

EDUC 205 Development and Individual Differences Individual Differences Student Profile Portfolio Entry

As an entry for your Teacher Education Program Portfolio, you must develop a Student Profile of a child or adolescent of your choice. The student you select must exhibit some type of atypical developmental characteristic (i.e., learning disability, gifted and talented, classroom behavior problem, etc.) or must be from a different cultural or ethnic background. Through your Student Profile, you will systematically observe and gather information regarding a particular individual and then write an essay summarizing your findings.

You are expected to assess a student for your profile. Be sure you inform parents or other adults responsible for the child that you are completing the Student Profile. Assure the parent and/or student that you will not be using the name of the child or family or other identifying information such as address or telephone number, and that all information in the Student Profile will be kept absolutely anonymous and strictly confidential.

Be sure to allow ample time to gather the information about the child. You will probably want to interview the child's teacher and meet with the child several times to observe the child as he or she completes tasks. Of course, if the child is of an appropriate age, you will want to interview him or her.

When you write your Student Profile, you must take care to preserve the confidentiality and anonymity of the child and the family. Therefore, use fictitious names and do not include any data relative to address or telephone number. Should you use school records or medical records, take care that you delete the child's name.

Assignment: In essay form, summarize and interpret the information that you have collected about your child by responding to the following elements below. If you are not able to find data relative to a required element, you should state that "the data was not available." Your essay should communicate ideas clearly and effectively by adhering to standard conventions in grammar, mechanics, and format (APA).

- **Child's name** (fictitious)
- **Age**
- **School:** Provide general educational information (e.g., school, grade, etc.)
- **Interests:** Provide activities preferred, favorite toys, ideas expressed in play, interests in stories and books, use of art materials, interest in music, experiences in science and other areas
- **Personal-Social Development:** Provide a general description of the child's abilities, knowledge, dispositions related to self-concept, self control, expression of emotions, interactions with others, and conflict resolution.

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- **Physical Growth:** Provide a general description of the child, general characteristics of his/her activities (e.g., active, sedentary, etc.), overview of abilities/knowledge in physical coordination, gross motor, fine motor, and personal health and safety.
- **Cognitive Development:** Provide a general description of the child's thinking and approach to learning, including characteristics related to one of the following learning domains:
 - language and literacy
 - scientific thinking
 - mathematical thinking,
 - social studies
 - arts

The Individual Student Profile will introduce you to the use of systematic observation as a method of studying human development and individual differences and will provide an opportunity for you to apply theories and principles about human growth and development to a real life situation. This portfolio entry is designed to address the following Idaho Core Teacher Standards:

- ICTS 2: Knowledge of Human Development and Learning – *The teacher understands how students learn and develop, and provides opportunities that support their intellectual, social, and personal development*
- ICTS 6: Communication Skills – *The teacher uses a variety of communication techniques to foster inquiry, collaboration, and supportive interaction in and beyond the classroom.*
- ICTS 9: Professional Commitment and Responsibility – *The teacher is a reflective practitioner who demonstrates a commitment to professional standards and is continuously engaged in purposeful mastery of the art and science of teaching.*