

**Development and Classroom Learning Plan Class Profile**

| **Student Name** | **English Language Learner** | **Socioeconomic Status** | **Ethnicity** | **Gender** | **Disability** | **Parental**  **Involvement** |
| --- | --- | --- | --- | --- | --- | --- |
| **Lolita**  **(1st grade)** | No | Mid SES | Native American/Pacific Islander | Female | Dyslexia | Med |
| **Sammy (kindergarten)** | No | High SES | African American | Male | Elimination Disorder | Low |
| **Ines (kindergarten)** | Yes | Low SES | Hispanic | Female | Behavior Conduct Disorder | High |
| **Eddie (preschool)** | No | Mid SES | Caucasian | Male | Pervasive Development Disorder | Low |

1. Overview of the behaviors, patterns, and learning needs of the student, including any associated disability or disabilities (feel free to expand or expound by inventing deeper examples or scenarios on the selected student):
2. A list of three standards-based instructional unit topics selected to support the student’s learning and growth. Include text from at least one standard for each unit topic to demonstrate that the unit topic is standards-aligned.
   1. Unit plan topic 1:
   2. Unit plan topic 2:
   3. Unit plan topic 3:
3. A description of one instructional strategy and at least one assessment for each unit to support the student’s learning and growth:
   1. Unit plan 1:
      1. Strategy:
      2. Assessment:
   2. Unit plan 2:
      1. Strategy:
      2. Assessment:
   3. Unit plan 3:
      1. Strategy:
      2. Assessment:
4. A summary of at least three strategies to support the selected student’s learning and growth:
5. One developmentally appropriate books to read with the student, including authors’ names for each instructional unit:
   1. Unit 1 Book:
   2. Unit 2 Book:
   3. Unit 3 Book:

References: