

CLASS PROFILE—GUIDE

Teacher Candidate _____
Grade _____ Subject _____

School _____
Date _____

The first few prompts are fairly self-explanatory and generally just require numerical information about the various student subpopulations in your class. Do note, however, that there are several prompts in the Lesson Plan relating to your meeting the needs of diverse learners. Your responses to these prompts should reflect the student demographics reflected in this class profile. For instance, if you have 3 ELLs in your class, your lesson plan should indicate the consideration given to these students in your planning decisions.

(A1) 1. How many students are in the class?

- male
 female

(A1) 2. What is the **age range** of students?

(A1) 3. Approximately how many students are in each of the following **language categories**?

- English language proficient
 Limited English proficient

(A1) 4. Approximately how many students have the following **exceptionalities**?

- visual impairment (after correction)
 hearing impairment
 developmental disability
 emotional or behavioral disability
 gifted
 learning disability
 physical disability
 ADD/ADHD
 other (please specify)

(A1) 5. With respect to the following categories, how would you describe your students?

- African American/Black
 American Indian/Alaskan
 Asian
 Hispanic
 Native Hawaiian/Other Pacific Islander
 White, non-Hispanic
 2 or more races

(A1) 6a. How do you become familiar with what your students already know, in terms of both skills and cultural resources?

Familiarizing yourself with the students in your classes is an important step in making sure you are doing the best job of teaching. There are many ways to learn about your students; and you should make sure you have explored all possible avenues for learning about the students you teach.

Be sure you list several **specific ways to learn about students**; and that these methods provide you an opportunity to learn about the students' academic skills and experiences. You should also list ways to learn about the students as individuals, including their culture.

In other words, you want to learn about what they have to *bring* to the educational experience (i.e. culture, personal experience, etc.) and what they have *taken* from previous academic endeavors.

Some examples include:

- Personal Interest Surveys
- “About My Child” Parent Surveys
- Previous Test Scores
- Acquainting one’s self with narratives, media, etc. of the various cultures represented in the class

(A1) 6b. Give some specific examples of your students’ knowledge, experiences, skills, developmental level, interests, motivation to learn, learning styles, cultural experiences. Explain how these factors shape instruction.

Speak here in specific terms about **two or more** individual students and how your knowledge of each shaped your instruction for those individuals. For instance, *Ming is from China and knows very little English. She picks up writing English at a faster pace than speaking it and, therefore, she sometimes holds back from participating in small group instruction. Sometimes when I ask a question I will have students write down their answer first, and then call on them to share. She seems more confident when she has had a chance to practice what she wants to say first in her head before sharing it. I also find this is a good way to make sure all the students come up with answers and not just those who are quick to call out.*

Notice in the above example that knowledge of the individual student is evident AND there is an explanation of how the knowledge shaped the teacher’s instruction.

You can also share here in general terms what you know about the learning styles of the students in your class. Let’s say you

gave them a multiple intelligence (MI) survey and tallied the results for the whole class to find that almost all of them have strong musical/rhythmic intelligence. How would this influence your instructional decisions?

You would probably want to be sure that you frequently include activities that use the music/rhythmic intelligence; but you would also want to strengthen the other intelligences, especially verbal/linguistic and mathematical/logical since these are the two most commonly used in school. You may have it set as a personal goal to give them the MI inventory again at the end of the year and hope for an increase in these 2 intelligences.

(A1) 6c. Why is it important to become familiar with what your students already know, in terms of both skills and cultural resources? In other words, why is it important to know your students both academically and culturally/personally?

Be certain to respond to each element of this prompt.

- Explain why teachers need to know their students' academic skills.
- Explain why teachers need to know about their students' cultural resources.
- Explain why teachers need to know their students on a personal level.

(B5) 7. Is there anything about the **learning environment** that might affect the students or the observation?
(New equipment, different classroom, construction)

(B4) 8. What are the most important **classroom routines, procedures, rules, and expectations for student behavior** in operation during the observed lesson?

(B4) 9. Are there any **special circumstances** that the observer should know about? (School-wide policies or routines, interruptions, behavior patterns)

(D3) 10. How do you **coordinate/collaborate** learning activities with your mentor teacher and/or other teachers in the school?

(a) What colleagues/human resources do you coordinate/collaborate with?

(b) Explain how you collaborate with colleagues in your planning and other activities associated with student learning (i.e. planning unit, behavior plans, etc.). Provide physical documentation of this collaboration as available. (This may be the lesson plan. To score a "3," include more than one piece of physical evidence.)

Consider with this prompt how you work with colleagues to give students full and appropriate learning experiences. What professionals in the school do you collaborate with (i.e. ELL coordinator, SPED and G/T faculty, counselors, librarians, "regular" or "specials" teachers, etc.), and how is that

collaboration done?

[NOTE: In Praxis III you will be asked to provide physical documentation of your collaboration. During the Internship, your lesson plans may serve as physical documentation, if it was created in coordination with your mentor. To earn a "3," you must provide physical evidence beyond the lesson plan. Examples of other types of physical documentation include: e-mail discussing collaborative project, team coordinated unit plan, etc. It is important that your contribution be clearly articulated.]

11. So that your supervisor can better evaluate your interaction with specific students, please provide a seating chart for this lesson.

If you are in a class setting where a seating chart is not applicable, please include a list of your students. If you have created a special arrangement for this particular lesson (i.e. students' chairs in a circle), provide the rationale for this arrangement.

You may also wish to describe here how the physical arrangement of the classroom, including bulletin boards and other décor, are reflective of your commitment to providing an inclusive learning environment for diverse student populations.