uncovering, discovering, & recovering the unique gifts and talents of every learner

Rowan Brantley, student
Shaun Davis, student
Angela Hinkle, advisor/teacher
Brendan Hinkle, student
Indira Palmer, student
Kim Carter, Executive Director
Elizabeth Cardine, Coaching Director

DO NOW (Please): From your handout, pick the student profile you identify with the most, and move to the table for that profile.

At your table...
Consider these questions about yourself as a learner:

- What gifts and talents did you have that were engaged? What gifts weren’t engaged?
- Who “knew” you well?
- What does it mean to have a teacher “know” you well?

Please reflect on these questions.
Now pick a partner to share your reflections with.
Session Outcomes

• Understand the role of personalization in a competency-based education

• Explore the tools and structures that promote personalization

Personalization & Support

Learner Profiles and Learning Plans incorporate:

• Habits of Being, Habits of Mind
• Affinities and Interests
• Academic Results (NWEA testing)
• Learner Sketch (Cognitive Constructs)
Affinities and Interests

• Talk using student-friendly language
• Do some digging to find their interests and passions
• Ask questions, let the student do most of the talking

Academic Performance

• NWEA’s MAP tests
• Content area goals
• Tracking Essential Knowledge progress in advisory
habits

Students progress in mastery of our 18 habits in order to become lifelong learners. The habits are delineated in levels ranging from Emerging to Life-Long. These habits are pervasive across classes to personal learning experiences outside school. The rubrics (links below) are available to help students achieve mastery.

MC2 Habits
Ownership
Community
Self-direction

Habits of Mind
Critical Thinking
Creative Thinking
Decision Making
Information Technology
Management
Organization
Leadership
Problem Solving
Communication

Habits of Being
Collaboration
Character
Quality Work
Curiosity and Wonder
Global Citizenship

MC2 Habits sc’d pdf
Details
Download 37 KB
Purposes of Learner Sketch Tool

1. Empower learners
2. Empower educators
3. Empower dialogues
Memory

Movies and soap operas often dramatize what happens when someone’s memory is damaged or lost. Yet memory is another area of learning that is frequently misunderstood or oversimplified.

Memory actually includes three different kinds of mental processing. Short-term memory involves briefly recording new information that is quickly used, stored, or forgotten. Long-term memory has two parts: storing information in your mind (also known as "consolidation"), and accessing that information when it’s needed at a later time. A third—and very important—part is active working memory. It serves as the brain’s workspace, where different information is temporarily held and juggled to help you perform a particular task.

When it comes to memory, many of us have both strengths and challenges. For example, you might be very good at recalling dates, names, and other information. At the same time, you might struggle with things that require you to remember and use lots of different information, such as writing a research paper or doing a calculation in your head. Click on the following links to learn more about the parts of memory that are most important to learning:

Active Working Memory: Mentally Juggling Information
Long-Term Memory: Consolidating and Retrieving Information

Learn more

Attention: Your Mind’s "Control Center"

Attention is an important ingredient in learning, but we often misunderstand or oversimplify it. In fact, attention is far more than just the ability to "pay attention." It’s more helpful to think about attention as a system of controls that help you do three main things:

- First, attention supplies fuel for thinking, working, and learning.
- Second, it directs the huge amount of input that arrives through our senses.
- Third, it oversees the brain’s various outputs, such as completing work or learning tasks and making decisions about how to behave.
Explore

Strategies

Plan

Get

Attention

I can usually stick with demanding work without feeling mentally drained.

Which means you may have a strength in...

Mental energy (part of Attention). You are likely good at listening and responding to directions, sticking with a task, and maintaining quality work throughout the day.

Strategies that may help you:

Seek an afterschool or summer job that takes advantage of your ability to...
Explore

Strategies

Plan

Get

Spatial Thinking

Strategies that may help you:

- Practice describing visual material with words.
- Ask others to suggest strategies for organizing your living space, or look for books or magazines on this topic.
- Sharpen your ability to think spatially with various online games (such as those at www.lumosity.com).
Here’s your plan! It contains the strategies you decided to use. Once you have reviewed your plan, press “Approve Plan” below!

- **Attention - Processing Controls**
  - Before starting a task, develop a plan for how you will approach it, and then get feedback on your plan.

- **Complex Thinking**
  - Build your complex thinking:
    - Play chess or other games that require strategic thinking.

- **Language - Understanding Written Language**
  - Build your vocabulary. Identifying new words to incorporate into your oral or written work.
  - Try some of these vocabulary related apps.

- **Language - Understanding Spoken Language**

Approve Plan!

That’s it! You’ve explored your strengths and challenges, discovered new strategies to use, and have reviewed your plan to becoming a better learner.

Now it’s time to get your report through the options below.

- **Print Report**
- **Email Report**
- **Text Link**
habits

Students progress in mastery of our 18 habits in order to become lifelong learners. These habits are outlined at levels ranging from Emerging to Life-Long. These habits are pervasive in classes to personal learning experiences outside school. The rubrics (links below) are used to assess student progress.

MC2 Habits
- Ownership
- Community
- Self-Discipline

Habits of Being
- Collaboration
- Character
- Quality Work
- Curiosity and Wonder
- Global Citizenship

Habits of Mind
- Critical Thinking
- Decision Making
- Information Technology
- Management
- Organization
- Leadership
- Problem Solving
- Communication
- Self Direction

MC2 Habits cc'd.pdf
Download PDF copy of the Habit Rubrics.
<table>
<thead>
<tr>
<th>Habits of Mind</th>
<th>Critical Thinking</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Habits of Mind</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Progressing</strong></td>
</tr>
<tr>
<td>Distinguishing Fact from Opinion</td>
<td>Does not know how to distinguish fact from opinion</td>
<td>May confuse fact and opinion</td>
</tr>
<tr>
<td>Deduction</td>
<td>Jumps to conclusions</td>
<td>Comes to conclusions without asking clarifying questions</td>
</tr>
<tr>
<td>Reasoning</td>
<td>Does not understand the reasons why something happens</td>
<td>Views only part of the whole situation</td>
</tr>
<tr>
<td>Sources &amp; Citation</td>
<td>Does not know how to use sources</td>
<td>Accepts only one source</td>
</tr>
<tr>
<td>Cause &amp; Effect</td>
<td>Does not recognize cause and effect relationships</td>
<td>Begins to understand cause and effect, but not their relationship</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Habits of Mind</th>
<th>Leadership</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Habits of Mind</strong></td>
<td><strong>Emerging</strong></td>
<td><strong>Progressing</strong></td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td>Avoids or creates conflict and problems</td>
<td>Is uncomfortable with conflict and problems</td>
</tr>
<tr>
<td>Challenging Self &amp; Others</td>
<td>Does not challenge self</td>
<td>Will only challenge self when necessary</td>
</tr>
<tr>
<td>Use of Talents</td>
<td>Doesn’t appreciate what others can do</td>
<td>Knows what is needed to work with others but doesn’t want to cooperate</td>
</tr>
<tr>
<td>Group Productivity</td>
<td>Accepts and assigns tasks randomly or tasks on all responsibility</td>
<td>Takes on majority of the responsibility and assigns tasks to others with little thought</td>
</tr>
<tr>
<td>Assessing Needs of Group</td>
<td>Has no concept of what the group needs</td>
<td>Can articulate some basic needs of the group</td>
</tr>
</tbody>
</table>
Step 1: Planning the Learning Unit

Comprehension

Step 2: Scaffolding the work and supporting the student

Timeline and Benchmarks

Create a timeline of benchmarks that provide a foundation for the final project. These milestones can be weekly, bi-weekly, or semi-monthly. The timeline will help ensure that students are on track and will aid in the successful completion of the project. The milestones will be used to assess progress and provide feedback throughout the project.

Reflection

Identify structures that support student success in completing the project. Ask students to reflect on their progress in the class, and have them analyze their own work, the work of others, and the project as a whole. This will help students understand the process of the project and will aid in the successful completion of the project.

Teacher-student communication

Teacher and students should establish together how and when the student will communicate with the teacher.

Community partner communication

Describe how regular communication with the community partner will be arranged. Community partners should be part of the student experience, offering one-to-one student-developed mentorship. Describe how the student partner will participate in the assessment of the project.

Step 3: Summative Assessment

The final project will be graded according to the project rubric. Students will be required to submit a final project that is supported by a detailed description of the project and will be evaluated on the basis of completion, quality, and understanding.
Student Agency: Apply

- Public Achievement
- Do Something
- Destination Imagination:
  Public Outreach
- Service Learning
- Asia Society’s global competencies
Defend

Cognition: Game On
Strengths and weaknesses often exist in relation to their context.

What might be a strength in one situation could be a weakness in another.

Weaknesses can sometimes be used to advantage.
Cognitive Desk Space

Impact of Handwriting and Attention Challenges

Handwriting | Attention | Academic task
“You are a good learner and here’s the evidence!”

We are all good learners!
uncovering, discovering, & recovering
the unique gifts and talents
of every learner

THANK YOU for coming.
Please check out
www.qedfoundation.org
www.mc2school.org

Rowan Brantley, student
Shaun Davis, student
Brendan Hinkle, student
Indira Palmer, student
Kim Carter, Executive Director
Elizabeth Cardine,
Coaching Director