

## Create a Learner Profile: Data-Driven Decision Making in Executive Function

The educator collects comprehensive quantitative and qualitative data, including both grades and narrative evidence, to create learner profiles that captures students' strengths and challenges.

### Key Method

The educator creates a comprehensive learner profile to catalog and explain a student's executive function skills and then uses the data from the learner profile to formulate a strategic approach to support the student's executive function strengths and challenges.

### Method Components

Create a Learner Profile: Data-Driven Decision Making is the third micro-credential in the Executive Function stack. It is a prerequisite for the Try it Tomorrow: Applying Strategies to Support Students micro-credential. The full Executive Function stack includes five micro-credentials:

1. Demonstrate Understanding: Foundations of Practice
2. Partner with Students: Empowering Your Learners
3. Create a Learner Profile: Data-Driven Decision Making
4. Try it Tomorrow: Applying Strategies to Support Students
5. Get Connected: Engaging Your Peers

### What is a learner profile?

A learner profile is a compilation of the vast amounts of data educators have about their students. It should reflect the many ways students learn and demonstrate mastery and be easy for the educator to access, digest, and use for instructional planning and support.

### Components of a learner profile

- Background information on the student
- Information about the student's performance in the classroom, highlighting strengths as well as challenges
- Evidence (including grades, anecdotes, interviews, and other types of data) supporting your belief that the student experiences challenges with executive function
- The sources of data within the profile itself

### Supporting Research

- Powell, William, and Ochan Powell. "Learner Profiles." *How to Teach Now: Five Keys to Personalized Learning in the Global Classroom*. Alexandria, VA: ASCD, 2011.  
<http://www.ascd.org/publications/books/111011.aspx>
- Meltzer, Lynn. "Teaching Executive Functioning Processes: Promoting Metacognition, Strategy Use, and Effort." *Handbook of Executive Functioning*. New York: Springer, 2014. 445–473.  
<http://bit.ly/1Gftl8S>

### Resources

- *All Kinds of Minds Case Studies*. This group of case studies provides a good model for the sort of profile narrative you might submit. <http://www.allkindsofminds.org/case-studies>

- *How Learning Profiles Can Strengthen Your Teaching*. This blog entry offers a practical approach to helping teachers recognize the importance of a learner profile and integrating it into their daily instructional practice. <http://www.edutopia.org/blog/learning-profiles-john-mccarthy>
- *How to Teach Now*, Chapter 1. Knowing Our Students As Learners. An excerpt from Chapter 1 of *How to Teach Now*, offering a dense but solid literature review on the topic of learner profiles. There is a table of suggested strategies toward the bottom of the excerpt. <http://bit.ly/1RgjnSp>

## Submission Guidelines & Evaluation Criteria

Following are the items you must submit to earn this micro-credential and the criteria by which they will be evaluated. To earn the micro-credential, you must receive a "Yes" for Parts 1, 2, and 3. Through any of a variety of methods (written, scanned, audio, video, or multimedia) the you must demonstrate an ability to describe a learner profile and outline its value for instructional design.

### Part 1. Overview questions

(200-word limit for each response)

- Why did you select this particular student?

#### "Yes"

The response clearly explains why the selected student is a good candidate for a study of executive function issues, citing specific examples of in-class behavior as evidence.

#### "Not Yet"

The response offers limited or no evidence explaining why the selected student is a good candidate for a study of executive functioning issues.

- What data sources did you select for the student's learner profile and why did you select those sources?

#### "Yes"

The response clearly . . .

- Lists the data sources selected and
- Explains why those sources were important for supporting data-driven decision making.

#### "Not Yet"

The response contains limited or no . . .

- Lists of data sources selected or
- Explanation of why those sources were important for supporting data-driven decision making.

- What constraints did you have in creating a learner profile that highlights the student's executive function strengths and challenges?

#### "Yes"

The response provides clear insight into the issues with gathering data to create a learner profile documenting a student's executive function strengths and challenges.

#### "Not Yet"

The response provides unclear or incomplete insight into the issues with gathering data to create a learner profile documenting a student's executive function strengths and challenges.

### Part 2. Learner profile artifacts

Please provide an anonymized student profile for at least one student that highlights the student’s strengths and challenges with executive function. Submit one or more artifacts (such as links to writing, scanned documents, images, video, audio, or other media).

Note: Please develop a profile for the **same student** whose work example was used in your submission for Partner with Students: Empowering Your Learners.

"Yes"	"Not Yet"
<p>Learner profile clearly and consistently demonstrates:</p> <ul style="list-style-type: none"><li>▪ Collection of multiple data points for one student on activities/skills related to executive function;</li><li>▪ Collection of student work samples from various types of assignments, tests, and projects; and</li><li>▪ Additional data from parents, students, other teachers, and other key figures in the student’s life.</li></ul>	<p>Learner profile contains limited or no evidence of:</p> <ul style="list-style-type: none"><li>▪ Collection of data from various sources on activities/skills related to executive function;</li><li>▪ Using multiple types of performance data for evidence; or</li><li>▪ Gathering information from parents, students, other teachers, and other key figures.</li></ul>

### Part 3. Reflection evidence/artifacts

Please provide an insightful reflection that demonstrates data-driven decision making through the use of a student’s learner profile in your own teaching practice. Submit one or more artifacts (such as links to writing, scanned documents, images, video, audio, or other media) for your reflection.

"Yes"	"Not Yet"
<p>Reflection clearly . . .</p> <ul style="list-style-type: none"><li>▪ Uses data from learner profile to better understand student’s strengths and needs,</li><li>▪ Outlines an instructional plan to support the selected student’s executive function, and</li><li>▪ Discusses the value of learner profiles in instructional design.</li></ul>	<p>Reflection contains limited or no evidence of . . .</p> <ul style="list-style-type: none"><li>▪ Using data from the learner profile to better understand student’s strengths and needs,</li><li>▪ Outlining a plan to support the selected student’s executive function based on data, or</li><li>▪ Reflecting upon the value of learner profiles in instructional design.</li></ul>