Student Profile (Competency 1b)

1. Students level of cognitive and physical development
   1. Teacher knows students’ level of cognitive development.
   2. Students are aware of their reading levels and choose books to improve their level.
   3. Teacher plans lesson with three different follow-activities designed to meet varying ability levels of students. For example, after a math unit on addition of two digit numbers, the students select the strategy that works best for them to solve the math problem (manipulatives or number line/100 chart, pencil and paper, or mental math).
2. Cultural and Religious Heritage/ Language
   1. Teacher integrates cultural heritages of the class by selecting texts that reflect all class cultures across the year. For example, a personal narrative could be about a Muslim girl being teased about her head scarf. Or Eve Bunting’s Amelia’s Road or A Day’s Work.
   2. Teacher knows ELL Students’ proficiency level (can be accessed on ARIS).
   3. Teacher is aware of restrictions of various cultures and provides alternatives when necessary. For example, a Jehovah’s Witness child cannot attend a Halloween Celebration. So teacher makes plans for him or her to go to another classroom.
3. Student Interests
   1. Teacher has student’s complete a check list of their interests.
   2. Teacher uses results of interest inventory to create lessons and activities that match student interests to increase engagement.

1. Students Special Needs

a. Teacher creates adapted assessment materials for students with disabilities. For example, graphic organizers, word lists, manipulatives, 100’s charts and so on.

b. Teacher is aware of student IEP goals and uses them to drive instruction and assessment. For example, students who require extended time, scribing and/or separate location for assessment.

c. Teacher is aware of students who need 504 accommodations (hearing devices, computers for occupational therapy issues, scribe for testing, assistance with note taking).

d. Teacher gives students various options of ways to complete an assignment (rather than writing an essay, students might dramatize a section of text or draw and label a scene from the story).