Learner Profile
Practitioner co-creates a dynamic learner profile with students to support all students in their understanding of themselves as learners so that students can make decisions along their learning path.

**Key Method**
The practitioner uses the four frames of a learner profile outline to co-create a dynamic learner profile that is used with students. Students reflect on themselves as learners, display this understanding in the learner profile, and use this information through communication with their teacher to create valuable learning experiences that support their academic readiness, learning preferences, and hobbies/interests.

**Method Components**

**What Is a Learner Profile?**
The learner profile is one of the core components of personalized learning. This information about the learner should be used – in conjunction with the learner – to determine his or her unique path to achieving proficiency in all the standards. You’ll note that we often refer to a learner profile as a “learner’s profile.” This distinction is important because this document/information should be transparent to the learner, and his or her input into its creation is critical. The profile should be owned by the learner.

Creating a useable learner’s profile will make your life easier in planning those next steps with a learner along his or her path. A learner’s profile isn’t something to be created and then put in a drawer and taken out twice a year. That’s the old system! This should be a living document that is used continually (or at least parts of it).

The learner profile has purposefully been created as a tool to help you build your own learner’s profile for your school/district instead of giving you a template to fill in. We have identified four frames, seen below, as being critical pieces to the profile. How it looks and the specific elements within each frame may differ depending on the school, district, or classroom.

**Developing a Learner Profile**
Participants will develop their own template based on the following four frames:

- **Demographics**
  - General identification
  - Family/living arrangements
  - Family history of formal learning
  - Other information

- **Academics**
  - Test scores
  - Progress data
  - Formative/interim assessments
  - Current academic goal(s)

- **Learning Capacity**
  - Skills
  - Habits
  - Dispositions
- Current non-academic goal(s)

**Interests, Aspirations, Learning Drivers**
- Current preoccupations
- Hopes for the future
- Factors that propel learning
- Other goals

**Suggested Preparation**
1. Identify personalized learning look fors you would see in your learning environment if you were successfully implementing personalized learning.
   - Personalized learning look fors
     https://drive.google.com/file/d/0B4l5skZE4GiTSXB1d0E4bEd6a0E/view
2. Have reflective conversations and use tools/resources with students (individually, peer to peer, whole class) to think about who they are as learners (keeping the four frames above in mind).
   - Online learning style assessments/inventories
   - Student, teacher, and parent surveys
3. Create a template for learners to be able to utilize in notating their reflections specific to the four frames of a learner profile (i.e., paper/pencil, Google Docs, Google presentation, etc.).
   - Learner profile planning guide
     https://drive.google.com/file/d/0B6A80mT6nthPMkljOVpYQy1razg/view
   - Learner profile outline and examples
     https://drive.google.com/file/d/0B6A80mT6nthPMkljOVpYQy1razg/view
   - Learner profiles
     http://kainaied.ca/documents/general/learner%20Profile%20 Alberta%20Education.pdf
4. Utilize the learner profile when making decisions about a learning path and learning choices
5. Have students continuously monitor and update their profile

**Supporting Research**


**Resources**

- Learner Profile DPI overview
  https://www.youtube.com/watch?v=gFpCgLx-Mx8
- Institute for Personalized Learning Blog Post – “All Learning Is Personal”
  http://institute4pl.org/index.php/2013/01/02/all-learning-is-personal/

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### Submission Guidelines & Evaluation Criteria

The items in this following section detail what must be submitted for evaluation. To earn the micro-credential, you must receive a passing evaluation for Parts 1, 3, and 4 and a “Yes” for each component in Part 2.

#### Part 1. Overview Questions

(400-word limit)

- **Process:** Describe the process you went through with students to support them in understanding why they are developing a learner profile and how it will support them in their learning experience, and use self-reflection to determine what they will include in their learner profile.
  - **Passing:** Response displays evidence of intentional conversation with students on why they are creating a learner profile, what is involved in the learner profile reflection and template, and how it will be used in the learning experience.

- **Content:** Describe how you developed the learner profile template, outline, or components.
  - **Passing:** Response describes how the practitioner decided on the learner profile components, what these components are, and the decision-making around the tool that was used for the template.

#### Part 2. Work Examples/Artifacts

To earn this micro-credential, please submit the following:

- Learner profile examples from two students that demonstrate the completion of the learner profile and how it is used to make decisions in the learning experience.

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<th>&quot;Yes&quot;</th>
<th>&quot;Not Yet&quot;</th>
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<tr>
<td></td>
<td>The learner profile template includes information on the student’s demographics, academics, learning capacity, and/or interests/aspirations/learning drivers.</td>
<td>Learner profile does not demonstrate an intentional design using the four frames.</td>
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<td>Each student has a learner profile that is complete.</td>
<td>Template was created but no evidence of student use.</td>
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<td>A five-minute video that shows a student sharing his or her learner profile and how that student used the learner profile in his or her learning experience.</td>
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<td>Each student is able to share information based on his or her learner profile outline.</td>
<td>Students do not know how to use the learner profile outside of completing it themselves.</td>
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<td>Each student is able to share how he or she used the learner profile in the learning experience (i.e., to set learning goals, determine the learning topics, or decide where to work in the classroom).</td>
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Part 3. Student Reflection
Submit reflections from two students on how they used the information from their learner profile to support their learning experience. Reflections can be recorded or written. (i.e., a video recording of a learner reflecting on his or her learner profile or an audio recording of a learner completing or reflecting on his or her learner profile).

- **Passing:** Responses include evidence of students completing their learner profile by showing examples from their profile and a description of how they used it to make decisions in their learning experience.

Part 4. Practitioner Reflection
Provide a written reflection on at least two of the following:

- What was successful about developing the learner profile? What were the challenges you came across?
- A written description of four to five learner “look fors” you would see reflected in a learning environment due to utilizing learner profiles with students.
- How do you see continuous reflection and use of the learner profile going forward?
  - **Passing:** Reflection clearly discusses at least two of the following: success and challenges, four to five learner look fors, role of the learners and role of the educator, and plans for continuous use of the learner profile.