How To Assist Teachers And Students In The Creation And Use Of Learner Profiles To Support Struggling Readers At The Middle School Level

Kendra Willaby
HOW TO ASSIST TEACHERS AND STUDENTS IN THE CREATION
AND USE OF LEARNER PROFILES TO SUPPORT STRUGGLING
READERS AT THE MIDDLE SCHOOL LEVEL

by

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A capstone project submitted in partial fulfillment of the
requirements for the degree of Master of Arts in Literacy Education.

Hamline University
Saint Paul, Minnesota
December 2018

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Summary

Each student’s education experience is unique. Students bring in their own backgrounds, interests, struggles and motivations. With all that being said, there are different theories out there for how to best approach an education experience that fits each individual student. One approach that has been making its way into the field of education is the personalized learning approach.

The interesting thing about a definition for personalized learning is that it truly is personalized to the person or group providing the definition. There is not one agreed upon definition for personalized learning, but there are common components and elements found among the different definitions provided. The central focus in personalized learning is the student (DeMink-Carthew, Olofson, LeGeros, Netcoh & Hennessey, 2017, p.2). Each individual student is at the heart of the approach and there is an understanding that each student may need something different from their peers. One solid definition for personalized learning comes from Patrick, Kennedy, and Powell (2013) where they state, “personalized learning means tailoring learning for each learner’s interests, strengths, and needs. This approach encourages flexibility to support mastery and enables learners to influence how, what, when and where they learn” (as cited in Basham, Hall, Carter & Stahl, 2016, p. 127).

While this approach can look very different from school to school, one of the common components is learner profiles (Alberta Education, 2010, p. 24). This idea of
learner profiles led to the research question for the project on *how to assist teachers and students in the creation and use of learner profiles to support struggling readers at the middle school level?*

To answer the research question, the project takes on three different parts. The first part is a collection of tools teachers and students are able to use in the creation of learner profiles. The second part of the project looks at supporting teachers in their understanding and use of learner profiles, as well as how to go about creating them with students. The third part of the project looks at supporting students in their understanding and use of their own learner profiles, as well as how they can use the information to advocate and take ownership of their learning.

Since I work at the middle school level, specifically with struggling readers as the building reading specialist, I chose my audience based on the people I work with everyday and the students I work to support everyday. While the intended audience for this project is geared towards language arts teachers at the middle school level, this can also be used at the upper elementary and high school levels. There are two intended audiences for this project, the three teachers I team with who work specifically with struggling readers and the students who are found in our classes.

Since there are two groups being focused on for the project, there are different learning frameworks to take into consideration. For the teachers, I will be discussing Malcolm Knowles’ adult learning theory and multidimensional professional
development. While Knowles (1973) provides nine characteristics for adult learners, there are two characteristics this project will focus on. The characteristics are immediate usability of the information presented and focusing on issues that concern teachers and their work (as cited in Zepeda, Parylo, & Bengtson, 2014, p. 299). For multidimensional professional development, I will be using formal and informal sessions. There will be a more formal introduction on personalized learning that provides teachers with information on learner profiles and how they can be used to support struggling readers. There will also be an informal approach which involves one-on-one meetings with teachers to follow up on their understanding and use of learner profiles.

For the students, I will be discussing how the project fits in with the personalized learning approach. The personalized learning approach has three core components and many different elements that surround the three core components. Since the research question surrounds the core component, learner profiles, it makes sense that students would receive the information on how to create and use the learner profiles in a personalized way. To meet the needs of each individual student and truly create something for them that is custom, teachers need to work with students on a personal level and meet with them individually to create learner profiles.

The end result of the project is to provide a complete understanding on how to assist teachers and students in the creation and use of learner profiles to support struggling readers at the middle school level? This will be done by developing a
collection of tools used to gather information and put into learner profiles. There will also be the creation of professional development for teachers to aid them in their understanding and use of learner profiles. Finally, since the student is at the center of personalized learning, there will be information on how to work alongside students as they create and use their own learner profiles to take ownership of their education.
PROJECT: PART ONE

Tools

Introduction

The information that can be put into learner profiles is almost limitless, as long as it pertains to the student and provides insight on how they learn best, it can be placed in the profile. In order to get students and teachers started in the creation of individual profiles, the first part of this project will provide a template for the learner profiles with topics already laid out, inventories for students to complete and enter into their profiles, as well as information to additional resources for a more comprehensive, in-depth look.

The important thing to remember when it comes to the information found in learner profiles, is that the information is ever changing and dependent on the context. According to Alberta Education (2010), “A learner profile needs to be dynamic, as individual learners are constantly growing and changing” (p. 24). The learner profile is something students should come back to and update as needed.

It is also important to remember what works for a student in one subject area may not work for them in another. According to Alberta Education (2010), the way in which a student learns best can vary depending on the situation and the task (p. 25). The hope with a learner profile is that students would be able to understand what works for them and understand when they need to seek out other resources or additional support.
The tools provided are just a few ideas to get teachers and students started. If there is other information which provides insight on a student, teachers and students are able to add the information to the learner profile as they see fit.

Assessment Data

Assessments come in many forms, some are formal assessments like standardized testing and special education testing. There are also informal assessments teachers give, such as quick diagnostic tests to see where current skill levels are. The information from these assessments can be placed in learner profiles, as one point of reference, for teachers and students to provide a glimpse of where a student’s current levels are in certain subject areas. For the purposes of this project, since the work is with struggling readers, there will be a focus on a student’s current reading levels.

Standardized Testing. Standardized testing is a measure of a student’s performance or ability when it comes to certain subject areas. Students participate in this type of testing throughout the school year, in subject areas such as reading and math. Information from these tests can provide insight on where a student’s skill level is at and where they are for their grade level. When it comes to standardized testing, it is important to remember the test is just a snapshot of a student’s skill level. It is one test on one day and there are many factors that come into play and need to be considered when looking at the results. Newkirk (1975) cautions,
“Any standardized test is only a measure of performance at one time. At the time of the test the student may be hungry, angry, sleepy, or nervous. For any number of reasons the student may be distracted and consequently his test score may be lower than it could be” (p. 50).

Students participating in this project take the Northwest Education Association’s (NWEA) Measure of Academic Progress (MAP) in reading test three times a year; fall, winter and spring. Another reading assessment students participate in is the Minnesota Comprehensive Assessment (MCA) in the spring. Scores from these assessments can be entered into the learner profile after each assessment is completed.

**Diagnostic Assessment.** Students participating in this project, work with the building reading specialist. Part of the work the reading specialist does is to determine areas of reading a student struggles with to provide targeted interventions if needed. The areas of reading looked at include decoding, fluency, vocabulary and comprehension. To determine the specific area a student may need more support in, the reading specialist uses two tools. The first tool is the Test of Silent Contextual Reading Fluency (TOSCRF), this tool determines if a student struggles with fluency or decoding and needs additional support. The tool is scored and any student scoring at or below the 90 mark is then assessed using the Woodcock Johnson Test 13: Word Attack. From there the assessment is scored and any student who scores below a 90 is determined to need additional decoding support and begins a decoding intervention. Any student scoring
above 90 is determined to need additional fluency support and from there receives targeted support based on individual fluency needs. It should be noted that both diagnostic tools would need to be purchased by the district before use.

Once it is determined what a student specifically struggle with, there is a more intensive intervention provided for students needing decoding and fluency support. Information such as this, is information that should be included in the learner profile because it gives the teacher and student a better understanding on how new content may need to be presented. For example, if a student struggles with decoding a student may need more support when it comes to reading more challenging text.

Status in an intervention is also valuable data to include in a learner profile. It would be noted if a student has been or currently is in an intervention and the name of the intervention. If they have been, it will be noted if they are currently in the intervention, they were exited from the intervention, if they are repeating the intervention or if they have moved to another intervention.

**Inventories**

Inventories allow students to provide valuable information to teachers in a quick format and teachers are able to gather information on a large number of students in a short period of time. For the purposes of this project, the following types of inventories will be provided for teachers to use with students in the creation of learner profiles.
The results from the inventories would only be placed in the learner profile if the student and teacher found the information to be valuable. The results would also need to be highlights of the important information to keep the learner profile from becoming too bogged down with information, thus decreasing its usability.

**Reading.** Reading is a foundational skill needed in all classes, it is one way students are expected to gain new information and to learn the content. Reading inventories can be used to glean information on how students perceive themselves as readers, their attitudes about reading and insight on what students enjoy reading (Alberta Education, 2010, p. 28). This project is focused around struggling readers at the middle school level, so this information is extremely helpful for both the teachers and the students.

The following tools focus on reading:

- Tool 3: A Reading Interview
- Tool 4: Reading Attitudes Interview
- Tool 5: Reading Strategies Survey

**Learner Preference.** A learning preference is defined as the setting in which a student learns best. This could include a variety of conditions like the noise level in the room, lighting, room temperature or seating options just to name a few (Alberta Education, 2010, p. 24). A learning preference inventory is something that can be used when teachers begin new units, as a way for students to vocalize their preference in
learning the new information (Alberta Education, 2010, p. 27). As mentioned before, depending on the subject area the way a student learns best may change.

The following tool focuses on learning preference:

- Tool 6: What Works for Me Inventory

**Social.** While personalized learning focuses on the individual learner, it does not mean students are always working independently. Personalized learning still involves aspects of social collaboration with peers (Institute for Personalized Learning, 2015, para.13). Understanding how a student works with other students, not only gives the teacher valuable information on how students feel about working with others, but also helps the student see their feelings when it comes to working with other students (Alberta Education, 2010, p. 28).

The following tool focuses on social collaboration:

- Tool 7: Getting Along with Other Inventory

**Interests.** Interest inventories provide information on what a student likes or dislikes. This type of information can be used by teachers and students to find ways to motivate and engage students in their own learning, by tailoring activities and lessons to what is important to students (Alberta Education, 2010, p. 28).

The following tools focus on student interest:

- Tool 1: 20 Questions About Me
- Tool 2: Interest Inventory
Types of Intelligences. Howard Gardner lays out eight types of intelligences and “claims that everyone has all eight intelligences to some degree but each individual has his or her own pattern of stronger and weaker intelligences” (Willingham, 2004, p. 21). According to Willingham (2004), linguistic intelligence refers to having strong verbal skills. Logico-mathematical intelligence is associated with strong math and logic skills. Spatial intelligence deals with strong visualization and space skills. Musical intelligence lends itself to individuals who have strong musical interests and talents. Bodily-kinesthetic intelligence involves a learners strong preference for movement and hands-on learning. Interpersonal intelligence has strong ties to collaboration and interactions with other individuals. Intrapersonal intelligence focuses on the learner’s ability to look within themselves to know what works best for them. Finally, the eighth type of intelligence is naturalistic intelligence which means the learner has a strong bond with nature and will flourish in an environment where they get to work with nature (p. 21).

There are a variety of formats out there for inventories on multiple intelligences. There are online forms students are able to complete, but there are also printable versions available. For the purposes of this project, there is a print version provided.

The following tool focuses on multiple intelligences:

- Multiple Intelligences (M.I.) Inventory
**Thinking Styles.** Thinking styles are characterized by how students group information and work through problems, essentially it is the way in which they think. There are four general thinking styles presented by Dodge (2005), based on the original work of Gregorc (1982), and they include concrete random thinkers, concrete sequential thinkers, abstract random thinkers and abstract sequential thinkers (as cited in Alberta Education, 2010, p.25). According to Dodge (2005), concrete random thinkers focus on the big picture, like to have choices and opportunities to be creative, as well as less structure. Concrete sequential thinkers could be considered the complete opposite because they like structure and time lines, also they focus more on the details and like order. Abstract random thinkers thrive in environments where they have a chance to collaborate with others, have the opportunity for active learning and they are influenced by their emotions and interests. Finally, abstract sequential thinkers grow in environments where they can work independently, focus on facts and knowledge, and enjoy philosophical theories and ideas (as cited in Alberta Education, 2010, p.25).

The following tool focuses on thinking styles:

- Four Types of Thinking Styles

**Reading Styles.** Reading styles are another factor teachers may want to consider putting into a learner profile. “Reading styles describes a person’s learning strengths and preferences during the act of reading” (Carbo, 2007, p. 43). According to Carbo (2007), there are different factors which can impact and affect a student’s ability to read and this
includes: environment, emotional make-up, sociological preferences, physical needs and
the way in which a student processes information (p. 43). Carbo (2007) provides
information on two major models for teaching reading, these two models are global and
analytic. The global model for reading has a more holistic approach which focuses on the
reading as a whole and moves towards the smaller components of reading, such as
decoding words. The analytic approach is the opposite and begins with the smaller
components and moves towards the reading as a whole (p. 65-68). Within the two
approaches to teaching reading Carbo (2007) also discusses students reading styles which
are comprised of visual, auditory, tactile and kinesthetic styles. Students may be strong in
a variety of these styles or they may have one area in which they are strongest (p. 66).
Knowing which reading style a student learns best with can help teachers understand the
best way to present information to struggling readers. Students will also benefit from
knowing this information because if given a choice in their reading material, they will be
able to choose a reading that fits with how they best comprehend text.

It should be noted the Reading Styles Inventory (RSI) created by Carbo is
something the district would need to pay for if this is information the student and teacher
would like to know.

Current District Work

The district I work in is currently doing work in regards to learner profiles, where
all students would create their own learner profiles, not just struggling readers. The
district will have students create their learner profiles on Google Slides, with the same purpose of helping students better understand themselves as learners. The information from the current district work could also be put in the Google Doc students are creating for this project.

The district has students reflecting on two areas, who they are as individuals and who they are as a learner. Some of the questions students will reflect on include what makes them unique and what motivates them to stick with something when it gets hard. Students will be asked to think about a time when they felt proud and describe it. When thinking about themselves as learners, students will be asked to think about what motivates them to learn something new, times when they enjoy learning and how they like to show their learning.

Summary

The purpose of the tools provided in the first part of this project are to get students and teachers started in creating learner profiles. They have the option of picking and choosing tools as they see fit, as well as including information not mentioned but still seen as valuable in understanding how a student learns best.
PROJECT: PART ONE

MATERIALS
Diagnostic Assessments Used

Image Source and Product Information:


Image Source and Product Information:

https://www.hmhco.com/search/shop?term=woodcock-johnson&programName=woodcock-johnson+iv
Reading Styles Inventory

The Reading Style Inventory® (RSI®)
Shows you the best way to teach each struggling reader.

A quick look at what the RSI does...
- Identifies the reading style strengths of each student (their strongest learning pathways) (learn more)
- Lists each student’s learning strengths, weaknesses, effective reading methods & strategies, and key interventions (learn more)
- Improves reading instruction for struggling readers.
- Reduces special ed. placement (learn more)
- Provides individual and group reports, plus graphs for on-target reading instruction
- Students can listen to RSI questions recorded in English or Spanish

On Sale! $5.00 per student for all RSI reports
Includes Free Personalized Parent Letter and Parent Booklet

On Sale! $5.00 per student for all RSI reports
Includes Free Personalized Parent Letter and Parent Booklet

View/Print Sample RSI Reports
How to produce RSI Reports for your students
Administration directions
What’s your style?

“RSI is a valid and reliable instrument for assessing the individual learning styles of your students. Impressive research results indicate gains in reading achievement when instruction is matched to learning style.”

George Mason, The Reading Teacher

Image Source and Product Information:

http://www.nrsi.com/rsi
# Learner Profile

**Student Name:**
**Current Grade:**

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<thead>
<tr>
<th>Personal Learning Goal</th>
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<table>
<thead>
<tr>
<th>Inventory Highlights: Who am I as a learner?</th>
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<td></td>
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<table>
<thead>
<tr>
<th>Assessment Data</th>
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<tr>
<td>MCA Reading</td>
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<td>6th</td>
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<tr>
<th>Grade</th>
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<td>7th</td>
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<td>8th</td>
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<table>
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<tr>
<th>NWEA Reading</th>
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<tr>
<td>Fall</td>
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<td>Winter</td>
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<td>Spring</td>
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<tr>
<th>Intervention(s):</th>
<th></th>
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**Additional Information**
Tool 1: 20 Questions About Me

Student Name __________________________ Date ________________

1. What is my favourite activity to do at school? __________________________

2. What is my favourite subject? __________________________

3. What is my favourite activity outside of school? __________________________

4. What sport do I like to watch? __________________________

5. What sport do I like to play? __________________________

6. What would I like to learn more about? __________________________

7. What kind of books do I like to read? __________________________

8. What is the best book I ever read? __________________________

9. How much time do I spend reading for fun every week? __________________________

10. What is my favourite television show? __________________________

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Chapter 3—Developing Learner Profiles
20 Questions About Me (continued)

11. What kind of music do I like? ____________________________________________

12. What is my favorite activity to do on the computer? _______________________

13. What kind of technology do I like to use? ________________________________

14. Who are my best friends? _____________________________________________

15. What do I like to do with my friends? __________________________________

16. What makes me smile? ________________________________________________

17. What makes me laugh? ________________________________________________

18. What part of the world interests me the most? ____________________________

19. What do I plan to do after high school? _________________________________

20. What kind of career do I want when I'm an adult? ________________________

Tool 2: Interest Inventory

Student Name ___________________________ Date ____________________

1. My most interesting subject is ___________________________

2. My most challenging subject is ___________________________

3. What I enjoy most about school is _________________________

4. What I find most challenging about school is ________________

5. Books I read recently ________________________________

6. Activities I do outside of school __________________________

7. Three words to describe me _____________________________

8. Careers that interest me ________________________________

9. An ideal job for one day would be _______________________

10. My favourite television programs are __________________

11. My favourite Web sites are _____________________________

12. My questions about next year are _______________________

13. School situations that are stressful for me are ______________

14. I deal with stress or frustration by _______________________

15. Some interesting places I've been to are __________________

16. If I could travel anywhere, I would like to go to ____________

17. If I can't watch television, I like to ______________________

18. I would like to learn more about ________________________

---

Tool 3: A Reading Interview

Name_________________________

1. Do you like to read? Why or Why not?

2. Do you think you are a good reader? Why?

3. What was the last book you read?

4. What kinds of books do you like to read?

5. Do you think it is important to be a good reader? Why?

6. What do you do when you come to a word you can't read?

7. Do you read at home?

8. What do you usually do after school when you get home?

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4. Adapted with permission from Patrick Paukla, Create Independent Learners: Teacher-assessed Strategies for all Ability Levels (Peterborough, ON: Crystal Springs Books, 1999). Reading Inventory.
Tool 4: Reading Attitudes Interview

Name ___________________________ Date ___________________________

1. How do you feel about reading?

2. What kinds of books do you like to read?

3. Who are your favourite authors?

4. How do you decide what book to read?

5. a. Who do you know that is a good reader?

      b. What makes _________________ a good reader?

6. If you knew someone who was having trouble reading, how would you help him or her?

7. Do you think you are a good reader? Why or why not?

8. What would you like to do better as a reader?
**Tool 5: Reading Strategies Survey**

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<thead>
<tr>
<th></th>
<th>Name</th>
<th>Date</th>
<th>Usually</th>
<th>Sometimes</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>I use the title and pictures to predict what the selection is about.</td>
<td></td>
<td></td>
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<tr>
<td>2.</td>
<td>I try to predict what is going to happen next in the selection.</td>
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<td>3.</td>
<td>I break new words into familiar chunks.</td>
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<td>4.</td>
<td>I think about movies, TV shows or books that might be similar in some way.</td>
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<tr>
<td>5.</td>
<td>I study the illustrations, photographs or diagrams for information.</td>
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<td>6.</td>
<td>I reread when I don’t understand.</td>
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<tr>
<td>7.</td>
<td>I imagine myself right in the story.</td>
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<tr>
<td>8.</td>
<td>I talk to others about confusing parts.</td>
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<tr>
<td>9.</td>
<td>I think about how the story is like something I have experienced.</td>
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<tr>
<td>10.</td>
<td>I try to figure out the main idea of the selection.</td>
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<tr>
<td>11.</td>
<td>I try retelling the story in my head.</td>
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</tr>
<tr>
<td>12.</td>
<td>I look up new words in the dictionary.</td>
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</tr>
<tr>
<td>13.</td>
<td>I correct myself when I mispronounce a word.</td>
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<tr>
<td>15.</td>
<td>I change my reading rate for different tasks or texts.</td>
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</tbody>
</table>

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6. Reproduced with permission from Edmonton Public Schools, "AIPL Middle Literacy Project" (Edmonton, AB: Edmonton Public Schools, 2003).
Reading Strategies Survey (continued)

16. How has your reading changed this year?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

17. What strategy helps you the most when reading?

__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________
__________________________________________________________________________

18. What skills or strategies do you need to continue to work on?

__________________________________________________________________________
__________________________________________________________________________

Chapter 3—Developing Learner Profiles
Tool 6: What Works for Me Inventory

Name ______________________________ Date ____________

A. How I look after myself:
   • How much sleep do I need?
   • What kind of food makes me feel the most alert?
   • What snacks do I need energy sources? __________
   • What times of the day do I need to eat? __________
   • What time of the day do I have the most energy?
   • What time of the day do I have the least energy?
   • What type of exercise makes me feel energized?
   • What kinds of activities help me relax?

B. Tools that help me learn:
   • What writing tool works best for me; e.g., type of pen, pencil, colour of ink?
   • What kind of paper helps me keep organized; e.g., wide-ruled, unlined, wide margins, pre-punched?
   • What colour of paper do I find the easiest to read?
   • What binder system works for me?
   • What other supplies help me keep organized; e.g., white-out, post-it notes, ruler?
   • What calculator works best for me; e.g., size, features?
   • What spellchecker works best for me?
   • What is my favourite dictionary?
   • What other reference books help me learn?
   • What computer programs are helpful to my learning?

C. In the classroom:
   • What seat in the classroom works best for me?
   • What do I read best from?
     _ chalkboard _ overhead _ projector _ chart paper
     _ my own copy _ interactive white board
   • Does the colour of ink (or chalk) make a difference?
   • Does the type of print; e.g., printed, handwritten or typed, make a difference?
   • Does the size and spacing of print make a difference?

What Works for Me Inventory (continued)

D. Rank in order from 1 (being the most useful) to 12 (being the least useful) which type of learning experiences work best for you:

- Teacher explains aloud
- Teacher writes directions on the board
- Teacher does example on the board
- Teacher asks another student to demonstrate
- Teacher asks all students to try a sample at their desks
- I read the directions while the teacher reads them
- I read the directions on my own
- Teacher shows me at my desk
- Another student explains a second time and answers my questions
- I watch what another student does
- I try it on my own and then check with teacher
- I try it on my own and then compare with another student.

E. Tricks I use to keep myself organized:

F. Tricks I use to keep myself focused and on task in class:

G. Special things that teachers can do to help me learn:

Chapter 3 – Developing Learner Profiles
Tool 7: Getting Along with Others Inventory

Name ___________________________ Date ___________________________

In class
- I arrive to class on time. [ ] [ ] [ ] [ ]
- I bring needed books and supplies. [ ] [ ] [ ] [ ]
- I say hello to other students as I enter the classroom. [ ] [ ] [ ] [ ]
- I answer questions with a few sentences. [ ] [ ] [ ] [ ]
- When I start a conversation, I check that the other people appear interested. [ ] [ ] [ ] [ ]
- I keep small talk to before and after class. [ ] [ ] [ ] [ ]
- I sit up straight. [ ] [ ] [ ] [ ]
- I remove distracting hoodies and hats. [ ] [ ] [ ] [ ]
- I make eye contact with others. [ ] [ ] [ ] [ ]
- I show active listening by nodding my head and turning to the speaker. [ ] [ ] [ ] [ ]
- I volunteer at least two answers per class. [ ] [ ] [ ] [ ]
- If I’ve missed directions, I look to other students for clues. [ ] [ ] [ ] [ ]

With partners and in small groups
- I am willing to work with a variety of partners. [ ] [ ] [ ] [ ]
- I try to make others feel comfortable by talking to them. [ ] [ ] [ ] [ ]
- I show that I’m willing to work with others by moving closer. [ ] [ ] [ ] [ ]
- I am polite to people even if I would rather not work with them. [ ] [ ] [ ] [ ]
- I listen carefully to directions. [ ] [ ] [ ] [ ]

---

Reproduced from Alberta Education, Make School Work for You: A Resource for Junior and Senior High Students who want to be more Successful Learners (Edmonton, AB: Alberta Education, 2001), pp. 97-98.

Part 7—Making a Difference | Meeting diverse learning needs with differentiated instruction
Getting Along with Others Inventory (continued)

<table>
<thead>
<tr>
<th>Item</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I check directions with my partners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I make a rough plan.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I check the time lines.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I use a quiet voice.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I stay with my group and focus on the task.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I try tasks even if I don’t really feel like it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I do my share of the work.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I volunteer ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I show good listening.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I encourage others to contribute their ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I don’t put down other people’s ideas.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to try new roles, even if I’m uncomfortable.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I support my partners in group presentations.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Solving problems

<table>
<thead>
<tr>
<th>Item</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I use all my skills to build a positive working relationship with partners.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I let partners know when I think we have a problem.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I am willing to make a new plan and start over.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>If necessary, I’ll share my concerns with the teacher.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Getting connected

<table>
<thead>
<tr>
<th>Item</th>
<th>always</th>
<th>usually</th>
<th>sometimes</th>
<th>not yet</th>
</tr>
</thead>
<tbody>
<tr>
<td>I participate in at least one extracurricular activity each term.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Multiple Intelligences (M.I.) Inventory

© 1999 Walter McKenzie (http://surf magician.com/MI/index.htm)

**PART I**

Complete each section by placing a "1" next to each statement you feel accurately describes you. If you do not identify with a statement, leave the space provided blank. Total the column in each section.

**Section 1**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total number of 1's used in Section 1:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I enjoy categorizing things by common traits</td>
<td></td>
</tr>
<tr>
<td>Ecological (environmental) issues are important to me</td>
<td></td>
</tr>
<tr>
<td>Hiking and camping are enjoyable activities</td>
<td></td>
</tr>
<tr>
<td>I enjoy working on a garden</td>
<td></td>
</tr>
<tr>
<td>I believe preserving (saving/keeping) our National Parks is important</td>
<td></td>
</tr>
<tr>
<td>Putting things in hierarchies (system of levels) makes sense to me</td>
<td></td>
</tr>
<tr>
<td>Animals are important in my life</td>
<td></td>
</tr>
<tr>
<td>My home has a recycling system in place</td>
<td></td>
</tr>
<tr>
<td>I enjoy studying biology, botany, and/or zoology</td>
<td></td>
</tr>
<tr>
<td>I spend a great deal of time outdoors</td>
<td></td>
</tr>
</tbody>
</table>

**Section 2**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total number of 1's used in Section 2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I easily pick up on patterns</td>
<td></td>
</tr>
<tr>
<td>I focus on noise and sounds</td>
<td></td>
</tr>
<tr>
<td>Moving to a beat is easy for me</td>
<td></td>
</tr>
<tr>
<td>I've always been interested in playing an instrument</td>
<td></td>
</tr>
<tr>
<td>The cadence (rhythm/speed) of poetry intrigues me</td>
<td></td>
</tr>
<tr>
<td>I remember things by putting them in a rhyme</td>
<td></td>
</tr>
<tr>
<td>Concentration is difficult while listening to a radio or television</td>
<td></td>
</tr>
<tr>
<td>I enjoy many kinds of music</td>
<td></td>
</tr>
<tr>
<td>Musicals are more interesting than dramatic plays</td>
<td></td>
</tr>
<tr>
<td>Remembering song lyrics is easy for me</td>
<td></td>
</tr>
</tbody>
</table>

**Section 3**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total number of 1's used in Section 3:</th>
</tr>
</thead>
<tbody>
<tr>
<td>I keep my things neat and orderly</td>
<td></td>
</tr>
<tr>
<td>Step-by-step directions are a big help</td>
<td></td>
</tr>
<tr>
<td>Solving problems comes easily to me</td>
<td></td>
</tr>
<tr>
<td>I get easily frustrated with disorganized people</td>
<td></td>
</tr>
<tr>
<td>I can complete calculations quickly in my head</td>
<td></td>
</tr>
<tr>
<td>Puzzles requiring reasoning are fun</td>
<td></td>
</tr>
<tr>
<td>I can't begin an assignment until all my questions are answered</td>
<td></td>
</tr>
<tr>
<td>Structure helps me be successful</td>
<td></td>
</tr>
<tr>
<td>I find working on a computer spreadsheet or database rewarding</td>
<td></td>
</tr>
<tr>
<td>Things have to make sense to me or I am dissatisfied</td>
<td></td>
</tr>
</tbody>
</table>

**Section 4**

<table>
<thead>
<tr>
<th>Statement</th>
<th>Total number of 1's used in Section 4:</th>
</tr>
</thead>
<tbody>
<tr>
<td>It is important to see my role in the &quot;big picture&quot; of things</td>
<td></td>
</tr>
<tr>
<td>I enjoy discussing questions about life</td>
<td></td>
</tr>
<tr>
<td>Religion is important to me</td>
<td></td>
</tr>
<tr>
<td>I enjoy viewing art masterpieces</td>
<td></td>
</tr>
<tr>
<td>Relaxation and meditation exercises are rewarding</td>
<td></td>
</tr>
<tr>
<td>I enjoy reading ancient and modern philosophers</td>
<td></td>
</tr>
<tr>
<td>Learning new things is easier when I understand their value</td>
<td></td>
</tr>
<tr>
<td>I wonder if there are other forms of intelligent life in the universe</td>
<td></td>
</tr>
<tr>
<td>Studying history and ancient culture helps me give me perspective</td>
<td></td>
</tr>
</tbody>
</table>


Four Types of Thinking Style
### Section 5

| I learn best interacting with others |
| "The more the merrier" |
| Study groups are very productive for me |
| I enjoy chatting |
| Participating in politics is important |
| Television and radio talk shows are enjoyable |
| I am a "team player" |
| dislike working alone |
| Clubs and extracurricular activities are fun |
| I pay attention to social issues and causes |

**Four Types of Thinking Style**

**Total number of 1's used in Section 5:**

### Section 6

| I enjoy making things with my hands |
| Sitting still for long periods of time is difficult for me |
| I enjoy outdoor games and sports |
| I value non-verbal communication such as sign language |
| A fit body is important for a fit mind |
| Arts and crafts are enjoyable pastimes |
| Expression through dance is beautiful |
| I like working with tools |
| I lead an active lifestyle |
| I learn by doing |

**Total number of 1's used in Section 6:**

### Section 7

| I enjoy reading all kinds of materials |
| Taking notes helps me remember and understand |
| I faithfully (routinely/always) contact friends through letters and/or e-mail |
| It is easy for me to explain my ideas to others |
| I keep a journal |
| Word puzzles like crosswords and jumbles are fun |
| I write for pleasure |
| I enjoy playing with words like puns, anagrams and spoonerisms |
| Foreign languages interest me |
| Debates and public speaking are activities I like to participate in |

**Total number of 1's used in Section 7:**

### Section 8

| I am keenly aware of my moral beliefs |
| I learn best when I have an emotional attachment to the subject |
| Fairness is important to me |
| My attitude affects how I learn |
| Social justice issues concern me |
| Working alone can be just as productive as working in a group |
| I need to know why I should do something before I agree to do it |
| When I believe in something I will give 100% effort to it |
| I like to be involved in causes that help others |
| I am willing to protest or sign a petition to right a wrong |

**Total number of 1's used in Section 8:**

### Section 9

| I can imagine ideas in my mind |
| Rearranging a room is fun for me |
| I enjoy creating art using varied media |
| I remember well using graphic organizers |
| Performance art can be very gratifying |
| Spreadsheets are great for making charts, graphs and tables |
| Three-dimensional puzzles bring me much enjoyment |
| Music videos are very stimulating |
| I can recall things in mental pictures |
| I am good at reading maps, atlases and blueprints |

**Total number of 1's used in Section 9:**
Part II

Four Types of Thinking Style

Now carry forward your total from each section and multiply by 10 below:

<table>
<thead>
<tr>
<th>Section</th>
<th># of 1's</th>
<th>Multiply</th>
<th>Multiplied Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>x 10</td>
<td></td>
</tr>
</tbody>
</table>

Part III

Now plot your scores on the bar graph provided... colour in the blocks up to the multiplied score.

Look at the 9 sections above.

What are your top 3 types of learning styles?

Bottom 3 types of learning styles?

Do you see a pattern in the group (analytic, interactive, introspective) that they fit into?

What do you think your learning style tells you about the career you might get into?


**ANALYTICAL**

Four Types of Thinking Style

These three intelligences are analytic because even though they can have a social or introspective component to them, they assist fundamentally in the process of analyzing and incorporating data into existing situations. The analytical intelligences are by nature heuristic (speculative formulation) processes.

Logical (Mathematical)

Children who display an aptitude for numbers, reasoning and problem solving. This is the other half of the children who typically do well in traditional classrooms where teaching is logically sequenced and students are asked to conform.

Musical (Rhythmic)

Children who learn well through songs, patterns, rhythms, instruments and musical expression. It is easy to overlook children with this intelligence in traditional education.

Naturalist

Children who love the outdoors, animals, field trips. More than this, though, these students love to pick up on subtle differences in meanings. The traditional classroom has not been accommodating to these children.

**INTROSPECTIVE**

These three intelligences are introspective because they require a looking inward by the learner, an analytical conclusion to their own experiences and beliefs in order to make sense of new learning. The introspective intelligences are by nature reflective processes.

Intrapersonal

Children who are especially in touch with their own feelings, values and ideas. They may tend to be more reserved, but they are actually quite intuitive about what they learn and how it relates to themselves.

Existentialist

Children who learn in the context of where humankind stands in the “big picture” of existence. They ask “Why are we here?” and “What is our role in the world?” This intelligence is seen in the discipline of philosophy.

Visual (Spatial)

Children who learn best visually and organizing things spatially. They like to see what you are talking about in order to understand. They enjoy charts, graphs, maps, tables, illustrations, art, puzzles, and costumes - anything eye catching.

**INTERACTIVE**

These two intelligences are interactive because even though they can be stimulated through passive activity they typically invite and encourage interaction to achieve understanding. Even if a student completes a task individually, she must consider others through the way she writes, reads, constructs and makes conclusions. The interactive intelligences are by nature social processes.

Verbal (Linguistic... to do with words)

Children who demonstrate strength in the language arts: speaking, writing, reading, listening. These students have always been successful in traditional classrooms because their intelligence lends itself to traditional teaching.

Kinesthetic (Bodily)

Children who experience learning best through activity: games, movement, hands-on tasks, building. These children were often labeled “overly active” in traditional classrooms where they were told to sit and be still.

**Remember:**

- Everyone has all the intelligences!
- You can strengthen intelligence!
- This inventory is meant as a snapshot in time – it can change!
- M.I. is meant to empower, not label people!
Four Types Of Thinking Style

Not only do we have preferred learning styles; we also have favourite thinking styles. Anthony Gregorc, professor of curriculum and instruction at the University of Connecticut, has divided these into four separate groups: 2

- Concrete sequential.
- Concrete random.
- Abstract random.
- Abstract sequential.

We’re indebted to SuperCamp consultant John LeTellier for adapting the Gregorc model and providing the checklist on the next three pages. 3

We stress, however, that no thinking style is superior; they are simply different. Each style can be effective in its own way. The important thing is that you become more aware of which learning style and thinking style works best for you. Once you know your own style, you can then analyse the others. This will help you understand other people better. It will make you more flexible. And perhaps we can all pick up tips from each other on how to be more effective.

Once you’ve made a graph for yourself on page 358, consider these explanations to improve your own ability to learn, think, study, work and enjoy life:

Concrete sequential thinkers are based in reality, according to SuperCamp co-founder and president Bobbi DePorter. They process information in an ordered, sequential, linear way. To them, “reality consists of what they can detect through their physical sense of sight, touch, sound, taste and smell. They notice and recall details easily and remember facts, specific information, formulas and rules with ease.” Hands on is a good way for these people to learn. If you’re a concrete sequential -- a CS -- build on your organizational strengths. Provide yourself with details. Break your projects down into specific steps. Set up quiet work environments.

Concrete random thinkers are experimenters. Says DePorter: “Like concrete sequentialists, they’re based in reality, but are willing to take more of a trial-and-error approach. Because of this, they often make the intuitive leaps necessary for true creative thought. They have a strong need to find alternatives and to think in their own way.” If you’re a CR, use your divergent thinking ability. Believe that it’s good to see things from more than one viewpoint. Put yourself in a position to solve problems. But give yourself deadlines. Accept your need for change. Try and work with people who value divergent thinking.

Abstract random thinkers organize information through reflection, and thrive in unstructured, people-oriented environments. Says DePorter: “The ‘real’ world for abstract random learners is the world of feelings and emotions. The A&R’s mind absorbs ideas, information and impressions and organizes them through reflection. They remember best if information is personalized. They feel constriction when they’re subjected to a very structured environment.” If you’re an A&R, use your natural ability to work with others. Recognize how strongly emotions influence your concentration. Build on your strength of learning by association. Look at the big picture first. Be careful to allow enough time to finish the job. Remind yourself to do things through plenty of visual clues, such as coloured stickers pasted up where you’ll see them.

Abstract sequential thinkers love the world of theory and abstract thought. They like to think in concepts, and analyse information. They make great philosophers and research scientists. DePorter again: “It’s easy for them to zoom in on what’s important, such as key points and significant details. Their thinking processes are logical, rational and intellectual. A favourite activity for abstract sequential in reading, and when a project needs to be researched they are very thorough at it. Generally, they prefer to work alone rather than in groups.” If you’re an AS, give yourself exercises in logic. Feed your intellect. Steer yourself toward highly structured situations.

Reference:
Test Your Own Thinking Style:

Follow the instructions to find out your thinking style!

The Learning Revolution

To test your own thinking style
Read each set of words and mark
The two that best describe you

<table>
<thead>
<tr>
<th></th>
<th>a. imaginative</th>
<th>b. investigative</th>
<th>c. realistic</th>
<th>d. analytical</th>
<th>9.</th>
<th>a. reader</th>
<th>b. people person</th>
<th>c. problem solver</th>
<th>d. planner</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>a. organised</td>
<td>b. adaptable</td>
<td>c. critical</td>
<td>d. inquisitive</td>
<td>10.</td>
<td>a. memorise</td>
<td>b. associate</td>
<td>c. think-through</td>
<td>d. originate</td>
</tr>
<tr>
<td>2.</td>
<td>a. debating</td>
<td>b. getting to the point</td>
<td>c. creating</td>
<td>d. relating</td>
<td>11.</td>
<td>a. changer</td>
<td>b. judge</td>
<td>c. spontaneous</td>
<td>d. wants direction</td>
</tr>
<tr>
<td>3.</td>
<td>a. personal</td>
<td>b. practical</td>
<td>c. academic</td>
<td>d. adventurous</td>
<td>12.</td>
<td>a. communicating</td>
<td>b. discovering</td>
<td>c. cautious</td>
<td>d. reasoning</td>
</tr>
<tr>
<td>4.</td>
<td>a. precise</td>
<td>b. flexible</td>
<td>c. systematic</td>
<td>d. inventive</td>
<td>13.</td>
<td>a. challenging</td>
<td>b. practising</td>
<td>c. caring</td>
<td>d. examining</td>
</tr>
<tr>
<td>5.</td>
<td>a. sharing</td>
<td>b. orderly</td>
<td>c. sensible</td>
<td>d. independent</td>
<td>14.</td>
<td>a. completing work</td>
<td>b. seeing possibilities</td>
<td>c. gaining ideas</td>
<td>d. interpreting</td>
</tr>
<tr>
<td>6.</td>
<td>a. competitive</td>
<td>b. perfectionist</td>
<td>c. cooperative</td>
<td>d. logical</td>
<td>15.</td>
<td>a. doing</td>
<td>b. feeling</td>
<td>c. thinking</td>
<td>d. experimenting</td>
</tr>
<tr>
<td>7.</td>
<td>a. intellectual</td>
<td>b. sensitive</td>
<td>c. hardworking</td>
<td>d. risk-taking</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Do it in style

After completing the test on the previous page:

In the columns below, circle the letters of the words you chose for each number. Add your totals for columns I, II, III and IV. Multiply the total of each column by 4. The box with the highest number describes how you most often process information.

<table>
<thead>
<tr>
<th></th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>IV</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>C</td>
<td>D</td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>2</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>3</td>
<td>B</td>
<td>A</td>
<td>C</td>
<td>D</td>
</tr>
<tr>
<td>4</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>5</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>6</td>
<td>B</td>
<td>C</td>
<td>A</td>
<td>D</td>
</tr>
<tr>
<td>7</td>
<td>B</td>
<td>D</td>
<td>C</td>
<td>A</td>
</tr>
<tr>
<td>8</td>
<td>C</td>
<td>A</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>9</td>
<td>D</td>
<td>A</td>
<td>B</td>
<td>C</td>
</tr>
<tr>
<td>10</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
<tr>
<td>11</td>
<td>D</td>
<td>B</td>
<td>C</td>
<td>A</td>
</tr>
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<td>12</td>
<td>C</td>
<td>D</td>
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<td>B</td>
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<td>13</td>
<td>B</td>
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<td>C</td>
<td>A</td>
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<td>C</td>
<td>D</td>
<td>B</td>
</tr>
<tr>
<td>15</td>
<td>A</td>
<td>C</td>
<td>B</td>
<td>D</td>
</tr>
</tbody>
</table>

**TOTAL:**

<table>
<thead>
<tr>
<th>Column</th>
<th>Total</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>I</td>
<td></td>
<td>Concrete Sequential (CS)</td>
</tr>
<tr>
<td>II</td>
<td></td>
<td>Abstract Sequential (AS)</td>
</tr>
<tr>
<td>III</td>
<td></td>
<td>Abstract Random (AR)</td>
</tr>
<tr>
<td>IV</td>
<td></td>
<td>Concrete Random (CR)</td>
</tr>
</tbody>
</table>
The Learning Revolution

After you have completed your personal thinking-style test on the previous page chart your results below

To graph your preferred "thinking style" just place a dot on the number that corresponds to your score in each of the classifications on the previous page, and link dots as shown in the miniature diagram.

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PROJECT: PART TWO

Teacher Professional Development

Introduction

While personalized learning is centered around the student, the teacher still plays a crucial role. The second part of this project is focused around helping teachers gain a solid understanding of personalized learning, and within personalized learning, learner profiles. Teachers will receive formal professional development and instruction on learner profiles; how they are created, how to work alongside students to create them and finally the importance to continually working with students to keep profiles up to date. Teachers will also receive professional development on an informal level, which aims to support teachers in their understanding and use of learner profiles through one on one meetings with the reading specialist providing the training.

Outcomes

● Teachers will have an understanding of the definition of personalized learning.

● Teachers will be able to utilize the tools provided to support students in creating learner profiles.

● Teachers will be able to use the information found in a student’s learner profile to support them and personalize their learning experience, especially in the area of reading.
Frameworks

For the purposes of this project, when working with adult learners, there are two frameworks being used. The first framework is Malcolm Knowles’ Adult Learning Theory, the second framework is multidimensional professional development.

**Adult Learning Theory.** While there are different theories for adult learners, there is one predominant theory of adult learning lead by Malcolm Knowles, which is also termed andragogy. This adult learning theory provides the framework for the project since it is geared towards the adults who work with struggling readers at the middle school level and how they are able to support these students through the creation and use of learner profiles. While Knowles (1973) provides nine characteristics for adult learners, there are two characteristics this project will focus on. Those characteristics are immediate usability of the information presented and focusing on issues that concern teachers and their work (as cited in Zepeda, Parylo, & Bengtson, 2014, p. 299).

Professional development can sometimes leave teachers feeling like they need to put more time and effort into what they have learned in order to make it something useful for their classroom. The idea behind the learner profile project, combined with Knowles’ adult learning theory and the characteristic of immediate usability, is that teachers are able to turn around and instantly apply the information they have learned because everything is already prepared for them to use. Since the tools for the learner profiles will
already be created for teachers, they will be able to just access the information and use it how they see fit.

Learning the content while developing reading skills, brings us to the next characteristic mentioned by Knowles. The characteristic focuses on issues that concern teachers and their work. Teachers at the middle school level want students to learn the content. The way in which content is presented to students though comes in the form of written texts, which students are asked to read and comprehend. When students struggle with reading, they may struggle with understanding the content, especially in language arts classes. With the information gathered from learner profiles, teachers would be able to not only understand what students struggle with and provide additional support for those students, but also have a better understanding of how to reach students based on their different interests and learning styles.

**Multidimensional Professional Development.** Traditional professional development usually involves conferences and presentations, but there are other approaches to professional development that lend themselves to a more sustained level of commitment to change. The other approaches include, but are not limited to, formal workshops, informal observations, peer coaching, diffusion of resources, incorporation of specialized materials, communication and feedback for all people involved (Shearer & Vogt, 2001, p. 219). When we talk about all the different approaches to professional development and using a variety of them, this is where the term multidimensional comes
into play. For the project, there is a need to look at various approaches for the professional development. Besides doing a more formal session to begin with that provides teachers with information on learner profiles and how they can be used to support struggling readers, there is an opportunity to incorporate another approach. After the formal session, there would be individual meetings with teachers to get a better idea on their thoughts of learner profiles. The purpose is to understand what they have found to be helpful and what information they would still like to know about students.

**Setting/Participants/Timeline**

This project has been developed for a specific group of teachers, in a specific setting but it is something other teachers would be able to use as well. The participants of this specific project are the three language arts teachers who team with the building reading specialist. The reading specialist teams with one teacher at each grade level, sixth, seventh and eighth. The classes they team teach are comprised of students who have been determined to struggle with reading based on assessment scores and teacher recommendations, but are still in general education language arts. The classes are made up of approximately 25-30 students with variety of backgrounds and skill levels.

The timeline for the teacher portion of this project is flexible and dependent on how much support a teacher needs after the initial formal presentation. The formal presentation should be given at the beginning of the school year and should take 30-60 minutes depending on questions teachers have during the presentation. The informal
follow-up meetings would occur after teachers have had the chance to digest information, tinker with it themselves and begin working with students on creating their learner profiles. The first meeting should begin two weeks after the initial formal presentation, other meetings will be based on teacher need and request.

Materials

- Google Slides presentation on Personalized Learning
- Access to materials needed to create learner profiles: Learner Profile Google Doc template, inventories, student presentation of learner profiles
- Follow-up questions to be used when conducting informal one-on-one follow-up meetings

Instructional Strategies

There are two instructional strategies used in the teacher professional development portion of this project. The first instructional strategy is a small group formal presentation for the teachers on personalized learning. The second strategy is an informal one-on-one meeting with teachers to support them as they begin the process of working with students to create learner profiles.

**Formal Presentation.** Since this project is taking on the format of multidimensional professional development, there are two different forms of professional development the project is going to take. There will first be a formal session, where teachers are given a presentation on learner profiles.
*Google Slides.* The Google Slides presentation will include first a basic description of learner profiles. There will then be examples of learner profiles, where teachers are walked through the various information they will have access to on students. Next, there will be information specifically on struggling readers at the middle school level and what the information in their learner profiles looks like and what it means. Finally, there will be information presented to teachers on how they can work with students to create their own learner profiles and what everyone is able to do with the information.

*Informal Meetings.* Continuing with the multidimensional professional development approach, after going through the formal presentation of information on learner profiles, teachers will be involved in more informal follow-up meetings. This part of the professional development is a way to continually support individual teachers as they work through the process of creating and using learner profiles with struggling readers at the middle school level.

*One-on-One Meetings.* One-on-one meetings with teachers serve the purpose of listening to their thoughts on learner profiles and also to answer questions that have come up. This would occur after teachers have had a chance to explore the learner profiles and work with students on creating them. These meetings would take place whenever needed and the number of meetings would depend on the teacher’s request for support in creating and using learner profiles.

Sample of questions to discuss during meetings:
Since the presentation, have you had a chance to go in and look at and/or utilize any of the materials provided?

Do you have any questions about personalized learning or learner profiles that have come up since the last time we meet?

Where are you in the process of supporting students while they create their own learner profiles?

Are there any questions students have asked you about learner profiles that you would like help in answering?

What level of support can I provide you while you work with students in creating and using their learner profiles?

Is there any aspect of personalized learning you would like to know more about?

Besides learner profiles, are there any other components or elements of personalized learning you would like to try in the classroom? If so, would you like support with the process?

Assessment

The assessment of teacher understanding will be an informal check that occurs during the one-on-one meetings. One of the things discussed in the meetings is where teachers and students are in the creation of learner profiles. If teachers are on track with their learning, they should be following the timeline provided in the student portion of the
project. If teachers are not following the timeline, the reading specialist will provide additional support and instruction to keep teachers and students on pace.

**Summary**

Once teachers have an understanding of learner profiles, what they are and how to create and use them, they are then able to begin the process of educating students on learner profiles. Teachers are there to educate students on learner profiles, so the students can then take over the responsibility of them and begin to use them to advocate for their own learning.
PROJECT: PART TWO

MATERIALS
Personalized Learning

Character and Use of Learning Profiles
What is personalized learning?

- Bay and McClaskey (2013), both advocates in the field of personalized learning, define personalized learning as an approach that requires active participation from students. When it comes to their learning, students have a voice and choice in their learning: how they learn and how they demonstrate mastery. The learner is at the center of the educational environment and the teacher's role is to guide students in their journey (as cited in DeMink-Cartese, Ogborn, LeGeros, Netolick & Hennessey, 2015, p. 2).

Bring attention to the word 'personalized' and within the word 'person.' Review bolded words and why they are important. Talk about how this is different from the 'traditional' approach to teaching and learning. Repeat how the student is at the heart of the approach and how the teacher's role is to guide them.
Personalized Learning Core Components

- According to The Institute for Personalized Learning (2015), there are three core components that make up personalized learning. These core components are:
  - Learner profiles
  - Customized learning paths
  - Proficiency-based progress

Learner profiles provide valuable information on learners that teachers are able to use in the classroom to create an environment and an educational experience where students will thrive. Customized learning paths allow the learner to take ownership of their learning, teachers support the learner while they determine their goals, their path for learning curriculum and then determining how they want to demonstrate their knowledge.

Proficiency-based progress takes a look at standards students are expected to master and allows students to master standards at their own pace in a way that works best for them.
What are learner profiles?

- According to Alberta Education (2010),

  "A comprehensive learner profile includes information on student interests, learning preferences and styles, and differences related to gender, culture and personality. It also might include information on student learning strengths, needs, and types of supports that have been successful in the past (p. 34)."

This is something the student will create about themselves and how they learn best. The information that can be placed in the learner profile is almost limitless, but make sure the information does not become too overwhelming.
How to create learner profiles...

- Each student creates their own profile and enters information they find to be helpful.
- Profiles can be created in a variety of formats, such as digital or written.
- Information for profiles can come from inventories, assessments, interventions, teacher notes, or student notes.
  - There really seem to be no limits to the information that can be found in learner profiles, as long as the information pertains to the learner and plays an important role in their educational experience, it can be put in their profile.

We are creating a digital format of the learner profile through Google Docs. There is a template that has already been created and will be shared with teachers and students. There is a collection of inventories already gathered to get us started with the process.
How to utilize learner profiles...

- Profiles help students understand how they learn best and develop their own path for reaching success based on what they know about themselves (Alberta Education, 2010, p. 25). The idea is to shift the responsibility from the teacher to the student, and in order for a student to do this, they need to understand who they are as a learner.

Information in individual learner profiles will be reviewed with students on a regular basis through conferencing. Students will also be creating their own personal learning goal, so they will need to look at the information from their learner profiles to form goals. Students will also reflect on the information from their learner profiles to determine how they will go about achieving their goals.
Supporting Struggling Readers with Learner Profiles

- Information on a student's reading skills and levels would provide teachers with enough information on how to go about presenting materials in a format that matches the student's ability levels as well as interests and skills.

Examples:
- Preteaching essential vocabulary for students who struggle with decoding
- Reading together with students who struggle with fluency and/or decoding
- Modeling for students different comprehension strategies good readers utilize while reading together with students.
- Suggesting readings to students based on their interests
Next Steps...

- Explore information to present to students, including a presentation on learner profiles.
- Check out the inventories students are able to complete.
- Plan out class time to work with students on creating learner profiles.

We will go through all the materials, so you are aware what is available to you. Plan time to complete some of the inventories yourself, so you can share with students your results. Decide what information you would like to begin with, the profiles can be added to as the year goes on so you will not want to do everything at once.
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doi: 10.1007/s10343-017-09288

PROJECT: PART THREE

Student Lessons

Introduction

Personalized learning has the student at the heart of it all and the student is the focus of the approach (DeMink-Carthew, Olofson, LeGeros, Netcoh & Hennessey, 2017, p.2). Since the student plays such a fundamental role, the project will also cover how to go about educating them on what learner profiles are and how they are able to create and use them. The project will have each student create their own profile and begin the process of filling in the information. It will then discuss how to continually work with students through individual conferencing and conferring and the creation of personal learning goals, thus keeping their profiles up to date.

Outcomes

- Students will understand learner profiles, how to create them and use them to advocate for their own learning.
- Students will create their own learner profile, adding information that will help them understand themselves as a learner.

Framework

The student portion of the project will use the personalized learning approach when it comes to working with students. Since the entire project is about personalized learning, the idea is provide students with information in a way that fits their needs.
Personalized Learning. The personalized learning approach has three core components and many different elements that surround the three core components. Since the research question surrounds the core component, learner profiles, it makes sense that students would receive the information on how to create and use the learner profiles in a personalized way.

The difficulty of providing one common definition for personalized learning was discussed in chapter two because there are so many variations of personalized learning out there. One solid definition provided from the research comes from Patrick, Kennedy, and Powell (2013) where they state, “personalized learning means tailoring learning for each learner’s interests, strengths, and needs. This approach encourages flexibility to support mastery and enables learners to influence how, what, when and where they learn” (as cited in Basham, Hall, Carter & Stahl, 2016, p. 127).

To meet the needs of each individual student and truly create something for them that is custom, teachers need to work with students on a personal level and meet with them individually to create learner profiles.

Setting/Participants/Timeline

This project has been developed for a specific group of students, in a specific setting but it is something other students would be able to use as well. If used with other students, the information pertaining to reading may be taken out or expanded. The participants of this specific project are the students found in the three language arts
classes taught by a general education teacher and the building reading specialist. The reading specialist teams with one teacher at each grade level, sixth, seventh and eighth. There is one class per grade level. The classes are comprised of students who have been determined to struggle with reading based on assessment scores and teacher recommendations, but are still in general education language arts. The classes are made up of approximately 25-30 students with variety of backgrounds and skill levels.

The timeline for the student portion of the project is essentially ongoing. Students will begin the school year by learning about learner profiles and within the first two weeks of the school year should be in the beginning phase of creating their own learner profiles. The initial Google Slides presentation should be around 30 minutes in length, with time after to answer questions.

Within a few days of the initial presentation of learner profiles, students should be beginning the process of creating their own. The idea is that students would not create and fill in the template all in one day, but work for approximately 20 minutes a day over the course of two weeks to enter in all the initial information. The information they are entering would be assessment data and information from inventories.

After students have created their learner profiles and entered in the information they want to include, they will be meeting with the teacher to create a personal learning goal through a one-on-one conference. The personal learning goal should be created by
end of the first month of school once students have been in school long enough to assess where their learning and skills in their classes.

The ongoing part of the project is the conferencing/conferring, where students meet individually to go over their personal learning goals and update information in their learner profiles. The conferencing/conferring should occur monthly throughout the school year.

**Materials**

- Personal learning device (iPad, Chromebook, laptop, computer, etc.)
- Google Slides presentation on learner profiles
- Google Doc template to create learner profile
- Copies of inventories used to complete learner profile

**Instructional Strategies**

The instructional strategies for the project occur in a variety of formats. The first step in the project is a whole group presentation. The second step occurs in a small group setting, while the third step takes place in an individual setting.

**Whole Group Presentation.** The goal of the whole group presentation is to provide students with a base of knowledge on learner profiles, so they have something to build upon when they begin creating their own individual learner profiles. Since personalized learning focuses on the individual, this is the only part of the student project where information is presented in a whole group format.
**Google Slides.** Students will be creating their learner profiles on a Google Doc they create and share with the teachers. They will also be accessing information to complete for their learner profiles through Google Docs and Google Slides, so information will be presented and shared with them on Google Slides. This way students are able to go back and access information as needed and it is all housed in one place.

The personalized learning approach has many components and elements, so the presentation focus will be solely on learner profiles. This will ensure students are staying focused on learner profiles and how they can use them to customize their educational experience, without being overwhelmed by all the other elements and components of personalized learning.

**Small Group.** When students have a base knowledge on learner profiles, they are ready to begin creating them. The creation of the profiles it something that can be done in large group, small group or individual settings. For the purposes of this project, they will be done in a small group setting. The small group setting will allow teachers to work through their large classes at a quicker pace, but still allow them to monitor students as they are working on them.

**Creation of Learner Profile.** Creating the learner profiles with students involves a few steps. The first step is for students to download the template for their learner profile, the template is something that will give them a place to start when it comes to filling in information. The template is only there to give students ideas on information they might
want to include, there may be parts where they do not want to include information and there may be times when they want to include information not found on the template. In order to download the template and create their own, students will need to follow the directions provided.

1. On personal device (iPad/computer), open the Google Docs home screen.
2. Open the shared file titled “Learner Profile.”
3. In the upper left hand corner of screen, click File and click Make a copy.
4. Rename file in the upper left hand corner by click on the title “Copy of Learner Profile” and renaming with student name [Last name, First name].
5. Once complete, share file with teachers by clicking on the Share button in upper right hand corner and typing in teachers’ email addresses.

Individual. Once students have had the opportunity to create their own learner profiles and add information they find to be helpful, they are going to want to continually come back to keep information current. To encourage students to return to their learner profiles to use the information, teachers can work with students on creating personal learning goals and regular conferencing with students.

Personal Learning Goals. Students can create learning goals in any area of their learning where they see a need. For this project, since it is focused around reading, it might be helpful for students to begin by creating a learning goal focused on a reading skill they would like to improve. To find a place to start students may want to look at
standards. “The direction established by standards provides a context for each learner to set, plan, and achieve personal learning goals. By establishing and working toward goals that learners have had a voice in creating and that are aligned to standards, student achievement increases.” (Institute for Personalized Learning, 2015)

The Institute for Personalized Learning (2016) provides the following tips when it comes to working with students on creating personal learning goals.

- Tip #1: Involve the Learner
- Tip #2: Keep the Goal Positive
- Tip #3: Give Students Control
- Tip #4: Co-construct an Action Plan
- Tip #5: Make Goals Measurable
- Tip #6: Involve Learning in Measuring Progress

Conferencing/Conferring. According to the Institute for Personalized Learning (2015) the purpose for conferencing/conferring is allowing, “Learners [to] collaborate with teachers on a regular basis to set goals, discuss progress and determine next steps for learning.” The idea behind conferencing with students on a regular basis is for teachers to have a knowledge base on where their students are at in various aspects of their learning. Conferencing is also there to support the student and provide them with an opportunity to reflect on their learning and how they are going to move forward. This is where students are taking ownership and responsibility of their learning.
The following are questions to discuss during conferences. It should be noted that
the questions provided are just there as a place for teachers to start. Once conferencing
becomes a more natural process for the teacher and student, the questions may take a
different direction and become more personalized to what the student needs. Also, some
of the questions provided are there to help a teacher when a student is struggling to
achieve their personal learning goal and not necessarily something a teacher would need
to discuss with students who are on track.

- What is your current personal learning goal?
- Why did you choose this as a goal?
- Where are you in the process of achieving your personal learning goal?
- What has helped you while you work to achieve your goal?
- What are your next steps, either in achieving your goal or in creating a
  new goal?
- What are you thinking for your next goal?
- Do we need to modify your goal?
- Do you additional support in achieving this goal?
- Should we break down your goal into smaller, more achievable steps?
Summary

The third part of the project is the most important because it is where the figurative baton is passed to the student, the teacher is giving the student the power to take learning into their own hands. Every part of this project has been created as a way to help students understand more about themselves and who they are as learners.
PROJECT: PART THREE
MATERIALS
Learner Profiles
What are they??

- Something YOU are going to create about yourself that answers the questions:
  - How do I learn best? What motivates and interests me when it comes to learning?
- It will be a digital document you continually update with information.

You-the student-are now the one responsible for creating this. The teacher is there as a guide, for support.
We have many different resources to help you begin thinking about and answering these questions.
We are creating our profiles with Google Doc. There will be a template provided to get you started.
The important thing to remember is that this is something you will continually come back to throughout your educational career to update as needed.
How are we going to use them??

- You will find out information about yourself to better understand what makes you a successful learner.
  - Once you understand this, your learning becomes YOUR RESPONSIBILITY.
  - It allows you the chance to advocate for yourself.
  - It is something you can share with other teachers if you would like.

What does it mean when it says, "advocate for yourself"?
You will share this with your language arts/English teacher, but you have the opportunity to share it with other teachers or in the very least show them. Especially when it comes to you using information in it to advocate for yourself in classes.
Tools we are going to use...

- Inventories
  - Reading, learner preference, social, interests, types of intelligence and thinking styles
- Assessment (formal/informal)
  - NWEA, MCA, Fluency Check
- Interventions
  - Decoding, Fluency

We will begin the year with just a few of these, but throughout the year we will complete more and add to our profiles. Assessment information will be added in the beginning and we will look at where your scores are and talk about benchmark for those assessments. We are going to focus on reading assessments, but you can add others if you would like. Interventions will be added for students needed additional support, these students will know who they are.
Personal Learning Goals

- What is it?
  - A learning goal in any area of learning where YOU see there is a need.
- Things to consider:
  - Make it a positive goal
  - Have an action plan to achieve the goal
  - Make sure it is a measurable goal
  - Make sure to measure your progress
  - Source: Institute for Personalized Learning

This is where you take the information from your learner profile and put it to use. When it comes time you create a goal, you will work the teacher to make sure you take into consideration the things mentioned.
Conferencing with Teachers

- Done on a regular basis (weekly, monthly, as needed, etc.)
- Purpose:
  - Check goal status
    - Progress, refine, adjust, create
  - Support if needed
  - Reflection

Let's get started!

The purpose of your goal is to achieve it and then make a new goal and continue this process throughout your schooling career.

Your teacher will support you as you work through the process.
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