



## Creating Comprehensive Learner Profiles

The educator works with students to co-create comprehensive learner profiles, using multiple sources of information to gain a thorough understanding of a student's strengths and needs.

### Key Method

The educator collaborates with students to create comprehensive learner profiles to share with stakeholders that promote personalized learning paths and student-centered learning environments.

### Method Components

#### Why Learner Profiles?

Traditionally, stakeholders measure student success based on grades and test scores; however, the educational landscape is changing as parents and educators consider broader measures to define student success. The more educators understand their students' knowledge, skills, talents, and dispositions, the better equipped they are to support students in becoming successful adults. Educators who are committed to understanding their students' strengths and needs integrate comprehensive learner profiles into their classroom practice. Educators seeking to understand the whole student—beyond academics—use comprehensive learner profiles as a tool to inform their classroom practice. When learner profiles are detailed and thoughtfully developed, they strengthen student-teacher relationships, increase engagement, and empower students to advocate for their own learning and set meaningful goals.

When making decisions about which data to include in a learner profile, educators typically begin with academic data, drawing from a variety of sources. Educators are regularly asked to disaggregate students' academic performance data from district interim and state accountability assessments, such as the ATLAS. However, standardized assessments administered at the end of a school year are alone insufficient for informing the daily instructional decisions educators must make that support high levels of learning for all students. By incorporating a variety of formative assessment methods and student work samples, teachers can monitor students' academic and behavioral growth as well as gauge the effectiveness of their teaching strategies and classroom instruction.

Academic growth, however, is only one aspect of a student's educational journey. Because each student is unique—a combination of different skills and abilities, likes and dislikes, interests, hobbies and family dynamics—educators who engage in high-level, data-driven decisions collect and analyze a variety of data to gain insight into the student as an individual. This insight allows them to create

personalized learning pathways that promote meaningful engagement and improve outcomes for students.

### What to Include?

Comprehensive Learner Profiles are just that—comprehensive—so it's important to include as much relevant information as possible from a variety of sources. Many educators are familiar with frameworks like Howard Gardner's theory of multiple intelligences or David Kolb's theory of learning styles. While both theories remain popular and are commonly accepted by many educators, both lack empirical research or strong support from brain science. Therefore, when using a learning style inventory, keep in mind that these tools should be used as a way to gain insight into a student's learning *preferences*; they should not be used to label students or provide excuses for why a student does not perform well (i.e., "I didn't teach to his/her learning style"). Again, the goal is to better understand each student's strengths and needs as a learner. To create a well-rounded learner profile, use a variety of tools, including teacher-created surveys and questionnaires, online assessments of character and personality traits, interest inventories, and interviews with students and families.

**Table 1**, while not intended to be an exhaustive list, illustrates the types of information and data to include in a comprehensive learner profile.

**Table 1: Possible Data Sources**

Data Category	Examples	Purpose
Student's Family and Culture	<ul style="list-style-type: none"> <li>• Ethnic and cultural identity</li> <li>• Home language(s)</li> <li>• Family learning history</li> <li>• Family support systems</li> <li>• Potential barriers to learning</li> <li>• Communication preferences (verbal, written, visual, AAC, sign language)</li> </ul>	Builds strong relationships with students and incorporates culturally relevant connections into instruction.
Academic Data	<ul style="list-style-type: none"> <li>• Formative assessments (e.g., exit tickets, teacher observation, quizzes)</li> <li>• Completed student assignments or artifacts of learning</li> <li>• Progress related to learning goals (both formal and informal assessments)</li> <li>• Student self-reflections</li> <li>• Summative assessment (e.g., standardized tests, final projects)</li> <li>• Diagnostic assessments (e.g., literacy or math diagnostics)</li> </ul>	Provides insights into what students know, what they are ready to learn, and the types of support they need.

	<ul style="list-style-type: none"> <li>● K-3 Screeners</li> <li>● uPAR protocol data and recommendations</li> </ul>	
Learning Supports	<ul style="list-style-type: none"> <li>● 504 Plans</li> <li>● Individualized Education Programs (IEPs)</li> <li>● Reading and/or math intervention plans</li> <li>● Health plans</li> </ul>	Identifies specific supports and accommodations necessary for student success
Behavior	<ul style="list-style-type: none"> <li>● Anecdotal records from teachers</li> <li>● Functional Behavior Assessment (FBA)</li> <li>● Behavior Intervention Plans (BIPs)</li> <li>● Behavior observation logs/ journals</li> <li>● Evidence of goal-setting and achievement</li> <li>● Peer and teacher relationships</li> </ul>	Provides insight for understanding and supporting students' social-emotional learning needs
Learning Habits & Preferences	<ul style="list-style-type: none"> <li>● Student self-reflections on learning strategies and tools</li> <li>● Questionnaires to determine preferred learning environments (e.g., quiet spaces, group work, teacher directed)</li> <li>● Questionnaires to determine learning preferences (e.g., listening, viewing, active participation)</li> <li>● Study habits and time management skills</li> <li>● Student surveys/Interviews (e.g., Reading Strategies Survey)</li> </ul>	Informs instructional strategies that foster self-directed learning
Interests/Talents and Aspirations	<ul style="list-style-type: none"> <li>● Extra-curricular activities (e.g., sports, music, art, technology)</li> <li>● Career aspirations</li> <li>● Personal motivation and engagement factors</li> <li>● Hopes and goals for future success</li> </ul>	Designs learning to enhance student engagement and motivation in learning experiences
Transition Planning and Future Readiness (Recommended for secondary educators)	<ul style="list-style-type: none"> <li>● Transition Plan goals and services</li> <li>● Career and technical education (CTE) plans or pathways</li> <li>● Brigance Transition Skills Inventory</li> </ul>	Ensures alignment between instructional planning and long-term postsecondary goals, supporting a successful transition to adulthood

## Student Created Learner Profiles

One of the best data sources when creating learner profiles are the students themselves, so teachers must ensure that student voice is included in the data collection process. Student-created learner profiles allow students to share their interests and articulate their strengths and needs as learners. The Resources section of this micro-credential offers several examples of learner profiles appropriate for different age groups that students can create or co-create with guidance from an adult. Educators should provide students with clear criteria to follow when developing their learner profile, choices for the type of presentation media, and/or a template. Student-created learner profiles might be as simple as a Word document or slide deck presentation to a more elaborate multimedia video project. Regardless of the format, the goal is to help students reflect on what they are interested in learning, what motivates and challenges them as learners, and the strategies that support their learning best. Ultimately, the goal of student created learner profiles is to empower students to take ownership of their learning and have a voice in how they learn best.

## Final Considerations

The comprehensive learner profile is not a static document to be completed and placed in a filing cabinet. It should serve as a dynamic, accessible resource that highlights a student's strengths and needs as a learner—guiding instructional decisions and supporting collaboration with other stakeholders. Because learner profiles may be shared with multiple educators, specialists, and family members, it is essential that the information is well-organized, clearly labeled, and easy to interpret. As students grow and mature, their profiles should be regularly updated to reflect changes in learning habits, preferences, goals, and support needs. The comprehensive learner profile can also inform the development of Student Success Plans, Individualized Education Programs (IEPs), 504 plans, and other personalized supports by providing a holistic view of the learner. This helps ensure alignment and coherence across educational planning efforts. Finally, the learner profile can also serve as a valuable entry point for applying Universal Design for Learning (UDL) principles to lesson design and classroom practices. By capturing the full range of a student's experiences, strengths, and needs, learner profiles help ensure every student is recognized and supported.

## Research

Individuals With Disabilities Education Act, 20 U.S.C. §§ 1400. This section of the Individuals With Disabilities Education Act describes the requirements for LEAS to use data from a variety of assessment sources, like those included in a comprehensive learner profile, to determine if a student has a disability and to ensure that the educational program is responsive to the student's strengths and needs. <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1414/b/2>

McLeskey, J., Barringer, M.-D., Billingsley, B., Brownell, M., Jackson, D., Kennedy, M., Lewis, T., Maheady, L., Rodriguez, J., Scheeler, M. C., Winn, J., & Ziegler, D. (2017). *High-leverage practices in special education*. Council for Exceptional Children & CEEDAR Center.  
<https://ceedar.education.ufl.edu/wp-content/uploads/2017/07/CEC-HLP-Web.pdf>

McLeskey, J., Maheady, L., Billingsley, B., Brownell, M., & Lewis, T. (Eds.). (2019). *High leverage practices for inclusive classrooms*. Routledge.

## Resources

**HLP Assessment: Research Syntheses.** [Pages 2-5 of this document](#) describe HLP 4 and summarize the research and policy supporting this practice.

**HLP 4 Admin guide.** This [brief summarizes HLP 4](#), offers tips for supporting teachers in implementing this practice, and provides prompt questions for self-reflection or discussion.

**Developing Learner Profiles.** This [resource](#) provides a guide for developing learning profiles and includes examples of student created learner profiles.

**Rachel's Learner Profile** is an [example](#) to share with secondary students creating learner profiles.

**Getting to Know You: Learner Profiles for Personalization.** This [article](#) emphasizes the importance of understanding each student's unique strengths, interests, and needs to tailor effective learning experiences.

**An Educator's Guide to Learner Profiles for Students.** This must-read [article](#) includes rationale and links to several resources to support educators seeking to leverage their learners' own passions, strengths, needs, family, culture, and community.

**Learner Profile.** This [video](#) highlights how a learner profile can be a dynamic learning tool that is continuously utilized and updated by both teachers and students to inform instructional decisions and monitor progress.

**6 Strategies to Empower Student Agency Through Learner Profiles.** This [blog](#) explores six strategies educators can use to empower student agency by setting goals, capturing evidence, and showcasing student learning through learner profiles.

**Learning strengths: What you need to know.** This [article](#) from Understood.org explains how recognizing a child's learning strengths can help support learning by building on the ways they think, feel, and interact with new information.

**Types of strengths in kids.** Also from Understood.org, this [article](#) explores the many types of strengths students have and explains how recognizing these abilities can help them thrive.

**5 Ways Learner Profiles Can Promote Competency-Based Education.** This [article](#) explores the many types of strengths students have beyond academics and explains how recognizing these abilities can help them thrive.

**Arkansas Transition Services.** The [Tools for Assessment page](#) on the Arkansas Transition Services website offers a variety of assessment tools to support transition planning and help identify students' strengths, interests, and postsecondary goals.

**O\*NET Interest Profiler.** This [resource](#), included in the Arkansas Student Success template, helps students identify possible careers based on their interest profile.

**Building on Success: Helping Students Make Transitions from Year to Year.** This [resource](#) is required for Task 2, but can also be used to assist students as they create their own learner profiles required for Task 1.

**Learner Profile Examples.** These examples and templates are designed to help educators gather key information about each student's strengths, interests, needs, and learning preferences.

[Kindergarten Student](#)

[Elementary Student 1](#)

[Elementary Student 2](#)

[Elementary Student 3](#)

[High School Student](#)

(Note: The High School Student Google Form example can be copied and administered to your students.)

## Submission Guidelines and Evaluation Criteria

This micro-credential is divided into three areas: Overview, Artifacts and Evidence, and Reflection. To earn this micro-credential, you must receive "Passing" on Part 1 and Part 3, and "Yes" on all criteria in Part 2.

### Part 1. Overview

Read the Overview guidelines and evaluation criteria carefully to ensure a thorough understanding of the expectations for a "passing" submission.

The Overview submission should be uploaded as a Word document or PDF. (Please do not use Google Docs).

**Prompt:** Briefly describe your school and classroom. Your response should include

- grade-levels, courses/subjects you teach, and school setting.
- the assessments you administer and the reason for the test (e.g., K-2 state required screener).

- your own personal interests, strengths, and challenges as a learner.
- the data on which your above response is based (i.e., How did you determine your specific strengths and challenges? You can use anecdotal evidence or any relevant assessments you might have taken.)

**This submission is scored either “passing” or “not passing.”**

**Passing:** Earner includes a response to each part of the prompt; total response should be at least 250 words and provide the assessor with the context for your submission and your reason for pursuing this micro-credential.

***Please label this document with “Overview\_Your Last Name.”***

## **Part 2. Work Examples and Artifacts**

### **Task 1 - Facilitating Student Created Learner Profiles**

Have students create their own learner profiles as a class assignment. Several examples of student created learner profiles are included in the Resources section of this micro-credential along with surveys and interest inventories to help students self-assess their interests, strengths and needs as learners. Please refer to the resources in the Resource section to help you support your students in creating and sharing their learner profiles.

As evidence for this task, upload two learner profiles created by students and a written response that describes

- the instructions and resources you provided to students for creating their learner profiles.
- why you selected a particular format or tool as a resource for students to use.
- how students used their learner profiles to advocate for their learning preferences.
- the ways in which creating and sharing learner profiles benefited both you and your students.

***Label artifacts: “Task 1 Written Response\_Last Name”, “Task 1\_Student 1 Profile\_Last Name”, and Task 1\_Student 2 Profile\_Last Name.” If the student submits a multimedia presentation, please make sure anyone with the link can view.***

**Note: Any personally identifiable information for a particular student should be redacted in all submissions of artifacts for each of the tasks in this micro-credential. Use first names only or Student A, etc.**

### **Task 2 - Gathering Data to Develop Comprehensive Learner Profiles**

Select two students you might better support with academic or behavioral learning goals by developing a comprehensive learner profile. Refer to Table 1 in the Method Components section as a reminder of possible data sources.

In addition to the data from the student created learner profile, use [this resource](#) to gain further insight into your students' strengths, needs, and interests. Select and administer a minimum of one inventory or survey tool from each of the following three sections for each learner profile:

- Who Am I? (pp. 19-40)
- I Am a Learner (pp. 41-80)
- For Early Childhood, select from Moving on from Early Childhood Programs (pp.81-99).  
For high school students, choose from Moving on from Senior High (pp. 101-113).

Additional transition assessments for high school students may be found on the Arkansas Transition Services [website](#) and within [Arkansas Student Success Plan](#) Template.

To organize and display your data, you may use this [Comprehensive Learner Profile Template](#), a district created template, or a template you have created.

As evidence for this task, upload the two (2) completed Comprehensive Learner Profiles, along with three inventory or survey tools completed by the two (3x2) students that you selected to develop comprehensive learner profiles. You will upload a minimum of 8 total artifacts for Task 2.

**Label artifacts :** *“Task 2 Comprehensive Learner Profile Student 1\_Last Name,” “Task 2\_Student 1 Survey\_Last Name”), etc.*

### Task 3: Sharing Comprehensive Learner Profiles with Stakeholders

Select stakeholder(s) with a vested interest in the educational or behavioral outcomes for the two students you selected in Task 2. Plan a 5-10 minute presentation in which you share data from the students' Comprehensive Learner Profile with one or more stakeholder(s) for the purpose of helping the stakeholder(s) support students in meeting their academic or behavioral goals. Be sure to interpret the academic data in understandable language appropriate to the stakeholders' context/relationship to the students and to present the data using asset-based language versus a deficit-based language.

Provide a video recording of you sharing your presentation with the stakeholder(s). In a written response,

- identify the stakeholders and their relationship to the student.
- describe how they might support the student's academic or behavioural goals.
- explain how the insight that you and the stakeholder(s) gained as a result of analyzing the comprehensive learner profile will influence your plan for the student's instructional or behavioral goals.
- describe how synthesizing data from a variety of sources helped to inform a more complete profile of each learner's strengths and needs.



As evidence for this task, upload the video of your presentation to the stakeholder and the written response.

**Label artifacts :** “Task 3 Presentation video\_Last Name,” “Task 3\_Written Response\_Last Name”

### Artifacts and Evidence Scoring Guide

Task	Yes	Almost	Not Yet
<b>Task 1:</b>	<p>The submitted evidence <i>thoroughly</i></p> <ul style="list-style-type: none"> <li>describes the instructions students received to create the learner profile</li> <li>explains the rationale for selecting the student resource</li> <li>includes any additional resources provided to students (e.g., a template or an exemplar),</li> </ul> <p>Submission includes two student created learner profiles.</p>	<p>The submitted evidence</p> <ul style="list-style-type: none"> <li><i>partially describes</i> the instructions given to students</li> <li><i>partially explains</i> the rationale for selecting the student resource</li> <li>includes any additional resources (e.g., a template or an exemplar),</li> <li>includes one student created learner profile.</li> </ul>	<p>The submitted evidence is missing, incomplete, or generated using AI.</p>
<b>T a s k 2 -</b>	<p>The submitted evidence</p> <ul style="list-style-type: none"> <li>includes one completed inventory or survey tool from each bulleted section of the resource for two students</li> <li>includes comprehensive learner profiles for two students</li> </ul> <p>Learner profiles are clearly organized and include a comprehensive selection of data representing each category from Table 1 in the Method Components.</p>	<p>The submitted evidence</p> <ul style="list-style-type: none"> <li>includes fewer than the required number of survey tools</li> <li>includes one comprehensive learner profile.</li> </ul> <p><b>OR</b></p> <p>Learner profiles lack clarity and organization or need additional data to represent a comprehensive view of the student as a learner.</p>	<p>The submitted evidence is missing, incomplete, or generated using AI.</p>

<b>Task 3 -</b>	<p>The submission includes</p> <ul style="list-style-type: none"> <li>• a video of the micro-credential pursuer accurately presenting student data from each comprehensive learner profile so it is understandable for the stakeholder.</li> </ul> <p><b>AND</b></p> <ul style="list-style-type: none"> <li>• a written response that thoroughly addresses all bulleted prompts.</li> </ul>	<p>The submission includes</p> <ul style="list-style-type: none"> <li>• a video that presents student data from one comprehensive learner profile or the explanation is difficult to understand.</li> </ul> <p><b>OR</b></p> <ul style="list-style-type: none"> <li>• a written response that only partially addresses the bulleted prompts.</li> </ul>	<p>The submitted evidence is missing, incomplete, or generated using AI.</p>
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### Part 3. Reflection

As you reflect on the value of creating comprehensive learner profiles, how you might have approached these students' needs as learners differently if you had been presented with this data and information for these two students on the first day of school ?

Compose a letter to the two students for whom you created Comprehensive Learner Profiles that provides them with practical steps for a successful transition to the next grade based on the insight you gained from the student created learner profiles and the comprehensive learner profiles you created. A sample letter is included in [this resource](#) on page 16-17, "Dear Student: A Letter From Your Teacher." This letter should only be used as a sample; your letter must be specific to the two students and their unique strengths and needs as learners.

***Title this document "Part 3: Reflection\_Your Name" as evidence for this task.***

**This submission is scored either "passing" or "not passing."**

**Passing:** Earner includes a letter for each student that shows thoughtful consideration for a successful transition to the next grade. Be sure to reference both strengths and challenges for each student as learners that you gained from their comprehensive learner profiles.