Teacher Preparation Checklist For SST Meeting

Review the student's cum file and other records, paying particular attention to:

- ❑ History of standardized achievement test data
- ❑ Current and past attendance and tardy information
- ❑ Hearing and vision screening results, health issues
- ❑ Past school history, including retention and referral to other programs
- ❑ History of contacts with the family

Be prepared to present specific background information about the student, including:

- ❑ Strengths (to be built upon for developing interventions and modifications)
  - ✓ Academic (e.g., good with math problem-solving, likes to read, enjoys art and music, loves to sing, works well on a computer, writes creatively, did an exceptional science project,)
  - ✓ Social/Emotional (e.g., wants to please adults, chosen by classmates as a friend and/or as a leader)
  - ✓ Multiple Intelligences characteristics: linguistic, logical-mathematical, bodily-kinesthetic, spatial, musical, interpersonal, intrapersonal
- ❑ Interests (including student preferences for reading and writing topics, science and math themes, projects, etc.)
- ❑ Academic functioning in reading, oral language, written language and math (bring curriculum-based data to show levels, such as Running Records)
- ❑ Amount and quality of classwork and homework (bring recent work samples)

Be ready to discuss:

- ❑ Your basic concern or concerns (academic, behavior, social-emotional, health, etc.)
- ❑ Desired student outcomes (the improvements you would like to see as outcomes), such as better attendance, increase in reading or math skills, improved ability to work with/get along with peers, ability to follow classroom or playground rules
- ❑ Strategies and modifications you have tried (see attached checklist)
- ❑ Analysis of Classroom Environment (Content and Performance Standards, Section 5)
- ❑ Efforts to work with the family to resolve your concerns

Bring to the SST meeting

- ❑ Student's cumulative file
- ❑ Recent work samples that reflect both strengths and areas of concern
- ❑ In-class assessments which show academic levels (e.g., LALAR rubric, progression in Content and Performance Standards)