



1. Read the Student Profiles and identify the one that most accurately describes who you were as a student in school. It is entirely possible that you might find parts of yourself in different students. Highlight/underline on the page the attributes that best applied to you as a student in school.
2. Now, move to the group number that you find on the back of your folder.
3. Introduce yourselves and identify a facilitator for the next few steps.
4. Talk about your school experiences together. What was it like to be the kind of student you underlined/highlighted? Each person in the group should have an opportunity to talk, uninterrupted, for about 1 minute.
5. Now, switch the focus to your identified student (the number of your group). Talk as a group about what people need to know about your students so that they are able to learn at high levels and do meaningful work. Again, give everyone a chance to weigh in.
6. Discuss how your student profile influences your teaching practice. Which type of student might be more difficult for you to understand or work with? What do your students need to know about you? Once again, make sure everyone is heard.
7. Return to your school/district team. What students do you represent here? Which of the students is not represented in our group...in our whole faculty? What are the implications for our work as educators?



### Student 1

You are life smart, but not school smart. Your parents are highly educated professionals and expect you to do well. You would do almost anything to not look stupid in school. You are sometimes seen as a “behavior problem.” You don’t mind being sent to the office instead of having to give an oral presentation or complete a difficult assignment — and you know just how to get sent there. Everyone at the office knows you well and greets you with affection, as they know you as “really, a nice kid.” The things you are really good at seem to have little place in school.

### Student 2

You are a good but unremarkable student. Your parents didn't go to college, but often stress the value of education. You have figured out what each of your teachers wants, and you do exactly that — on time, and completely. You are a committed student, but take few risks, and so seldom challenge yourself to higher levels of learning. You are one of those kids people talk about — the cooperative kid whose work always falls within the “norm.” You complete your work, get As and Bs, and are generally liked by your teachers.

### Student 3

You love learning. You can’t get enough of it. You actually look up those books that your teachers mention in passing and independently figure out your own way to accomplish subtraction with regrouping or alternative math theorems — just for fun. Your only beef with school is the busy work you have to do and those times when the kids who just don’t seem to care about learning slow down the pace of instruction.

### Student 4

You aren’t sure who you are or who you are going to become. What you do know is that you don’t fit in at school. Nothing you are learning at school feels as important or relevant as what is happening in the world outside. Your teachers have a hard time understanding what interests and motivates you, and you don't even know yourself. Your parents are concerned about you, but they expect you to figure it out and be a role model in the family with your 4 younger siblings

### Student 5

In your mind, there is no way you can succeed in school. You have been a “remedial” student since kindergarten or even pre-K. You read slowly, you struggle with correct spelling, and your written work is messy and sometimes unreadable. You do have strengths, but no one seems to notice or value those.



### **Student 6**

You are a finely tuned teacher-pleasing machine. You know exactly what you need to do to maximize your grade and you do it (no matter what) and then some. You are organized, disciplined and focused — on your homework, on getting good grades, and on your extra-curricular activities. Your teachers know you will always volunteer for anything they ask — and you often do.

### **Student 7**

Who said academics and grades are the most important things about school? You complete the basics of major assignments, always show up, sometimes participate. You are satisfied with the lowest passing grade possible for the least amount of work. You know all the tricks. You focus your attention on your friends and on doing well in your extra-curricular activities--these are what school is really about for you.

### **Student 8**

You have a creative mind, love the arts (drawing, music, dance, drama). You have a hard time staying focused on written work, which is all anyone seems to want to do in school. You are happy with yourself, but often feel like you are “marching to a different drummer.” Your parents are encouraging you to pursue a practical profession and don't feel college is necessarily a requirement to be successful.

### **Student 9**

Your family has big plans for you. They left their homeland so you could succeed, but they don't know what it feels like to be a student with an accent whose name the teachers sometimes can't pronounce. You don't ask for extra help, even when it's offered — your family insists that you stay “below the radar” and not do anything that might call attention to their immigration status.

### **Student 10**

Who are you anyway? It often takes teachers a full semester to remember your name or get to know you at all, and you often feel invisible or too shy to be seen. This is either because you like it that way (i.e., you sit in the back and hide behind textbooks, your jacket, whatever — doing decent but unremarkable work to keep a low profile) or, this is because you feel out of place and overlooked, for all kinds of reasons. You watch the “in” students with a mixture of envy and disdain. You know more about certain subjects than they do, but most teachers don't know that.