**Student Needs Summary**

1. Consult with your mentor, special education teacher/case manager, the counselor, English Language Learning (ELL) specialist, and/or administrator to discover the range of student needs in your classroom. Provide the student’s initials and check and/or fill in which category applies to that student in the table below. Each column may not be complete. Your responses will depend on the diversity of students in your classroom in each area. Remember, you may not copy or keep a student’s Individualized Education Program (IEP), and the information must be kept confidential, according to IDEA. Consult with the special education teacher/case manager about your students, which is a great way to practice building a collaborative relationship.
2. Reflect on your class(es) as a whole and answer the questions in the below table.

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| --- | --- | --- | --- | --- | --- | --- |
| **Student Initials** | **IEP**  (Individualized Education Plan) | **504 Plan** | **ELL**  (English Language Learner) | **HC**  (Highly Capable) | **BIP**  (Behavior Improvement Plan) | **Cultural Assets** |
|  | *What are* ***academic or behavioral*** *areas of need?*  \*Note specific accommodations and modifications below. | *Does the plan apply to all subjects? Which health concerns does the student have that you need to be aware of?* | *Does the plan specify the student’s level of proficiency?* | *In which areas is the student demonstrating capable or highly capable performance?* | *When is the behavior demonstrated, is it across all school settings or specific subject areas?* | *Strengths, celebrations, preferred gender identification, family involvement or caregiver dynamic.* |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |
| \*add rows as needed |  |  |  |  |  |  |

* Do you observe similarities in student needs? What observations can you make based on the various documents you have seen or collected (e.g., “Three students have English Language Arts goals on their IEPs …” “Two of my students are in the HCP at our school and are high achieving in my particular content area …”)? Examine different patterns of need across your class(es) to help streamline the differentiation process.
* Describe some implications for your planning/instruction (e.g.,, “I will need to analyze reading data to make sure that the text we are using is appropriate for their level …” “I will need to be intentional about planning assessments for these highly capable students to make sure that they are appropriately challenged ...”).
* Refer to pg. 78 in your *Educator’s Handbook for Inclusive School Practices* text. Look at Questions for the Student as a guide. What personal discussions have you had/will you have with some of these students (of course, as age appropriate) to help guide your instruction?

Arnold, K. (2020). *Differentiated instruction in elementary and secondary classrooms*. Whitworth University