**Appendix A: Full Scenario**

**Background Information for Learner (i.e., teacher candidate/teacher):**

You are an inclusion teacher in an English language arts middle school classroom. Along with your co-teacher, you are analyzing benchmark data for the first nine weeks to prepare for parent conferences. In this scenario, you will create an agenda for a meeting with Harrison’s father, Mr. Reed, to share his progress toward grade-level and IEP goals. Harrison has a specific learning disability in reading. You will also include questions to support initial transition planning.Harrison has above-average intellectual ability with a specific learning disability, which manifests in his auditory/verbal communication, including having difficulty processing complex language and multiple-step directions. He is friendly and social as long as he feels his challenges are not a focal point and appreciates individualized attention and patience. His hobbies include video games, drawing, and sports. Harrison’s father, Mr. Reed, is a teacher at a nearby school.

You will use the information gained in the prework to plan for a parent/teacher conference with Mr. Reed. Specifically, you are integrating what you have learned about collaborating and communicating with family members into your planning.

| *HLP #3: Collaborate with families to support student learning and secure needed services* | Scenario Guide |
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| Synopsis *Inclusive Middle School Classroom Parent/Teacher Conference*  Learner Challenge  *You are an inclusion teacher in an English language arts middle school classroom. Along with your co-teacher, you are analyzing benchmark data for the first nine weeks to prepare for parent conferences. In this scenario, you will create an agenda for a meeting with Harrison’s father, Mr. Reed, to share his progress toward grade-level and IEP goals. Harrison has a specific learning disability in reading. You will also include questions to support initial transition planning.*  Objective  *Teachers will practice HLP #3 (collaborating with families) through a simulated parent/teacher conference.*  *To hit this objective, teacher candidate will:*   * Remain calm and professional throughout the duration of the meeting. * Use person-first and asset-based language. * Inquire about and affirm student’s cultural, religious, family, intellectual, and personal experiences. * Explain student progress and areas of support in clear layman’s terms. Explanation is not overly technical, and checks for parent/guardian understanding are in place. * Balance discussion of student strengths and student needs. * Attempt to build respectful relationships with family members. * Solicit input from family members to inform instructional supports and services. * Allow conversational "space” for family members to ask questions, seek clarification, and share concerns and personal insights. * Affirm the importance and value of family-member input. * Demonstrate aspects of effective communication.   **Materials to submit to simulation and/or instructor**   * *Meeting agenda with Mr. Reed, including 3-5 question prompts* * *Data analysis explanation script* * *3-5 initial transition question prompts* | Scenario Overview *Teacher candidate will plan for a parent/teacher conference, communicate progress toward grade-level and IEP goals, and collaborate with student family members to support student learning and secure additional services.*  Ideal Simulation Configuration: Avatars  *Adult Avatar: Bennett Reed (Harrison’s Parent)*  Learner Audience   * *Pre-Service Teachers/ Teacher candidates* * *Non-Credentialed Teachers* * *Novice Teachers* |