**Student vs Teacher Practice Profile**

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| **Critical Component** | **Contribution to the Outcome** | **Ideal/Expected Student Actions**  **STUDENT** | **Unacceptable/Harmful Actions** | **Knowledge, Skills, and Abilities** | **Progress Monitoring** |
| *Description of Component* | *Why is this important* | *Description* | *Description* | *What is necessary for the component* | *What will we measure?* |
| Formulate plans for learning | A student needs to know how to create a plan to continue to learn when there is no teacher involved. Lifetime learning continues. | Student/Individual regularly creates learning goals and is able to express those goals with others.  Plans are created with the support of educational professional if necessary.  Student/individual considers previous methods of learning that have been successful.  Selects methods that support progress towards the goal. | Student begins work without setting a learning goal, is unsure of what a goal is or why goals matter.  *Someone else is setting the goal for the student.*  Strategies or methods have not been tried or are chosen without a purpose. | * Identify a goal * Assess current status * The steps necessary to reach goal * Methods of learning that are successful for that individual | Student/Individual can formulate a learning plan that has the likelihood to be successful based on what has been found to be effective.  Plan includes essential components: 1) self-directed goal, 2) systematic approach, and 3) methods that have been proven to be successful. |
| **Critical Component** | **Contribution to the Outcome** | **Ideal/Expected Student Actions**  **TEACHER** | **Unacceptable/Harmful Actions** | **Knowledge, Skills, and Abilities** | **Progress Monitoring** |
| *Description of Component* | *Why is this important* | *Description* | *Description* | *What is necessary for the component* | *What will we measure?* |
| Facilitate student creation of learning plans | Students of all ages need to be able to formulate their own plans for learning. | Teach and model goal setting including short and long term goals  Teach and model how to include and evaluate learning preferences, supports, and strategies that have been helpful in previous learning.  Teach and model how to evaluate current status, logical next steps, and supports that may be necessary for each step.  Example with writing goals: Students who write one sentences (and after considering the goal of a paragraph) set short term goals for writing two sentences, remembering to utilize editing strategies (COPS) and word spacing techniques (finger space). | Expect student to set goals without teaching about setting goals.  No discussion about supports included in the plan or their effectiveness.  Not sharing steps or learning progressions with students. | * Goal setting instruction * Learning standards including progressions and checkpoints * Teaching and learning strategies appropriate to the learning target | Goal setting lesson and supports:  Clear learning targets with learning progressions posted and shared with students  Learning strategies posted and referenced in lessons  Materials and supports shared and available for students (sensory or technological supports) |

**Student vs Teacher Practice Profile for \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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