TPE-MMSN 1.1, 6.5—Assessment: Candidates are given a student scenario and will work in groups to prepare a Mock Student Success Team meeting to address the student’s strengths, background, review academic data, review progress, discuss student challenges and design instructional goals to ensure student success toward Common Core State Standards. The meeting notes will be posted to Canvas.

Group Directions:

1. Each group member chooses a role
   a. Administrator – leads the meeting (mandatory)
   b. Note taker – takes notes and fill out form (mandatory and must participate)
   c. Teacher (mandatory) Note: For groups of 7 a second teacher may be added.
   d. Parent (mandatory)
   e. Psychologist or Counselor
   f. Student (Use only for High School or Middle School, student must participate)

2. Start the meeting by welcoming the parent and introductions (and your role) and stating the purpose
   a. Review the form

3. Discuss Strengths at home and in school. List on the form.

4. Discuss background information and list on the form:
   a. Information about early years (birth, development, medical issues, etc.)
   b. Family information (who does the student live with?)
   c. School History
   d. Attendance
   e. Academic Information

5. Modifications Known (list on the form)
   a. What interventions have been attempted
   b. Tier 1
   c. Tier 2
   d. Have parents attempted any interventions?

6. List areas of concern and prioritize
   a. Parent concerns
   b. Teacher concerns

7. List strategies to address the concerns.

8. For each strategy list who will be responsible and by when

9. Conclude the meeting by reviewing the strategies and those responsible. Thank each member and set a date for a follow-up meeting to review how the strategies and their success.
## STUDENT REVIEW

<table>
<thead>
<tr>
<th>Strengths</th>
<th>Information Known</th>
<th>Modification Known</th>
<th>Areas of Concern</th>
<th>Questions</th>
<th>Strategies Brainstorm</th>
<th>Who/When Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Personal and academic qualities at home and at school</td>
<td>Pregnancy Birth Development schedule</td>
<td>Assistance provided by:</td>
<td>Problem areas?</td>
<td>What do we need to know about this child?</td>
<td>What intervention can be done at home and at school to support this child?</td>
<td>Parents</td>
</tr>
<tr>
<td>Relationships</td>
<td>Health Issues since birth to present Traumans? Medication? Surgeries?</td>
<td>- teacher - peers - parents - aides - special programs</td>
<td>- academic progress</td>
<td>What information do we need to seek for this child?</td>
<td>What screening or assessments will be done to investigate?</td>
<td>Teacher</td>
</tr>
<tr>
<td>Responsibilities</td>
<td>Family history or related concerns</td>
<td>Tier I Modifications for the learning environment</td>
<td>- learning behaviors</td>
<td></td>
<td>When will a follow-up effort be made regarding these issues?</td>
<td>Aide/Teacher/PSYCH/NURSE</td>
</tr>
<tr>
<td>Talents</td>
<td>Attendance</td>
<td>- adaptations - changes in expectations - physical arrangements - home support - private agency support</td>
<td>- social behaviors</td>
<td></td>
<td></td>
<td>APE/LSH/COO/ADMINISTRATOR</td>
</tr>
<tr>
<td>Interests</td>
<td>School history and levels of success</td>
<td>Tier II Private agency support Designed Intervention</td>
<td>- physical needs</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Abilities</td>
<td>Impact of language needs</td>
<td></td>
<td>- emotional needs</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Make a timeline for each task*