

Reasons for Developing Student Profile

- Consider opportunities for using and building on student's strengths in various subject areas
- Draw on student's prior knowledge, learning styles, and interests to motivate and support his or her learning
- Develop targeted instructional strategies
- Consider options for grouping and activities
- Plan for the use of particular supports and accommodations (e.g., media and technologies)

START HERE

Gather information on student's strengths and areas of need, learning styles/preferences, interests, motivational needs, readiness to learn

- Parent interview
- Rubrics
- Previous teacher(s)
- Ontario Student Record
- Systematic observations
- Checklists
- Student portfolio
- Curriculum-based tests

Student Profile		
Name: _____	Age: _____	
Grade/Course: _____	Credits Accumulated: _____	
School: _____		
Date: _____		
Sources of Information		
<i>Identify sources of information and assessments to be conducted. Check box and note date when a source has been reviewed or a new assessment completed.</i>		
<input type="checkbox"/> Review of OSR, including previous report cards _____	<input type="checkbox"/> Interest and/or learning style inventory _____	
<input type="checkbox"/> Consultation with parents _____	<input type="checkbox"/> Work samples, assignments, projects _____	
<input type="checkbox"/> Consultation with previous and current teachers _____	<input type="checkbox"/> Portfolios _____	
<input type="checkbox"/> Consultation with support team _____	<input type="checkbox"/> Teacher-student conferences _____	
<input type="checkbox"/> Classroom observation checklist _____	<input type="checkbox"/> Peer and self assessments _____	
<input type="checkbox"/> Educational assessments (e.g., pretests related to particular curriculum expectations) _____	<input type="checkbox"/> Other (specify) _____	
Findings from Information Sources and Assessments -- Strengths and Areas of Need		
Current achievement levels, learning skills/work habits, and readiness to learn	Learning styles/preferences and needs, interests, social/emotional strengths and needs	Other relevant information
Assessment and Instruction		
Considerations for Instructional Strategies	Considerations for Assessments	Available Resources and Supports

Refer to In-School Support Team for:

- Further accommodations
- Additional interventions
- Further assessment
- Possible determination of the need for an IEP (if special education supports and services, and modifications to curriculum expectations, are needed).

Design Individual Education Plan (IEP)

- Individualized accommodations
- Modified learning expectations
- Alternative programs

Tap Other Sources to Determine Further Concern

- Academic
- Behavioural
- Cognitive
- Emotional
- Social
- Physical

Provide Accommodations to Help Meet Students' Needs

- Provide accommodations that will help individual students learn and demonstrate their learning, and that will also enhance classroom dynamics (e.g., seating arrangements and grouping strategies, organizational tools, access to assistive technology, adjustment of time lines for assignment and projects).
- Recognize that providing accommodations is an important aspect of realizing the principles of UDL -- ensuring that planning is flexible, supportive, adjustable, and focused on increasing access to the curriculum by all students.

Devise Instructional Strategies and Monitor Progress and Determine Next Steps

- Perform gap analysis
- Design instructional strategies that target critical skills
- Apply UDL and DI principles
- Monitor student's response to instructional strategies, make necessary adjustment, and devise interventions of increased intensity, if needed (applying the tiered approach).