

Site Visitation Project
Class Profile

Grade Level: _____ Age Range: _____ Males: _____ Females: _____

Student #	Language Proficiency Status*	Identified Special Needs, i.e. IEP, 504 plan, medical, GATE*	Additional Information for Instructional Planning: current academic status, assessment data, reading level, academic strengths and challenges, cultural background, interests, social interactions, attitude
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*Include this information, if it is available. If not, use *n/a* for *not available*.

Class Summary: List the number of students in each category.

<p><u>English Proficiency Status</u></p> <ul style="list-style-type: none">• Proficient:<ul style="list-style-type: none">○ English only:○ Redesignated:• Bridging:• Expanding:• Emerging:	<p><u>Ethnicity</u></p> <ul style="list-style-type: none">• African American:• American Indian:• Asian/Filipino/ Pacific Islander:• Hispanic/Latino:• White:• Two or more races:
<p><u>Identified Needs</u></p> <ul style="list-style-type: none">• IEP:• 504 plan:• GATE:• Medical:• Other:	
<p><u>Reading/Writing Proficiency (include source of information)</u></p>	

Select three of your students as focus students for your lesson. Choose students who are representative of the range of individual learning needs, as identified in your class profile.

NOTE: Make sure that at least one of your focus students will be a participant in your SVP lesson.

For each focus student:

- a) identify why you selected this student (i.e. what are the learning needs and how does this student represent the learning needs of other students in the class)
- b) describe at least one way you plan to make the content more accessible to the learning needs of that student.

Focus Student (# ____ from list):

Focus Student (# ____ from list):

Focus Student (# ____ from list):