Oroville Union High School District
Teacher Preparation Checklist for SST Meeting

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

- Strengths (to develop interventions)
  - ✓ Academics — good with math problem-solving, likes to read, enjoys art and music, works well on computer, writes creatively, exceptional science project.
  - ✓ Social/emotional — wants to please adults, chosen by classmates as a friend and/or leader
  - ✓ Multiple intelligences — linguistics, 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 fluency/recognition/comprehension, oral language, written language and math — bring curriculum-based data to show levels, such as Running records, benchmark assessments, etc.
- Amount/quality of class work and homework (bring recent work samples)

Be prepared to:

- Discuss efforts to work with the family to resolve your concerns (Referral Checklist)
- Identify/discuss the area of greatest concern — academic, behavior, social-emotional, health (Problem Identification/Clarification Form)
- Discuss strategies and modifications you have already tried (Classroom Interventions & Modifications Form)
- State your desired outcome in measurable/observable terms
- Collaborate with the team to generate valid interventions (1-2) which target the identified area of greatest concern
- Implement, with support of the case manager, agreed upon classroom interventions.
- Regularly monitor student (daily, weekly, as specified)

Bring to the SST Meeting:

- Recent work samples that reflect both strengths and areas of concern
- In-class assessments which show academic levels
- Other: _____