

issues, including two with concussion protocols, and one that is terrorized by writing.” In some instances there seemed to be a perceived hostility concerning IEP’s and the mandate to review them such as when one teacher said, ““No.” It’s their responsibility to contact me; to seek me out.”

In response to the question, “To what extent do you co-plan lessons with the special education teacher or specialists to design instruction for students with dis/abilities, emergent bilingual learners/multilingual learners and students who could benefit from specific learning supports in your class,” the majority of the teacher’s answers focus on what they do rather than working with someone else despite the fact that the question is about co-planning. For instance, one teacher reported, “students who fall behind --I take it upon myself. I have a relationship with my students in that we can work things out together.” Additionally, rather than discussing co-planning teachers talked about sending the students elsewhere for assistance. For example, one teacher said, “I refer students to the Writing Center, to Erin [colleague and Writing Center Coordinator] and the Writing Tutors, and the CAC’s. [College and Academic Counselors] I don’t feel I need to track them down. Singling out students makes them feel bad.”

E.8. Educators are provided real-time feedback, oversight, and support on lesson plans, assessments, and classroom instruction (Access).

N/A – See Stakeholder Survey Report (SSR).