

Demystification Worksheet Part 1

Use this worksheet as a guide for the demystification process. You do not need to answer all the questions completely. Feel free to make as many additional notes on the survey or this worksheet as you'd like. You DO NOT need to think in terms of strategies or specific vocabulary at this point...you're only gathering information right now.

Student Name _____

Advisor Name _____

Demystifyer Name _____

Step 1: Interpret Student Surveys (10/5/12)

1. What appear to be the student's **greatest strengths**?

2. What appear to be the student's **greatest weaknesses**?

3. What **follow-up questions** will you ask the student to get clarification on her **strengths**?

4. What **follow-up questions** will you ask the student to get clarification on her **weaknesses**?

5. Do you have any **questions for teachers** to get clarification on **strengths**?

6. Do you have any **questions for teachers** to get clarification on **weaknesses**?

7. Do you have any **questions for her advisor**?

8. Make any other **notes here**:

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Step 2: Conduct Interview with Student (10/7/12-10/19/12)

1. Explain the **purpose of a demystification**, and that you will have a **meeting in January** to talk about strengths, weaknesses, and strategies.
2. Even though she answered this question on her survey, **ask the student what she'd most like to work on. If what she suggests is too broad, help the student to get more specific.** *For example, if the student says, "I want to improve in math," help her determine what parts of math seem the most difficult. As you do this, see if similar issues pop up in other areas or classes as well.*

Use this space to **record what you discuss with the student** about what she'd most like to improve.

3. Use this space to **write the questions you'd like to ask the student** (refer to Step 1). Record her answers here as well.

Q:

A:

Q:

A:

Q:

A:

(over)

Q:

A:

Q:

A:

Q:

A:

Q:

A:

Q:

A:

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Step 3: Conduct Interview with Teachers (11/2/12)

1. What **teacher(s)** could give you more insight into the **student's strengths**?
2. Use this space to **write the questions you'd like to ask those teachers** (refer to Step 1).

Q:

A:

Q:

A:

Q:

A:

Q:

A:

3. What **teacher(s)** could give you more insight into the **student's weaknesses**?

4. Use this space to **write the questions you'd like to ask those teachers** (refer to Step 1).

Q:

A:

Q:

A:

Q:

A:

Q:

A:

5. Indicate below if a **work sample** could help you further determine strengths, weaknesses or strategies. What class(es) would the work sample come from?
6. Should it be an **unassisted first draft**, or an **edited/refined piece of work that has received teacher feedback**?
7. Request that this **work sample be submitted to you by 11/28/11**. Email or speak to that teacher now.
8. Will it help you to **look for other helpful information**?

Good places to look include:

- The student's advisor
- The student's IGC
- The student's Individual Goal Plan
- The student's LEC file
- The student's affinities binder
- The student's accommodations PDF
- Dorm notes
- Missing homework calendar
- Director of LEC

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Step 4: Conduct Interview with Advisor and Interpret Parent Surveys (11/26/12)

1. Briefly describe the strengths and weaknesses you've determined for the student. Communicate the strengths you anticipate focusing on during the demystification.

2. Use this space to **write the questions you'd like to ask the student's advisor** (refer to Step 1).

Q:

A:

Q:

A:

Q:

A:

3. Does the **advisor** have any **additional information** for you? Record that here.

4. **Refer back to the student survey to determine if this additional information is reflected in the survey.** If you think you may include information that will be a total surprise to the student, make a time to **speak with that student to get buy-in before the demystification meeting** takes place.

(over)

5. Indicate the aspects of the parent survey that line up with the student survey and your conversation with the student's teachers and advisor.

6. Indicate any aspects in which the parent brings up new concerns or information about the student.

7. You may consider checking back in with the advisor if the parent's concerns are not also reflected in your conversations with the student, teachers, or advisor. Parent buy-in is important too, so you may consider adjusting your focus of the demystification, but don't necessarily need to. Perhaps the advisor might need to check in with the parent about his/her expectations and what we see here at Purnell.

8. If applicable, communicate any big discrepancies in parent, student, teacher, and advisor communications to the advisor.

FYI: The following steps will come in the next packet:

Step 5: Interpret Work Sample, Compile Data, Check in with Advisor (12/7/12)

Step 6: Get Demystification Guidelines, Determine Strategies, Create Demystification (1/7/13)

Step 7: Record Demystification Information (Feb 2013)

Step 8: Follow-Up (April 2013)