

# KNOWING STUDENTS

Use this tool to consider what influences a student's learning and identify next steps that will provide support. Prior to working through the process, access available data and [resources](#), or create/implement assessments that will support the process.

## Student(s) Of Focus:

A. Personal Context	
<p>What do you know about this student's...</p> <ul style="list-style-type: none"><li>• <i>Cultural background and self-identification</i></li><li>• <i>Primary language and any other languages spoken</i></li><li>• <i>Interest/strengths/extracurricular activities</i></li><li>• <i>Homelife factors</i></li></ul> <p>Possible sources of information about the student's individual learning preferences:</p> <ul style="list-style-type: none"><li>• Personal context questionnaire - completed by student and/or family</li><li>• Primary language assessment</li><li>• Focused journal entries: culture, family history, significant</li><li>• influences, community and school experiences</li><li>• Informal observations and conversations with student</li></ul>	What I know:
	What else do I need to know?
	Next Steps:

  

B. Motivation and Engagement	
<p>What do you know about this student's...</p> <ul style="list-style-type: none"><li>• <i>Motivations</i></li><li>• <i>Ideal learning conditions</i></li><li>• <i>Primary methods for:</i><ul style="list-style-type: none"><li>◦ <i>Acquiring, engaging, and expressing information</i></li><li>◦ <i>Seeking and offering help</i></li><li>◦ <i>Giving and receiving feedback</i></li></ul></li></ul> <p>Possible sources of information about the student's individual learning preferences:</p> <ul style="list-style-type: none"><li>• Mindset survey</li><li>• Interest inventory</li><li>• Learning and expressing modalities inventory</li><li>• Goal and motivations inventory</li><li>• Journal entries: life experiences, goals, talents, hobbies</li></ul>	What I know:
	What else do I need to know?
	Next Steps:

  

C. Social and Emotional Skills	
<p>What do you know about this student's...</p> <ul style="list-style-type: none"><li>• <i>Peer status and relationships</i></li><li>• <i>Self-awareness</i></li><li>• <i>Ability to communicate thoughts and feelings effectively</i></li><li>• <i>Ability to work effectively in group settings</i></li><li>• <i>Resilience and perseverance</i></li></ul> <p>Possible sources of information about the student's social and emotional skills:</p> <ul style="list-style-type: none"><li>• Mindset, essential skills, and habits survey</li><li>• Habits of mind (persistence, managing impulsiveness, etc.) survey</li></ul>	What I know:
	What else do I need to know?
	Next Steps:

<ul style="list-style-type: none"> <li>• Informal observations and conversations with student</li> </ul>	
--	--

#### D. Executive Function Skills (Planning, Organization, and Goal-Setting)

<p><i>What do you know about this student's...</i></p> <ul style="list-style-type: none"> <li>• <i>Reflection and self-monitoring</i></li> <li>• <i>Short-term memory</i></li> <li>• <i>Flexible thinking</i></li> <li>• <i>Ability to focus and remain on task</i></li> <li>• <i>Perspective-taking</i></li> </ul> <p>Possible sources of information about the student's executive function skills:</p> <ul style="list-style-type: none"> <li>• Student goal-setting tool/process</li> <li>• Daily work planner/log</li> <li>• Journal entries (may be subject-specific)</li> <li>• Self-awareness &amp; self-regulation strategies, time and focus management, decision-making and learning reflections</li> <li>• Formative assessments and quizzes</li> </ul>	What I know:
	What else do I need to know?
	Next Steps:

#### E. Academic

<p><i>What do you know about this student's...</i></p> <ul style="list-style-type: none"> <li>• <i>Support for learning (IEP/504, giftedness/RTI/MTSS, developmental progress, language learning)</i></li> <li>• <i>School history (attendance, grades)</i></li> <li>• <i>Academic performance: Literacy, math, writing, science, social studies</i></li> <li>• <i>Specific learning strategies (consider subject area)</i></li> </ul> <p>Possible sources of information about the student's academic performance:</p> <ul style="list-style-type: none"> <li>• Special education/services department</li> <li>• Student cumulative folders or state/district academic data dashboards</li> <li>• District benchmark and unit assessments</li> <li>• Standardized subject-area and grade-level interim assessments</li> <li>• Applied learning strategies assessments</li> </ul>	What I know:
	What else do I need to know?
	Next Steps:

#### F. Areas for Growth

<p>Consider the student's academic, social, and emotional strengths and areas for growth:</p>	What academic, social, and emotional learning goals has the student set?
	How will you and the student monitor progress towards these goals?

#### G. Reflection

<p>Now that you have discovered what influences this student's learning:</p>	What shifts have been made in your attitudes and expectations?
	What is something you will change or do differently?

	How has this process influenced a practical understanding of your student's learning and needs?
--	---