

# Student Profile

## Performance-Based Assessment

Understanding Individual Differences in the  
Classroom

Initial/Professional Teacher Education  
University of Colorado at Denver and  
Health Sciences Center

### Resources:

Colorado Model Content Standards

Colorado Special Education Teacher Education Standards

Council for Exceptional Children

### **What is the purpose and importance of understanding the individual student in the classroom?**

It is not uncommon in today's society to witness efforts at standardization. We have educational standards, industrial standards, standards of professional practice, etc. In today's classrooms, teachers are expected increasingly to address standardized student outcomes, standardized assessment, and in some cases, standardized curricula. At one level, it may be tempting to presume that standardized approaches to instruction will lead directly to standardized outcomes. Yet, students come in many shapes, sizes, colors, temperaments, capacities and needs. They bring an array of life, cultural, social, and language experiences to the teaching and learning process. As such, while sharing many things in common, student's individualized needs must be kept at the forefront when teachers design, implement and evaluate their teaching and students' learning.

Understanding the complexity and inter-relatedness of students' physical, affective, cognitive, and communicative needs as well as the experiences they bring to the classroom, including those based on culture, community, ethnicity, and economics is critical to the design, implementation and evaluation of teaching and learning. Teachers must apply skills in assessment, data analysis and interpretation, and translating student strengths and needs into their assessment, curriculum, instruction and classroom management decisions.

### **What is the nature of the *Student Profile PBA*?**

In this PBA, you will study a single student who has difficulty being successful in school and use the resulting profile to demonstrate your ability to integrate information on child development, assessment, and instruction to develop an individualized instructional plan. Through a Written Commentary and (two) Supporting Artifacts, you will provide evidence of your ability to use your deep knowledge of a single student, a child-development need and/or curriculum area, and effective instructional or accommodation practices to design instruction and reflect on your work with this student.

**Where does the *Student Profile PBA* fit into my studies to become a teacher?**

The skills necessary to support you in conducting the case study performance-based assessment will be introduced at the beginning of your program through a combination of experiences: coursework, observations, interviews, community-based activities, and school-based activities. Primary support for the Student Profile will be provided through the course SPED 5112: Child Development and Learning: An Inquiry Approach. In addition, you will work closely with your clinical teacher, site coordinator, and site professor to select a student, and work with the family, school and community to gather information about the targeted students' the needs and experiences he/she brings to the classroom. You will complete the student profile by the end of your second internship.

**What standards are addressed by the *Student Profile PBA*?**

The student profile performance based assessment addresses the Colorado Department of Education's Teacher Standards for Individualization of Instruction (Standard Six), and planning/assessment (Standard Three). In addition, the student profile addresses standards of the Council for Exceptional Children, the professional organization standards for special education teachers along with Colorado state standards for special education generalists.

**How does the *Student Profile PBA* help me learn the teaching roles that are the foundation of the IPTE program?**

The Student Profile PBA is an effective vehicle for gaining experience with four of the five IPTE program's teaching roles. As you accumulate experiences and documents to complete the PBA, you can reflect on how these experiences demonstrate growth in the four teaching roles as follows:

**Teacher as Scholar**

Teacher candidates will apply an inquiry based approach to gathering comprehensive information about the needs and experiences a student brings to the classroom, including those based on culture, community,

ethnicity, economics, linguistics, and innate learning abilities. Using this knowledge teacher candidates will then synthesize this data in order to draw conclusions about learning conditions and exceptionalities that affect the rate and extent of student learning and will then use that information to make instructional decisions.

### Teacher as Mentor

You will engage in a variety of informal assessment activities such as observations, interviews, records reviews and the use of informal data collection tools. The purpose of these activities will be to determine the strengths and needs your targeted student brings to the teaching/learning process. Based on this information you will develop an individualized teaching plan for this student.

### Teacher as Student Advocate

Inherent in making instructional decisions is identifying and addressing students' individual needs. In order to complete the Student Profile PBA experiences, you will get to know students well, assess their needs and goals, and find ways, both within and outside of the classroom, to help that student learn how to get his/her needs addressed and goals accomplished within learning environments.

### Teacher as Leader

Being able to address the needs of individual learners within the context of whole group planning and instruction is a skill that lays the foundation for you becoming a leader in the educational community.

### What do I need to do?

In addition to the steps listed below, use the diagram of the written product assembly on page 9 to determine what you need to do and produce in order to provide evidence of proficiency.

1. **Select a student to study who is having significant difficulty in school.** Identify a particular focus area to study such as academic performance, language, disabilities, social/emotional needs, etc. Your selection of a student and a focus area should allow you to display your ability to link information on child development, assessment, and

instruction over a six-to-eight week period. For this reason, you should select a student with whom you can work directly over time.

2. **Develop a student profile.** You will locate or gather data about the precipitating events that lead you and others to be concerned about the selected student. This could include student work samples, behavior referrals, teacher/parent comments, results of standardized testing, etc. You will also gather assessment data on this student across various child development areas and settings, including academic performance. All of this will permit you to summarize the student's overall strength and need areas and to formulate a hypothesis to explain the student's behavior and/or performance. Your hypothesis should reflect your ability to link your knowledge of child development and assessment to instructional decisions.

In the sub-titled Student Profile section of the Written Commentary of the case study (suggested 6 pages in length), answer the following questions:

- *What are the contexts at the school and classroom levels, in which you provide instruction to the student?* Briefly describe the instructional setting or settings in which your instruction of this student takes place. Include the types of classes, the demographics of all the students, and the primary language of instruction. Also, describe your role, the extent of your contact with the featured student, and any other contextual information that will help assessors better understand your approach. Can you make predictions/generalizations to the types of students who may or may not be successful in this context? How might the physical, instructional, and behavior management schema in the classroom potentially impact your targeted student's learning?
- *What are the relevant background characteristics of this student as a learner?*

Briefly describe relevant characteristics such as the student's age and years in school, level of English proficiency, previous instruction, family

history, or any other relevant information that will help assessors better understand your instructional approach. How might these characteristics positively or negatively impact the student's learning?

- *What is the focus area that you will be studying with this student?* Describe the student's behavior and/or performance that led you and others to be concerned about the selected student. For example is the student demonstrating difficulties in his/her academic/learning performance, social/emotional interactions, language or communication performance, and/or physical/health functioning? Include a description of the environments or contexts in which the targeted behavior or the performance has been observed. Briefly describe the classroom learning and/or social goals in the focus area of study. For example, if the student is demonstrating problems in math, what are the classroom goals for math? If the student is demonstrating problems in social interactions with others, what are the behavioral and social expectations of the context? Describe where the behavior occurs and make connections between what occurs before and after the behavior that you are observing. Briefly describe an overview of the nature and flow of learning experiences and methods planned for the area of study/exploration during a three-to-six week time period. Describe why this area of study is meaningful and important to the student.
- *What are this student's strengths and needs in the focus area of study?* Provide detailed information about the featured student's strengths and needs in the area of study. Describe the types of data you needed in order to build a comprehensive picture of this student. The data should come from multiple sources, across different environments, incorporate various methods, and address all of the developmental areas. Be sure to discuss the body of evidence you collected, considered and/or gathered from existing records (reference existing formal plans [IEPs, IFSPs, ILPs] if applicable) and other sources (e.g., interviews, observations, work samples, informal assessments, families and other support people) about developmental need areas (cognitive, affective, communicative or physical needs) to build a comprehensive understanding of the student's strengths and needs in the area of study. Describe how the data helped you come to

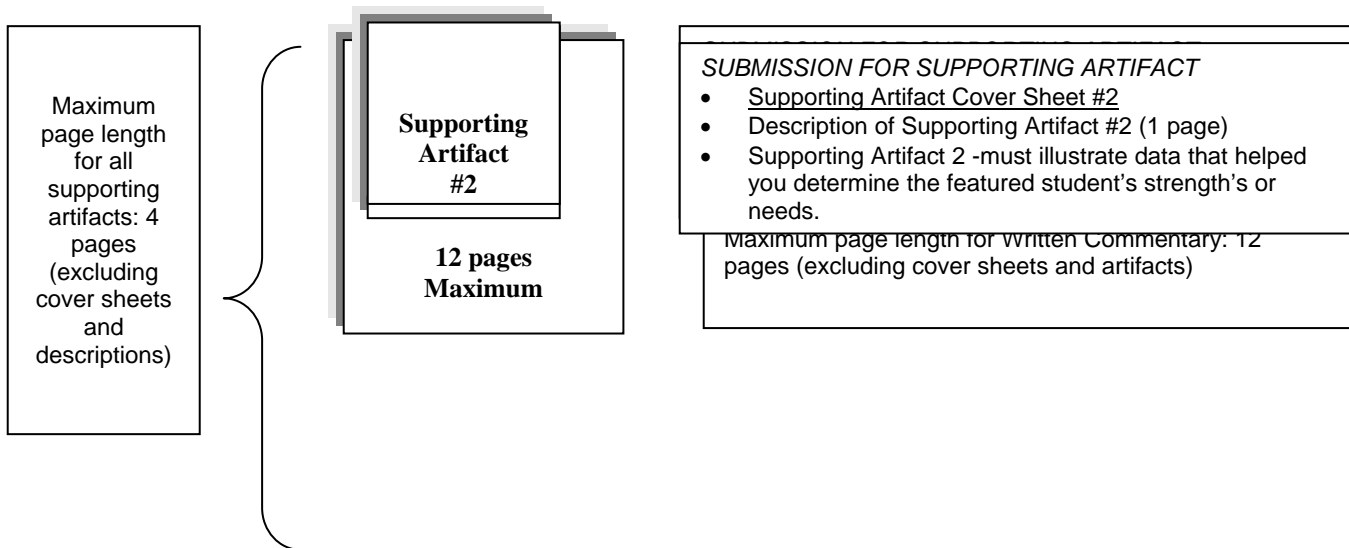
- an understanding of the student. Articulate the connections between the data and your student's strengths and needs. Use Artifacts 1 and 2 to discuss and illustrate data that you used to determine the student's strengths and needs. These could include student work samples, results of interviews, document reviews, observations, informal assessments, and standardized test analyses. The artifacts should represent your attempts to collect various types of data across multiple contexts and across several developmental need areas. (See the "Supporting Artifacts" section for more details.)
- *What conclusions did you draw with respect to explaining the student's behavior and/or performance and what recommendations do you have for an appropriate intervention?* Formulate a hypothesis to explain the student's behavior and/or performance in the area of study. Your hypothesis should reflect your ability to link your knowledge of child development and assessment. Consider collaborating with your Clinical Teacher, Site Coordinator, Site Professor, colleagues or peers. Finally, include a summative statement that describes what you believe to be responsive instruction to address the student's needs.
3. **Develop an individualized instructional/intervention plan.** Based on the results of your assessment and your hypothesis, you will design an instructional/intervention plan. The plan should illustrate the goals for the entire classroom and then the modifications, accommodations, direct instruction, supporting instructional materials and equipment, and other supporting resources needed to support the featured student. The plan should provide sufficient details regarding the expectations for the teacher, the whole class and the featured student and will reveal how you would plan to address the individual student's needs in the context of the classroom.

The sub-titled Instructional/Intervention Plan section of the Written Commentary of the student profile should be no more than 2 pages in length.

4. **Write a reflection** that communicates your understanding of how this experience contributed to your growth and development as a teacher and how it will inform your future practice.

In the sub-titled Reflection section of the Written Commentary of the case study (suggested 4 page length), answer each of the following questions, using professional references to substantiate your thoughts:

- *As you reflect on your assessment of the featured student, what did you learn about linking information on child development, assessment and instruction?*
- *Reflect on your thinking as you went through the process of designing an individualized learning plan. What questions did you have to answer? What elements did you consider and how did you think about matching the featured student's strengths and needs to each component of your lesson plan?*
- *Having completed this student profile, what are your views of individual differences in learners and the impact of these individual differences on implementing class-wide instruction?*
- *How will you balance personal responsibility for your teaching and the complexity of strengths and needs of your individual students?*



### **How will others help me?**

You should work with your *Clinical Teacher*, to select your featured student. As you begin to uncover information about your student you will want to tap into the resources of other professionals, family members and/or community members.

### **How will my performance be evaluated and scored?**

Although the Student Profile Performance-Based Assessment score is based on the content, certain requirements must be met if the evaluation is to proceed:

#### **Final Project Assembly**

The Written Commentary must be:

- Organized into three sections, using these sub-titles as headings:
  - Student Profile
  - Instructional Plan
  - Overall Reflection
- Typed in double-spaced text. No longer than 12 pages total. If you submit a longer document, only the first 12 pages will be read and scored. Cover sheets do not count toward the total.

Further, each of the two Supporting Artifacts must be:

- Described on a (single) supporting artifact cover sheet that includes your name in a header, names the artifact in the title of the cover sheet, gives a number to the artifact (so that the number can be used as a quick reference in the Written Commentary), and provides responses to all of the questions listed in the earlier section on supporting artifacts. Double space all responses, using 12 point font.

<b>Components</b>	<b>Desired Product</b>
<b>Student Profile:</b>  <b>Context</b>	Uses knowledge to predict the types of students who may or may not be successful in the classroom given the structures of and type of instruction use within that classroom. Instructional setting is described in a manner that helps the reader to understand the structures and function of the physical plan, classroom management structures, behavior management structures, and instructional management style(s) of the classroom. The Teacher Candidate communicates a clear and comprehensive demographic picture of the students who participate in the classroom. The Teacher Candidates' role and extent of contact with students is clearly defined.
<b>Student Profile:</b> <b>Relevant Background Characteristics</b>	The description of the featured student provides a clear understanding of not only the general content and/or social weaknesses, but also suggests learning and social characteristics of the featured student that may be impacting his/her learning. Sufficient demographic information along with an analysis of its potential impact on the featured student is included. Implications of cognitive, communication, affective, and physical/health needs are identified that may be impacting learning.
<b>Student Profile: Area of Study/Exploration</b>	The featured area of exploration is described in behavioral terms, includes a thorough description of the environments in which the behavior occurs and delineates the conditions that both precede and follow the targeted behavior. Classroom goals and instructional plans for the area of study/exploration are described fully.
<b>Student Profile: Student Strengths</b>	The data used to draw conclusions about the student's strengths and needs is drawn from multiple environments and

<b>and Needs</b>	contexts, addresses all of the developmental areas, includes the perspectives of multiple support people and represents a variety of data collection methodologies, including student work samples. The student's strengths and needs are articulated in a manner that draws from all of the data sources and represent logical interactions among those data.
<b>Student Profile: Conclusions</b>	The hypothesis is stated in observable terms and is not judgmental in nature. The hypothesis illustrates a comprehensive synthesis of all data. There is a link between the hypothesis and the recommended instructional approach that reflects an integration of the student's strengths and needs.
<b>Instructional Plan</b>	The instructional plan is complete in that it includes strategies that are unambiguous, explicit, concrete and clearly match student's instructional, developmental, and behavioral needs. The plan should include overall goals, strategies for meeting those goals and a plan for collecting data as to whether the student is moving towards the specified goal(s). There should be a clear and logical connection between the stated goal(s), identified strategies, and the data analysis of the featured student's strengths and needs. It is clear from the plan as to how support for this student can be effectively incorporated into the whole class plan in a logical manner. The rationale for any individualization relates back to the stated hypothesis.
<b>Overall Reflection</b>	All of the questions posed for reflection are addressed. The reflection illustrates strong organization, voice, fluency and conventions of written language. Thoughts are grounded in personal conviction as well as theoretical and/or research bases.

**STUDENT PROFILE PBA - GRADING RUBRIC**

<b>STUDENT PROFILE Sub categories</b>	<b>Basic (1)</b>	<b>Developing (2)</b>	<b>Proficient (3)</b>	<b>Possible Points</b>
<b>Context</b> <ul style="list-style-type: none"> <li>➤ Where you observed student,</li> <li>➤ Your role and contact with student</li> </ul>				3
<b>Student Characteristics</b> <ul style="list-style-type: none"> <li>➤ <i>Description of student</i></li> </ul>				3
<b>Profile Focus Area</b> <ul style="list-style-type: none"> <li>➤ <i>Description of targeted behavior</i></li> <li>➤ <i>Discussion of why area is important</i></li> </ul>				3
<b>Student Strengths and Needs</b> <ul style="list-style-type: none"> <li>➤ <i>Support with data</i></li> <li>➤ <i>Refer to artifacts</i></li> </ul>				3
<b>Conclusions</b> <ul style="list-style-type: none"> <li>➤ Hypothesis based on assessment</li> <li>➤ Recommendations for responsive instruction</li> </ul>				3
<b>Individualized Instructional Plan</b> <ul style="list-style-type: none"> <li>➤ Contextualized in goals for entire classroom</li> <li>➤ Modifications and adjustments for target student</li> </ul>				3
<b>Reflection</b> <ul style="list-style-type: none"> <li>➤ Linking Child Development Theory, Assessment, and Instruction</li> <li>➤ Developing the Individualized</li> </ul>				3

<ul style="list-style-type: none"> <li>➤ Instructional Plan</li> <li>➤ Implications of Individual Differences in Learners</li> <li>➤ Achieving Balance</li> </ul>				
<b>YOU MUST HAVE ALL 21 POINTS TO PASS YOUR PBA</b>				/21
<b>Artifacts</b>				3
<b>Style/presentation of assignment</b>				3
<b>Persuasiveness of argument/recommendations</b>				3
<b>Total Points Possible:</b>				/30