

**STUDENT PROFILE**

Name: \_\_\_\_\_ Birthday: \_\_\_\_\_ Home  
Phone: \_\_\_\_\_ Parent Cell: \_\_\_\_\_ Name of Parent(s) in  
home: \_\_\_\_\_  
Address: \_\_\_\_\_

Favorite Subject \_\_\_\_\_ Worse Subject \_\_\_\_\_

**Hobbies and Interests: Talents:**

**List 2 academic goals for this year:**

- 1.
- 2.

**List 2 personal goals for this year:**

- 1.
- 2.

**List 1 thing that people would be surprised to know about you:**

**Favorite food: Favorite music: Favorite actor/actress: Favorite type of movie: The quality I like best about myself is: The quality I like least about myself is: Which animal are you most like? What are the top 3 qualities of a great teacher?**

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**What are the top 3 qualities of a successful student?**

**When I grow up I want to be:** \_\_\_\_\_

**A famous person still living I would love to meet and talk with is**

\_\_\_\_\_ b/c \_\_\_\_\_

**A famous person not living that I would love to meet and talk with is**

\_\_\_\_\_ b/c \_\_\_\_\_

**List things that make a class fun and enjoyable:**

**What are things that keep you from living up to your potential?**

**If I could be a famous person for a day, I would be** \_\_\_\_\_

**because** \_\_\_\_\_

**What would you like the teacher to know about you to help make this year successful and enjoyable?**

**What is one thing you would do if you knew you could not fail?**

**I wish that my parents:**

**I wish that teachers: When I die, I hope people say:**

**Sum up your life in 6 words:**



*New Perspective...New Growth*

### **GROWTH MINDSET: Personal Accountability and Reflection Questions.**

Students can use this “checklist” before turning in an assignment in order to develop and enhance their growth mindsets through personal accountability and reflection.

Compiled by: Jackie Gerstein

- Did I work as hard as I could have?
- Did I set and maintain high standards for myself?
- Did I spend enough time to do quality work?
- Did I regulate my procrastination, distractions, and temptations in order to complete my work?
- Did I make good use of available resources?
- Did I ask questions if I needed help?
- Did I review and re-review my work for possible errors?
- Did I consider best practices for similar work?
- Is my work something for which I am proud – that I would proudly show to a large, global audience?

*“Great works are performed, not by strength, but by perseverance.”  
~Samuel Johnson*

*“Fall down 7 times...get up 8.”  
~ Chinese proverb*

*“You’re in charge of your mind. You can help it grow by using it in the right way.”  
~ Carol Dweck*

*“Kites rise highest against the wind, not with it.”  
~ Winston Churchill*

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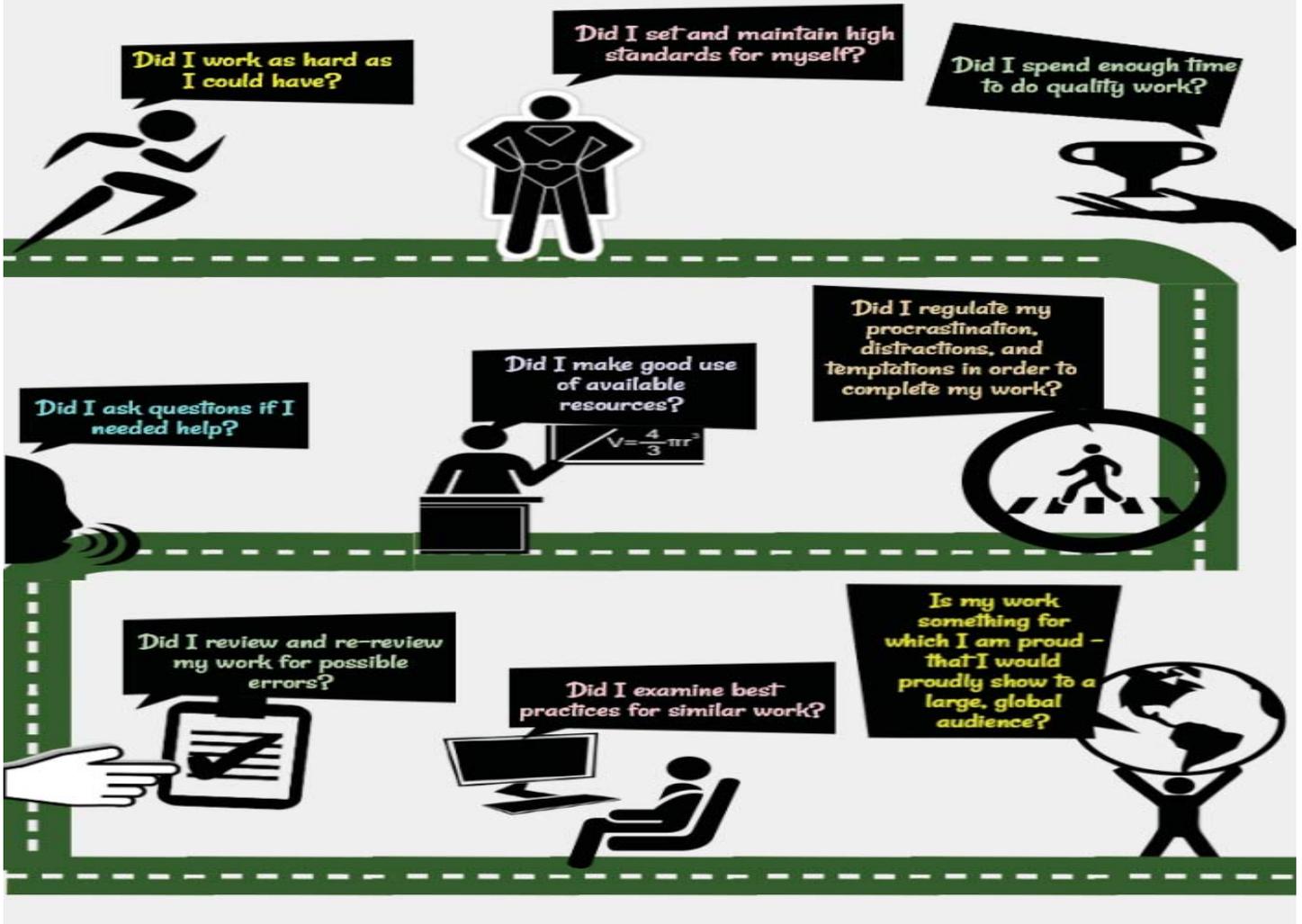


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## Growth Mindset: Personal Accountability & Reflection

by Jackie Gerstein, Ed.D.  
User-Generated Education



 **Piktochart**  
make information beautiful

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## **Some examples of growth-minded questioning and feedback for the classroom...**

### **Questioning:**

1. What made you come to this conclusion?
2. What evidence supports that?
3. How does it feel to get that answer?
4. How can your partner/team help you solve this?/answer that?/reason it out?
5. What can be some strategies to figure this out?
6. What additional information would help?
7. What question(s) do you have?
8. How can we attach this to something in your/our long-term memory?
9. What is your plan for practicing and/or learning?
10. Is my explanation helping, or should I try something new?
11. What are you thinking right now?
12. Do you believe you can succeed at this? Because I believe you can.

### **Feedback:**

1. When does it start to become confusing?
2. Let's do one together, out loud.
3. I can see you really understand \_\_\_\_\_.
4. I can see you really enjoyed learning \_\_\_\_\_.
5. Your passion for this topic is quite obvious.
6. Your hard work is clearly evident in your project/essay/assignment.
7. Let's think about how to improve (the accuracy of) this section/paragraph/sentence/word choice/logic/description/problem.
8. Let me add new information to help you solve this....
9. Here are some strategies to figure this out.
10. Of course it's tough – it's school!
11. If it were easy – they wouldn't call it learning!
12. You can do it – it's tough, but you can.
13. Here is what I was thinking when I solved it..." \_\_\_\_ Think aloud \_\_\_\_" (entire thought process – then give a new question, issue, problem).
14. Let's practice (skill) so we can move it from Temporary storage to our long-term memory.
15. We're growing dendrites here!
16. Let's write a plan for practicing and/or learning.
17. If you make \_\_\_\_\_ changes, we can re-asses your score. Let's discuss a plan for you.

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# 40 Developmental Assets™

Search Institute<sup>SM</sup> has identified the following building blocks of healthy development that help young people grow up healthy, caring, and responsible.



Category	Asset Name and Definition	
<b>External Assets</b>	<b>Support</b> <ol style="list-style-type: none"> <li><b>1. Family Support</b>-Family life provides high levels of love and support.</li> <li><b>2. Positive Family Communication</b>-Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parents.</li> <li><b>3. Other Adult Relationships</b>-Young person receives support from three or more nonparent adults.</li> <li><b>4. Caring Neighborhood</b>-Young person experiences caring neighbors.</li> <li><b>5. Caring School Climate</b>-School provides a caring, encouraging environment.</li> <li><b>6. Parent Involvement in Schooling</b>-Parent(s) are actively involved in helping young person succeed in school.</li> </ol>	
	<b>Empowerment</b> <ol style="list-style-type: none"> <li><b>7. Community Values Youth</b>-Young person perceives that adults in the community value youth.</li> <li><b>8. Youth as Resources</b>-Young people are given useful roles in the community.</li> <li><b>9. Service to Others</b>-Young person serves in the community one hour or more per week.</li> <li><b>10. Safety</b>-Young person feels safe at home, school, and in the neighborhood.</li> </ol>	
	<b>Boundaries &amp; Expectations</b> <ol style="list-style-type: none"> <li><b>11. Family Boundaries</b>-Family has clear rules and consequences and monitors the young person's whereabouts.</li> <li><b>12. School Boundaries</b>-School provides clear rules and consequences.</li> <li><b>13. Neighborhood Boundaries</b>-Neighbors take responsibility for monitoring young people's behavior.</li> <li><b>14. Adult Role Models</b>-Parent(s) and other adults model positive, responsible behavior.</li> <li><b>15. Positive Peer Influence</b>-Young person's best friends model responsible behavior.</li> <li><b>16. High Expectations</b>-Both parent(s) and teachers encourage the young person to do well.</li> </ol>	
	<b>Constructive Use of Time</b> <ol style="list-style-type: none"> <li><b>17. Creative Activities</b>-Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.</li> <li><b>18. Youth Programs</b>-Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in the community.</li> <li><b>19. Religious Community</b>-Young person spends one or more hours per week in activities in a religious institution.</li> <li><b>20. Time at Home</b>-Young person is out with friends "with nothing special to do" two or fewer nights per week.</li> </ol>	
	<b>Internal Assets</b>	<b>Commitment to Learning</b> <ol style="list-style-type: none"> <li><b>21. Achievement Motivation</b>-Young person is motivated to do well in school.</li> <li><b>22. School Engagement</b>-Young person is actively engaged in learning.</li> <li><b>23. Homework</b>-Young person reports doing at least one hour of homework every school day.</li> <li><b>24. Bonding to School</b>-Young person cares about her or his school.</li> <li><b>25. Reading for Pleasure</b>-Young person reads for pleasure three or more hours per week.</li> </ol>
		<b>Positive Values</b> <ol style="list-style-type: none"> <li><b>26. Caring</b>-Young person places high value on helping other people.</li> <li><b>27. Equality and Social Justice</b>-Young person places high value on promoting equality and reducing hunger and poverty.</li> <li><b>28. Integrity</b>-Young person acts on convictions and stands up for her or his beliefs.</li> <li><b>29. Honesty</b>-Young person "tells the truth even when it is not easy."</li> <li><b>30. Responsibility</b>-Young person accepts and takes personal responsibility.</li> <li><b>31. Restraint</b>-Young person believes it is important not to be sexually active or to use alcohol or other drugs.</li> </ol>
		<b>Social Competencies</b> <ol style="list-style-type: none"> <li><b>32. Planning and Decision Making</b>-Young person knows how to plan ahead and make choices.</li> <li><b>33. Interpersonal Competence</b>-Young person has empathy, sensitivity, and friendship skills.</li> <li><b>34. Cultural Competence</b>-Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.</li> <li><b>35. Resistance Skills</b>-Young person can resist negative peer pressure and dangerous situations.</li> <li><b>36. Peaceful Conflict Resolution</b>-Young person seeks to resolve conflict nonviolently.</li> </ol>
		<b>Positive Identity</b> <ol style="list-style-type: none"> <li><b>37. Personal Power</b>-Young person feels he or she has control over "things that happen to me."</li> <li><b>38. Self-Esteem</b>-Young person reports having a high self-esteem.</li> <li><b>39. Sense of Purpose</b>-Young person reports that "my life has a purpose."</li> <li><b>40. Positive View of Personal Future</b>-Young person is optimistic about her or his personal future.</li> </ol>



## 10 Crucial Things My Under-Resourced Students Taught Me<sup>©</sup>

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1. I'm quickly assessing you and drawing conclusions about you, before you even say the first word to me. Your level of enthusiasm, passion and excitement for the subject and us, helps me believe that it might be worth paying attention to what you have to say.
2. I don't trust you because you are the authority. People in authority have often abused their power and taken advantage of me and my family...you'll have to prove me wrong to earn my trust. I'm watching to see if you are fair, treat everybody equal and mean what you say. I'm guessing you probably won't.
3. Just because you're the teacher doesn't mean I will automatically respect you...you have to show me why you deserve respect. You've got to give it to get it. If you are in control of the class and can stand up to your students but also show us that you are human, have a sense of humor and can be approachable, that will make a huge difference.
4. I will do just about anything to avoid being embarrassed or losing face. If you raise your voice at me, talk to me like a parent, talk down to me, try to intimidate me or get in my personal space...I will either shut down and act indifferent or come back at you with the same energy regardless of you being the teacher or not. It's worth getting in trouble in order to save face.
5. If you are kind to me and I don't respond, don't conclude that I didn't notice or it didn't mean anything to me. It could be that I'm shocked, because people usually aren't nice to me or I'm trying to figure out your angle and motive. It's also possible that I'm waiting to see if you are for real and I really hope you are.
6. If I act apathetic toward learning, don't assume I'm not interested and don't care. Deep down, I really do want to learn but I may be scared of looking stupid. Also, some of my friends don't think it's "cool" to act smart. Sometimes I'll get hassled if I act really interested, answer questions or participate in class. I need to feel safe in your class to really try.

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7. If you respect me and I am convinced that you are honest and real, I might take baby steps toward trying harder and believing that I can be successful in this class. Your encouragement and positive feedback mean more than I have the ability to express. When you get to know me and personally encourage me, I don't want to act out...I look forward to coming to your class. You make me feel good about myself...even if it's for a little while.
8. Even though I may not say much, I'm always watching and listening. How you answer questions, the tone of voice you use, your body language, if you take time to look at someone when they come up to your desk, tells me if you really care or not. If I know you care, I may find the courage to approach you at some point when I need help. If I feel like you don't care...I never will...EVER.
9. If you have to correct or discipline me for something, please do it away from everyone else. My defenses will come down and I will be more willing to listen to you if you care enough to talk with me privately, calmly and respectfully. Give me time to think and respond to your questions...I don't have the vocabulary that a lot of students have and it takes me longer to formulate my thoughts and verbalize them.
10. If you help me have little successes in your class, it will help me believe that I can accomplish more things. Sometimes big tasks overwhelm me and I feel defeated before I even start. But when things are broken down, and I can experience little "wins" along the way, I feel encouraged and want to try again to have another success. I haven't had much success in school, but it feels good when it happens even if it's little and I want to believe that I can do the work and have more success.

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