



Focus Student Selection

DIRECTIONS: Identify three students as a focus for each inquiry. If one of your original focus students leaves, you must select an alternate student to take his/her place. *Please read the following selection criteria carefully:*

- One of the students who is an English Learner
- One of the students who is in a Special Population
- One of the students of your choice – a student who completes the range of abilities in the classroom not represented by the English Learner or Special Populations student

★ Applies to participating teachers authorized by RIMS-BTSA for the Clear Education Specialist Induction Program.

I. Using the entry-level assessment data, select students for this lesson series who represent the range of abilities in your class. Ensure there is representation across all levels.

★ Adjust the number of focus students based on student needs and teaching context.

Roster for: <input type="radio"/> Class #1 <input type="radio"/> Class #2	Student Identifier* (*Use the same Student Identifier assigned in the Class Profile.)	Aligned to the California State Testing Proficiency Levels				
		Below Proficient			Proficient	Advanced
		Far Below Basic	Below Basic	Basic		
Must Include						
Focus Student 1: English Learner						
<i>Alternate Student 1a: English Learner</i>						
Focus Student 2: Special Populations						
<i>Alternate Student 2a: Special Populations</i>						
Focus Student 3: Choice						
<i>Alternate Student 3a: Choice</i>						

II. Describe any instructional or behavioral needs for each Focus Student.

Focus Student 1 or Alternate – English Learner	
What support/resources do you anticipate this student will need? (EL coach, translation materials, primary language test booklet, etc.) Additional considerations: work habits, interpersonal skills, academic ability, interests, etc. Check up to three (3) ELD support/resources anticipated.	
<input type="checkbox"/> Academic Language Support <input type="checkbox"/> Inclusive Environment <input type="checkbox"/> Site-based Instructional Support <input type="checkbox"/> Primary Language Development <input type="checkbox"/> English Language Development <input type="checkbox"/> SDAIE (based upon results of data analysis) <input type="checkbox"/> Formal System for Monitoring Success <input type="checkbox"/> Incorporating Appropriate English Language Objectives in Content <input type="checkbox"/> Other (Please describe):	
Additional considerations:	
Focus Student 2 or Alternate – Special Populations	
What support/resources do you anticipate this student will need? (Paraprofessional assistance, designated instructional support, adaptive technologies, etc.) Additional considerations: work habits, interpersonal skills, academic ability, interests, etc. Check up to three (3) special needs support/ resources anticipated:	
<input type="checkbox"/> Designated Instructional Support <input type="checkbox"/> Goal Setting/ Progress Reports <input type="checkbox"/> Intervention Specialist/ Counselor <input type="checkbox"/> Behavior Support Plan <input type="checkbox"/> Differentiation of Content, Process, Product <input type="checkbox"/> Attendance Monitoring/ Rewards <input type="checkbox"/> Technology Support <input type="checkbox"/> SST/ 504 Process <input type="checkbox"/> Other (Please describe):	
Additional considerations:	
Focus Student 3 or Alternate – Choice	
What support/resources do you anticipate this student will need? (consult <i>Entry-Level Assessment, School and District/Agency Information and Resources</i>) Additional considerations: work habits, interpersonal skills, academic ability, interests, etc. Check up to three (3) most significant support/resources anticipated.	
<input type="checkbox"/> Compacting/ Acceleration <input type="checkbox"/> Choice Activities <input type="checkbox"/> Social Skills Development <input type="checkbox"/> Questioning Strategies <input type="checkbox"/> Environmental Modifications <input type="checkbox"/> Data-focused Small-Group Instruction <input type="checkbox"/> Leadership Opportunities <input type="checkbox"/> Project-based Learning <input type="checkbox"/> Other (Please describe):	
Additional considerations:	