

References

- Escowitz, S. (n.d.). *Multiple Disabilities in Your Classroom: 10 Tips for Teachers*. Retrieved from <http://nichcy.org/multiple-disabilities-in-your-classroom>
- Gindis, B. (1999). Vygotsky's Vision: Reshaping the Practice of Special Education for the 21st Century. *Remedial and Special Education*, 20(6), 333-340.
- Hawbaker, B. W. (2007). Student-led IEP meetings: Planning and implementation strategies. *TEACHING Exceptional Children Plus*, 3(5), Article 4.
- Russo, R. (1999). Applying a Strengths-Based Practice Approach in Working with People with Developmental Disabilities and Their Families. *Families in Society: The Journal of Contemporary Social Services*, 80(1), 25-33.