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Personal learner profile template

Lovett's apprentice profile sample tools for next Gen Learning as more and more educators work to replace factory model schools with personalized, student-centered learning experiences, knowing that our students have taken on new meaning. What was your favorite childhood book? Early in my career as an educator, this was the kind of question I asked each student on the first day of Grade 9 English. He's not very creative or sounding, I admit, but it was a first step in building a relationship with the more than 100 newly minted freshmans he would see all year round. Looking back, my initial activities seem pretty shallow. I didn't think about asking about my students' dreams or unique strengths, and I certainly didn't indicate their learning preferences. To be fair to my novice teacher, I'm not sure what I would have done with the results of a more complete inventory. Working within the confines of an undergraduate-level prescriptive curriculum, it could offer students few options. For example, if they had expressed great interest in reading contemporary novels, this information would hardly have been actionable: the High Expectations class set was already stacked and ready to go. However, the landscape of education is transforming. As more and more educators work to replace factory model schools with personalized, student-centered learning experiences, knowing that our students have taken on new meaning. In this edition of the NGLC Practitioner's Guide to Next Gen Learning, we consider this deeper type of knowledge and its role in personalization of teaching and learning by asking these questions: What is a student profile? What's included? How can this information support deep, authentic and more personalized learning? What have educators in the Next Generation Learning Challenges (NGLC) community learned about using student profiles to help students chart their unique paths to success in school and adulthood? What's it like to know a student? If we really believe that teaching is about the student, then it would surely help to really get to know students in deeper ways. This statement by Emily Puetz, learning architect at ReSchool Colorado, sounds very similar to common sense, but it's not as common as you might think. In the past, our student data has been little defined. At this time of year, educators in various school settings are examining student test scores and other achievement data to understand where students are relative to students grade-level content. Valuable conversations are taking place on fragile or lost skills, which inform decisions about student placement and interventions needed to support academic success. Educators in next-generation learning schools, however, are guided by broader definitions of success and a set of forward-looking competencies—the knowledge, skills, and habits students will need not only to survive, but to thrive as adults. Unfortunately, in most data on dimensions other than academic achievement does not enter a teacher's data pane or arrive at a digestible district report. This is where the student's profile comes in. According to Education Reimagined, a personalized learning approach also considers factors such as the student's own passions, strengths, needs, family, culture, and community. As a first step toward developing a student's personalized path, the student's profile fosters a more complete understanding of who each child is. For example, Emily draws a list of only some of the information ReSchool student advocates might collect about the children they serve: learning styles, what interests them, what motivates them, socio-emotional needs, challenges, even the ideal noise level of the learning environment. Profiles can also include character and leadership traits such as gratitude, optimism and self-control, or student work products, such as a better personal portfolio. These printer-friendly templates for 2nd through 3rd graders and 4th through 5th graders at Chicago International Charter School (CICS) West Belden, administered by Distinctive Schools, capture interests, strengths, learning environment preferences, and thought/learning styles. The poster project (see example above) also invites students to explore and express their character. What makes up a student profile varies from school to school, but the goal is to include more than just where students are acting and consider who they are, what inspires them, and how they learn best so they can take the wheel and boost their own learning. In his TED talk The Myth of average, Todd Rose advocates a more flexible learning environment, one that rejects the notion of the average student and honors the individuality of young people, what he calls his irregular profiles of strengths and interests, as well as weaknesses. Personalized, student-centered learning aims to do just that. A triad of tools for the task As the commitment to next-generation learning grows, so does the number of tools and techniques that educators, students, and parents can use to co-create a strong student profile. Many of these are relatively low-tech and free, such as this Student Preference Inventory used in CICS West Belden with students as young as Grade 1 or this Character Growth Card from the Character Lab, which ReSchool Student Advocates administer to elementary school students. Options for older students include free online tools like Learning Heroes Character Strength Finder and Thrively's Strengths, Interests and Aspirations Survey, which are used by ReSchool pair high school students with out-of-school experiences aligned with their goals and passions. To support student self-knowledge and ownership of their learning, NGLC community members spoke to include students and their parents in conversations about strengths, interests, and learning goals. Interviews, data conversations and all conferences provide a forum for building—and building—a more complete and nuanced profile for each student. According to Emily, the tools themselves are useful, but the conversations about this is me and this is what I love that happens in tandem are what matters most. Similarly, Sherre Vernon, CAO at Thrive Public Schools in San Diego, CA, highlights what she calls fundamental practices of observing and listening. While technology is critical to their mixed learning model, when it comes to really knowing who students are and supporting them to get to know themselves, Thrive builds on decidedly low-tech culture-building structures such as Responsive Classroom Morning Meetings, summit public school's one-to-one mentoring program, and , for older students, storytelling and listening circles derived from the Council Roads. We emphasize the human touch. Even though we work in a digital environment, it is these practices that really set us apart and set the tone for our community. The first (but not the only) step in Managing interest inventories and collecting other types of student information are not new practices. For decades, educators have used tools like this to help build strong relationships with their students. What is different about the student's profile is how it is used to establish a personalized, student-centered path to the goals selected by students. In a personalized learning environment, educators offer options, and students over time make more decisions about what, how, or even where they will learn. Barbara Bray and Kathleen McClaskey, co-founders of Personalize Learning, LLC, make this connection between the student's profile and the student's choice very explicit in Customize your learning environment. Based on the principles of Universal Design for Learning (UDL), they urge educators to provide options on how students access, interact, and express their learning. By making decisions and exercising agency, students can acquire the skills and executive function they will need to lead their learning, careers, and lives as adults. In addition to empowering students to make decisions about their learning environment, student profiles are a key first step in setting student goals and designing a personalized learning plan (PLP) to achieve them. As Emily observes, there are a lot of tools out there, but it matters less what the student's profile is and more about how it's used, it should be the starting place from which we build and pair students with learning experiences. In Vermont, which has been involved with personalized learning for more than 15 all students co-create a PLP (with parents, educators and counselors) by seventh grade. This student-oriented framework explains the dynamic process of creating a student profile, setting goals for college and career, and establishing a plan to achieve them, as well as opportunities to reflect and review. This evolution from the student's profile to the student-owned path is key key Building 21 (B21), a competency-based model with high schools in Philadelphia and Allentown, Pennsylvania. At B21, students are referred to as designers, and much of the learning along their way occurs in project-based and intensive studies tailored to their professional interests and objectives. Tom Gaffey, chief instructor technologist at B21, points out that his is a work in progress, but invites us to imagine a time when designers choose their studies every 10 weeks for what they are most passionate about, what skills they need and what is currently available. To offer this degree of choice and student agency, B21 challenges many of the traditional notions of what the school is and can be in order to create a time-based, level-based model for personalized learning to thrive. A verb, not a noun All the educators we interviewed talked about the dynamic nature of the student's profile. Sherre recommends that educators be open to surprises about students' strengths and how much they can change. Emily, too, warns against pigeon students based on their profiles. It's not 'this is who I am, full stop.' Each experience informs, sparks or discovers new interests. Even though it's going to change, doing the job of creating a student profile is worth it, he argues, because it's an opportunity for students to express who they are and work in their sweet places from the beginning. The farewell advice of our educators is as follows: just as student profiles evolve over time to support student-level personalization, so should their schools and the entire learning ecosystem. If students are going to move from self-awareness to agency exercise, should the learning environment be transformed to provide self-direction opportunities and real options, not trivial variations in the line of canned peas or frozen peas? For Kendra Rickerby, founder of Revivity Learning Systems and former Vermont co-leader of the New England High Schools Consortium, this means prioritizing the thinking of systems as a prerequisite for changing educational practice. It also means seriously committing to supporting students to take responsibility for their learning. Products such as student profiles and pathways serve as useful centers for communication between educators, students and parents, he says, but if the change to personalization is simply creating more work for adults, then the way you are implementing personalized learning should be rethought. For Rui Bao, head of data and new schools at Calibre Schools, technology can foster a personalized environment but not burdensome for educators. At Caliber, he says, we are constantly looking to find the right balance for teachers: to provide enough automation so that the creation of students' profiles and paths does not overwhelm them, but continues to allow space for a personalized and qualitative vision. Based on his experiences at B21, Tom draws attention to a system of structures and policies, comparing it to the gravitational pull of a planet. Their policies can impose limitations and be like Jupiter, where educators are so burdened with limits that they cannot move freely enough to personalize learning. A better alternative, he argues, that he realizes the unique potential of each student, is to eliminate structural constraints and be like the moon, where you, educators and students alike, can jump as high as you want. Additional Resources Here are some other student profile tools and resources referenced by educators who participated in this story: Transforming educational mindsets, essential skills, and habit resources provide a collection of tools, research, and webinars on what is known today about mesh assessment and development based on their work with an extensive network of partners. This Student Profile Tools table lists tools that ReSchool Colorado student advocates can choose from to begin matching students with experiences based on their knowledge of individual students, their interests, and their family context. Organized by age range, the table describes the tool, how long it takes to manage, and provides recommendations for optimal use. This blank template and this completed version of the Vermont Education Agency illustrate how adults and students can use a student profile to co-create personalized goals and learning paths. The Indigo Assessment, available to high school and high school students, provides students, parents, and educators with unified reporting on four domains: 21st Century Skills (Strengths), Motivators (Passions), Behavioral Styles (Personality and Communication), and Social-Emotional Health. The Learning Style Preference Cards of the Genome Learning Project facilitate individual conversations between children and adults about who they are and how they learn best. Based on positive psychology and originally designed for adults, the Clifton StrengthsFinder is used at the high school level to identify strengths and talents in 34 areas or topics; these topics serve as the basis for strengths-based learning and development. Related Publication Apprentice Profiles and Custom Learning Progression - Follow CICS teacher Irving Park teacher Claire Kreller's journey as she used student profiles in her second grade classroom from 2014 to 2020, with counseling and resources. Resources.

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