

Score System for the 83 Students

SS1	SS2	SS3	SS4	L2L	LVP	Suc Plan	Writ	SG	SSTB	PS	Sph	Art	Tal	Total	Team	Prob of Success	
632	658	620	385	910	664	800	100	470	735	100	100	100	100	6374		80	78
524	828	805	405	819	490	800	100	450	374	100	100	600	100	6495		60	66
569	738	605	585	1055	521	750	100	455	650	100	100	300	100	6628	6789	70	78
504	658	955	489	1053	925	800	100	427	815	100	100	500	100	7526		100	96
503	608	940	420	1050	835	900	100	494	670	100	100	100	100	6920		90	93
522	880	715	465	840	290	900	100	450	625	400	200	100	600	7087		80	83
490	820	790	425	544	95	800	100	491	304	400	100	100	100	5559		60	52
504	560	720	390	430	690	1000	100	290	350	400	100	100	100	5734		60	45
514	619	800	330	745	400	800	100	420	528	400	100	100	100	5956	6084	70	62
478	642	630	485	276	502	930	100	350	425	100	100	100	100	5218		60	43
516	617	710	550	655	430	950	100	400	306	100		100	100	5534		60	56
449	652	715	435	845	480	1000	100	470	491	100	100	100	100	6037	5532	70	78
465	877	655	235	406	700	900	100	350	252	100	100	100	100	5340		60	46
628	679	665	235	685	510	200	100	330	198	100	600	100	100	5130		30	26
565	712	760	635	988	300	750	100	390	517	100	100	100	900	6917		70	73
552	687	710	425	698	365	1000	100	350	385	100	100			5472	5938	60	50
605	612	675	415	943	735	750	100	459	540	100	100	100	100	6234		70	78
545	761	580	400	885		850	100	435	505	100	100	100	600	5961		70	62
542	523	595	360	821	495	750	100	390	480	100	100	100	100	5456	6000	60	55
571	901	720	416	560	578	700	100	340	560	100	100	100	100	5846		70	51
570	786	735	360	804	985	1000	100	470	528	100	100	100	100	6738		90	90
541	621	670	405	750	775	1000	100	488	486	100	100		100	6136		70	80
635	715	660	350	934	863	900	100	496	700	400	100	100	100	7053		90	94
419	790	595	350	750	593	900	100	400	598	400	100	100	100	6195		70	64
585	750	600	400	536	800	900	100	370	710	400	100	100	100	6451	6808	70	65
632	810	760	350	962	750	745	100	455	970	400	400	100	100	7534		90	96
582	538	700	835	488	0	700	100	420	472	300	100	100	500	5835		70	45
591	710	535	885	577	200	1000	100	455	576	100	100	100	400	6329		70	67
549	670	865	875	658	815	100	100	410	456	100	100	100	100	5898		70	48
547	665	910	775	983	900	860	100	480	441	100	100	100	100	7061	6281	90	91
535	727	625	425	586	790	700	100	380	350	500	100		100	5918		70	57
523	612	585	425	488	310	1000	100	450	610	100	100	100	100	5503		60	62
522	598	625	425	564	755	875	100	471	664	100	100	100	100	5999		70	76
527	612	585	425	624	435	890	100	380	530	100	100		100	5408	5707	60	54

SS1	SS2	SS3	SS4	L2L	LVP	Suc Plan	Writ	SG	SSTB	PS	Sph	Art	Tal	Total	Team	Prob of Success	
557	790	750	615	636	370	400	100	442	418	500	100		100	5778		70	45
549	975	750	630	754		1000	100	475	571	500	100		100	6504		80	69
427	695	810	###	975	673	900	100	240	880	500	100		100	7690	6734	80	78
474	815	950	###	668	481	700	100	474	246	500	100		100	6963		70	67
530	672	###	570	731	700	800	100	430	446	100	100	100	100	6424		80	71
526	707	970	520	591	310	50	100	450	380	100	100		100	4904		30	30
451	712	970	470	950	895	1000	100	435	885	100	100	100	100	7268	6097	80	101
578	687	955	655	595	367	725	100	340	389	100	100	100	100	5791		60	44
383	593	425	420	789	655	965	100	496	446	100	100	100	500	6072		70	80
358	825	455	425	490	740	1000	100	429	133	100	100	100	100	5355		60	55
424	525	420	500	882	539	800	100	460	540	100	100	100	100	5590		60	70
415	595	515	640	522	417	900	100	420	567	100		100	100	5391	5612	60	57
418	603	515	680	919	290	1000	100	345	380	100	100	100	100	5650		60	57
467	630	770	200	795	610	350	100	380	695	600	100	100	100	5897			56
469	665	735	355	537	670	100	100	420	292	600	100	100	100	5243			35
474	612	765	260	762	730	200	100	470	537	600	100	100	100	5810		70	59
559	545	755	515	840	775	1000	100	420	780	600	100	100	100	7189	6035	80	93
594	743	915	500	934	733	750	100	425	685	100	500		100	7079			80
517	918	860	565	822	400	830	100	365	664	100	100	100	900	7241			70
594	743	850	500	985	925	875	100	430	518	100	100	100	100	6920			82
653	803	915	360	1077	317	800	100	480	650	100	100	100	100	6555	7021		77
705	893	915	830	862	538	1000	100	444	625	100	100	100	100	7312			84
510	606	750	430	1055	430	1000	100	435	825	100	100	100	100	6541			88
513	606	700	395	832	415	800	100	425	468	100	100	100	100	5654			61
482	626	680	445	595	360	1000	100	440	580	100	100	100	100	5708			64
482	641	710	500	819	0	1000	100	300	755	100	100	100	100	5707	5894		53
507	636	720	360	428	340	825	400	500	745	100	100	100	100	5861			68
336	495	750	495	715	796	850	100	440	774	100	100	400	100	6451			82
364	421	915	340	741	0	700	100	478	500	100	100		900	5659			57
239	511	675	440	1054	925	883	100	456	520	100	200	100	100	6303			86
443	646	330	385	1110	908	0	100	0	480	100	600		100	5202	5904		10
561	749	835	800	614	435	800	100	370	464	100	100		100	6028			54
486	639	865	795	1145	555	500	100	410	600	100	100		100	6395			71
592	744	885	###	796	445	1000	100	490	790	100	100		100	7207			94
463	699	885	805	259	288	800	100	460	171	100	100		100	5230	6217		38
500	634	885	###	585	544	900	100	340	437	100	100		100	6225			55

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492	561	490	345	701	327	875	100	460	436	100	100	100	100	5187			60
456	571	510	255	602	55	650	100	340	399	100	100		100	4238			26
524	476	640	425	1050	555	960	100	470	810	100	100		100	6310	5245		94
498	754	731	605	803	304	1000	100	475	777	200	100	100	100	6547			84
499	619	731	530	883	455	800	100	410	384	200	100	100	100	5911			62
460	703	891	345	900	485	850	100	445	506	200	100	100	100	6185			73
536	799	821	555	638	438	850	100	480	428	200	100	100	100	6145	5994		68
418	758	715	370	484	340	600	100	490	306	200	100	200	100	5181			46
460	554	770	455	1020	408	900	100	430	467	100	100		500	6264			72
517	629	890	740	773	451	1000	100	498	635	100	500		100	6933			87
358	554	370		250	425	700	600	470	720	100			100	4647			43
526	605	870	740	858	640	1000	100	498	394	100	100		100	6531	6317		82
453	729	735	470	1062	1000	1000	500	491	270	100	300		100	7210			96
																	65
getting a 3.0 or better			next year														
	75%																

Measurement of the Quality Collegiate Learner through the Recovery Work Products

Pt System	L2L Book	Assessment Journal	Success Plan	LVP	Team Experience	Self-Browth Paper
Makes Decisions Organized Manages Time Persists Prioritizes Productive Self-starter	Curious Engaged Focused Generalizes Master Learner Thinks Critically Owns Learning Prepared Reader Solves Problems	Manages Frustration Reflects Self-assesses Validates Meta-cognitive Methodologies Self-confident	Adaptive Asks for Help Leverages Failure Self-disciplined Committed to Success	Life Vision Plans Sets Goals Self-motivated	Assertive Collaborative Communicator Connected Professional Responsible Seeks Diversity Speaks publicly Team catalyst	Self-grower Open minded Positive Self-challenges Takes risks Self-efficacious

- Product 1: **Accumulated Point System:** Students earn points initially by attending activities (35 points for each activity - approximately 30 activities), bonus performance points during the activities (scattered points - average of 10 to 15), service points like the student council, Math and Graphing Skills - 60 points per day, daily game competition for about another 50 points - all these points total up will amount to between 2,000 and 2,400; Then the other work products amount to a possible 4,250 possible and then competition placement that may average another 300 points - a Strong performance is 6,000 points - exceptional is 7,000 points and a "B" level is at least 4,000.
- Product 2: **Learning Journal (learning to learn book):** 60 pages of writing to learn that includes exploratory questions and answers to critical thinking questions.
- Product 3: **Assessment journal:** 50 pages of reflections and assessments, especially self-assessment where the student steps back from learning to investigate learning to Learn.
- Product 4: **Success plan:** The product is four components: 1) analysis of the problems and factors that caused failure that led to their participation, 2) the analysis of the evaluation components the university or college uses and the level of performance currently on these different tools; 3) the concrete recovery plans for retaking three courses - a) what was evaluation system; b) what areas were less than an "A" performance, c) what specific action plan(s) you are going to use to transform the failing grade component into "A"
- Product 5: **Life Vision Portfolio** - research your past, analyze who you are, determine who you want to be and what you want to accomplish with your life and then lay out your educational and career plans to achieve what you want out of life.
- Product 6: **Team Experience** - The students are placed into cooperative learning teams for the week and spend most activities working together to help each other learn how to learn during these 30 activities.
- Product 7: **Self-growth Paper** - The metacognition of understanding the growth journey - where did they start, what are the areas of greatest growth, define the growth, its magnitude, its evidence, and its cause and then describe understanding of how to facilitate future growth by yourself (self-growth).

Self-Growth: My Assessment

College is a time in an individual's life that they will always remember the most. It is a time of challenges, lessons learned, memories made, and growth. I can personally relate to all these emotions because of my experience of my freshmen year here at Grand Valley. Coming to this university and being on my own for the first time was not what I expected. When you think of college life and how its portrayed in films and social media one could assume that it's all parties and good times with your friends, so that's how I spent my first semester. Soon after receiving my first semester transcript I realized I made a great mistake. After reflecting on my poor academic performance first semester and being placed on academic probation, I realized that I had way more potential and realized some changes needed to be made. My first steps towards making changes academically was put into motion by the usage of the Profile of the Quality Learner. Out of this list the points that impacted me most this academic year was plan, managing frustration, thinking critically, and then leveraging my failures. Once I began to apply these concepts in order to any task I was faced with, I began to have more victories than failures, and also became more confident in my own success.

Currently, the outcomes of my efforts are very different. After applying a planned strategy my efforts have been more effective. I have developed problem-solution systems that helps me better analyze what actions to take when faced with a problem. The first step that I take is asking questions. What is the problem at hand? What can I do in order to solve it? What is my most effective way to solving this problem? After asking myself these questions I then begin to brainstorm. I start a list of ideas for possible solutions to the problem, incorporating the steps needed, and how long each process might take. I then pick the most effective solution and work from there. Just a simple change in planning and this process has helped me to excel academically.

The second concept that I began to apply was to managing frustrations. The point to managing your frustrations is to put things into perspective so that current context doesn't overwhelm current performance. This is a tip that was most effective during my efforts and errors. Frustration in college is something everyone deals with, especially during your first year and adjusting the transition of being on your own and being responsible of your decisions. Balancing college classes and a workload can be very overwhelming, and this is an issue I would constantly fall victim to. Once I started on a task if, I became stuck or unsure what steps to take next in order to complete an assignment, I would let my emotions get the best of me. I would be filled with both frustration and disappointment. My emotions would then cloud my sense of focus and hinder me from coming up with a solution, ultimately giving up on the assignment. I have learned to manage my frustrations and my thought processing skills a lot differently. I realized that letting my emotion get the best of me can now render me from making clear judgments and prevent me from accomplishing my goals. Now, if I become frustrated and stuck, I stop and breathe. I know that it is acceptable to take a break from a task, and that does not equal failure or defeat. I now stop, relax, and clear my mind. Once my mind is clear and my emotions are under control a reevaluate the situation and try to retrace my steps to figure out where things went wrong. After figuring out what went wrong I then continue with my efforts to complete the assignments. With applying this concept, I realized that many of my academic failures can be contributed to just me giving up, and now I have the perseverance and level-headedness to keep going even if I'm unsure at a moment in which direction I'm headed.

The third concept that I began to apply was thinking critically. The point in thinking critically is to ask critical questions, analyze information, and synthesize meanings to elevate understanding and clarity. With thinking critically I can process valuable information and skills and apply it to the task at hand. Before applying the concept I would rush through work, and not but craft into coming up with plausible

ideas and expanding on them. I always thought that my first idea was my best, and never made an effort to brainstorm ways that ideas could be improved or expanded. This resulted in mediocre work I wasn't necessarily proud to call my own, as well as my average academic performance.

The last concept that I began to apply is to Leverage Failures. The point in leveraging my failures is to realize the growth potential coming from each failure by using action plans. This is taking the idea that each failure is a learning experience and there is always room to grow from it. Before applying this concept failure was one of my biggest fears and discouragements. Whenever I failed to complete a task it was a blow in my confidence to face the next problem. When time came for another assignment I would already accept defeat and put little effort into my academic performance. This issue was a loss of integrity and ultimately led to the first three problems I stated earlier. Without confidence in myself and a fear of failing I wouldn't plan ahead, I would become overwhelmed and frustrated and unable to think thoroughly. Not being able to accept my failures led to all of my other problems rolled into one. Now that I have applied this concept my work has improved drastically. I am much more thorough with the information and effort I put into assignments. I now take the time out to plan and schedule times where I can study and research whatever the topic may be. I try to make myself more knowledgeable on whatever I am attacking at that moment. I then to write a list of effective ideas on ways to take on the task and then afterwards I brainstorm ways to make those ideas even better. This change in my behavior has resulted in more thorough work I am proud to call my own. I feel a sense of accomplishment and confidence when I put all my efforts into an assignment and then receive a victory from it also.

After seeing the negative effects of fearing failure, I then began to apply the concept and leveraging. I told myself that failure was inevitable and also bound to happen because I'm human. I realized that a failure is not a loss, but a victory and opportunity to better my performance the next chance I got. So every time I failed I would evaluate what exactly went wrong, what obstacles I ran into, and then I thought about how these issues can be prevented or fixed the second time around. This insured me that I still gained knowledge from each failure that I could apply the next time around, and also reassure/ my confidence and eliminated my fear to fail.

Self-Growth Paper

April 30, 2015

Directed Individual to Self-Grower

Self-growth is improving and understanding yourself. There are many components used as stepping stones in order for me to identify as a self-grower. I feel as though I began this program as a level 2 self-assessor. Level two assessors are labeled as Directed Individuals. Throughout the week I began to understand the concepts of the learning to learn book. Each day of attending this camp, I have risen to a new level of self-assessing. I have become a level five self-assessor. Level five self-assessors are self-growers. I am extremely grateful that this program has gotten me to the highest point of self-assessment in order to make myself a more responsible, ambitious person.

I was able to see opportunities, and I had plans to achieve my goals. I wanted to be successful, however I lacked motivation and self-esteem. I often went to others for knowledge and approval of what to do next. I lacked belief in my opinion. I was not able to think for myself, and went to others for guidance through my life most of the time. I evaluated myself which is the worst thing that I could do. Instead of acknowledging my areas for improvement and fixing them, I zoned in on them and thought there was no way around them. The only way I knew to solve my problems was with the help of others. I did not use any of the methods that have been taught to me throughout this week to analyze my problems and fix them. I put my confidence in the hands of everyone around me. However others looked at me was ultimately the way I looked at myself.

Some of my goals at the beginning of this course were to earn six thousand points, become a more motivated individual, and learn to be a better learner. These goals reflect the level two self-assessors clearly. All of the goals that I have listed above are completely achievable. These goals, however, are achievable with the help of others. I was expecting others to teach me what I wanted to achieve so that I could accomplish my goals. Coming up with these goals was also very difficult for me. I feel as though I was trying to think of the answers that were “correct” according to my instructor. I realize now that I have to please myself before attempting to please others.

Although these practical goals are still in fact goals that I have set for myself, I realize that I now think on a much broader spectrum. I can see that those goals were in some sort very juvenile. I stated the obvious of what I would like to physically achieve focusing on this course. Three goals that I now find to be more appropriate and can hold for myself are that I plan to recognize my self-growth, learn to assess myself and accept assessments from others, and understand that failure is often necessary for success. In just this short amount of time I have made such drastic improvements in understanding life with more meaning and understanding myself.

Proof of someone that has experienced self-growth is that they continuously update their goals. Putting my thoughts down on paper four days ago and reviewing them today made me realize that I do not view those as goals for self-growth any more. If in just four short days I could recognize what goals are more valuable than others and prioritize them, there is a great possibility that I will have completely different objectives in a few years. I may have to overcome trials and tribulations and change my goals multiple times. Barriers are inevitable and vital to learn from. I will have to adjust my plans for the future accordingly, but also know that working around things will not affect my ability to reach my goals. Self-growth goes much deeper than what lies on the surface.

Great self-assessors examine all possible solutions and choose one that they believe will result in the best outcome of performance criteria. I understand that it is essential for a self-grower to know what is expected of me, know my areas of improvement, and know how to improve those areas. The fact that one of

my goals is to learn how to assess myself and accept assessments from others proves that I am willing to find my areas of improvement and work on them. Being able to assess myself instead of evaluate my wronging's shows that I have made a significant jump from a level two directed individual to a level five self-grower. This camp has taught me to look at my areas for improvement as helpful tools.

One more key component to becoming a self-grower is believing in yourself. As a self-grower, you should never have to compromise your beliefs and values to accomplish your goals. I have learned to value failure rather than shoving it under the rug. If you lived your entire life without failures, you would learn nothing. I believe that some type of failure is inevitable, but necessary. By attending this camp I have learned to love myself endlessly and always believe in myself. I established this characteristic by creating "understanding failure is often necessary for success" as one of my improved goals. Although I have failed --and most likely will many more times in my life-- I know that if I apply myself in the ways that I have learned throughout this camp, I am able to become successful and achieve anything that I put my mind to.

Notes

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

Syllabus

Achieving Academic Success Information Package

Term:	April 27 th - May 1 st	Office Location:	Virtual
Course Number:	ED 180	E-mail Address:	dan@pcrest.com
Credits:	1 credit	Phone Number:	(630) 853-7535
Instructor:	Dr. Daniel K. Apple	Contact Hours:	6:30 am to 11:00 pm

Course Vision

This course is about you becoming the person you want to be, developing the learning skills you will need for being successful in college and in life, and developing the mindset and abilities that make self-growth possible. We want you to discover that you can become a star in all aspects of your life and make the next year of your academic life the most successful you've ever had.

Course Description

This course is designed to help you to learn *how* to learn and launch you on the path of self-growth. This opportunity is designed to help you say "YES!" to your own success, showing you how to achieve greater success in college and in life. You may never again have an opportunity like this to improve the quality of your life; please make the most of it!

Learning Outcomes:

In this course, you will learn how to...

1. **Take charge of your life.** You'll learn how to make wiser choices, thus gaining greater control over the results you achieve in college and in the rest of your life.
2. **Increase self-motivation.** You'll learn how to create the inner motivation necessary to keep going when you run into life's inevitable challenges.
3. **Improve self-management.** You'll learn proven strategies for creating positive outcomes in your life, outcomes that will move you effectively and efficiently toward the accomplishment of your life goals and vision.
4. **Develop mutually supportive relationships.** You'll learn how to develop meaningful relationships with people who will support you in achieving your life vision and academic goals while you assist them to achieve theirs.
5. **Create powerful new behaviors and beliefs.** You'll learn how to identify and change self-defeating habits and limiting beliefs that are keeping you from fulfilling your unlimited potential.
6. **Maximize your learning.** You'll learn powerful strategies that will enable you to achieve better grades in college, to become an effective life-long learner, and to develop your unlimited potential as a learner.
7. **Develop greater emotional maturity.** You'll learn effective techniques for effectively managing your emotional life and increasing your sense of inner peace, joy and happiness.
8. **Raise your self-esteem.** You'll learn how to develop greater self-acceptance, self-confidence, self-respect, self-love, and unconditional self-worth.
9. **Write more effectively.** You'll learn how to improve your writing skills through the extensive practice offered by your guided journal entries.
10. **Improve creative and critical thinking skills.** You'll learn how to enhance the thinking skills that are essential for analyzing and solving problems in your academic, professional, and personal lives.

Required Institute Supplies:

Textbooks: *Learning to Learn: Becoming a Self-Grower*
Math and Graphing Skills
Student Success Toolbox

Grading System/Levels of Performance

Star Performer	6,000 points + (Includes a letter of recommendation)
Honor Student	5,000 points + ("A" Grade)
College Student	4000 points ("B" Grade)
Competent Student	3,000 points ("C" Grade)

Opportunities or Work Products	Potential Points
In Class Activities (30 activities @ 35 points each)	1050
Life Vision Portfolio (25 - 30 pages)	1,000
Learning Journal for <i>Learning to Learn: Becoming a Self-Grower</i> Exploration Questions & Critical Thinking Questions (15 sets; 25 pts. and 45 pts. ea)	1,050
Assessment and Reflection forms (30 entries @ 25 pts each)	750
Self-growth paper (4 pages)	500
Success Plan Portfolio	1,000
<i>Math and Graphing Skills</i>	1,000
Competitions	500
Total	6,800

Opportunities for Earning Points

Product	Potential Points	Due Date (if applicable)				
1. Participation	1,050 pts					
Classroom experience is critical for your success in college and is modeled in this course. Every in-class activity provides the opportunity to earn 35 points with some bonus points available at times. There will be more than 30 in-class activities. Keep your scorecard up to date to keep track of the points you have accumulated.						
2. Life Vision Portfolio	25 pages = 1,000 pts	Friday 8:30 am				
The Portfolio should be approximately 30 typed pages (20% of the 1,000 points is given for it being typed). The portfolio should be structured with a high degree of flow. Here are the criteria on which your portfolio will be evaluated:						
1	2	3	4	5	6	7
Openness	Realistic/Honest	Completeness	Thoughtfulness	Objectivity	Degree of Passion	Overall Presentation

3. Reflection and Self-Assessment (<i>Student Success Toolbox</i> , including supplemental forms; see below)	30 entries = 750 pts Extra Forms 10 pts ea	Thursday 5:00 pm
<div>3 performance analysis worksheets</div> <div>Self-growth goals</div> <div>Concept Map</div> <div>3 reading logs</div> <div>Elevating My Knowledge Worksheet</div> <div>Learning and then Moving on worksheet</div> <div>5 SII - self-assessments</div> <div>Major Requirements Worksheet</div> <div>Recorder Report</div> <div>Reflector's Report</div> <div>Learning Journal & Meta-cognition Exploration</div> <div>Mentoring Planning Worksheet</div> <div>My Past: Strengths and Opportunities Worksheet</div> <div>Personal Development Worksheet</div> <div>Preparation Methodology Worksheet</div> <div>1 learner contract</div> <div>Problem Solving Methodology Worksheet</div> <div>Reaction Conclusion Report</div> <div>Reaction Report Worksheet</div> <div>2 SII Reading Log Assessment Worksheet</div> <div>2 SII Team Assessment Worksheet</div>		
4. Self-Growth Paper	4 pages = 500 pts	
<p>Identify 4 key areas of personal growth: Use the Profile of the Quality Learner, personal growth goals or Classification of Learning Skills (all of which you will encounter and use within this course) to help you identify the areas of your greatest growth. Your reflection and self-assessments should be used as a resource to help you identify and track your growth. The first page of your self-growth paper should set the context: where your personal and team goals provided opportunities for growth. Use a page for each area of growth: identify with evidence that growth has occurred and the means you used during the course to produce that growth. The last page should be used to step back and share what you have learned about producing or encouraging self-growth.</p> <p>Here are the criteria on which your Self-Growth Paper will be evaluated:</p> <div><div>minimum of 4 pages</div><div>completeness (all components included)</div><div>specificity of evidence presented</div><div>commitment to self-growth</div><div>level of thought</div><div>quality of writing</div><div>ability to assess performance</div><div>level of effort throughout the process</div><div>demonstrates personal accountability</div></div>		
5. Success Plan Portfolio	1,000 pts	Friday 8:30 am
<p>Your Success Plan Portfolio should include the following:</p> <div>Assessment and analysis of the past performances to clarify reasons for failure (growth goals)</div> <div>Specific analysis of the performances that failed to meet expectations (tests, papers, projects, etc)</div> <div>Detail specific plans for correction in each area of failure when repeating the same course</div> <div>Produce a learning kit of at least 10 new tools, strategies, techniques that will improve your performance as a learner</div> <div>Format: Title of the learning tool, a description paragraph detailing the tool, additional paragraph describing how to put it to use, what problem will it solve and why, and finally how you will guarantee that it will work.</div>		
6. Learning Journal: <i>Learning to Learn: Becoming a Self-Grower</i>	1,050 pts Exploratory & Critical Thinking Questions (15 sets)	Thursday 5:00 pm
<div>Each set of Exploration Questions is worth 25 points based upon thoughtfulness, preparedness, and use of the discovery activity.</div> <div>Each set of Critical Thinking Questions is worth 45 points based upon demonstrating your understanding and clarifying your meaning with supporting evidence</div> <div>Supporting forms are included in the reflections/assessment work product</div>		

Student Responsibilities

1. **You are committed to being successful in college and in life.** This means you're absolutely sure that you want a high quality of life, and you're not only *willing* to grow, you *want* to grow
2. **You are willing to do whatever is necessary.** For this course, this means attending every activity, completing all the assignments to the best of your ability, participating in every activity, spending quality study time at night...and never, never, never, never giving up!
3. **You are coachable.** This means that you're willing to take assessment feedback from your teachers and mentors. You're willing to experiment with new behaviors and beliefs.
4. **Team Player and Community Member.** Be a positive contributor to the community of learners, increasing the learning of the group of which you are a part.
5. **Willing to be Accountable and Responsible.** Accept accountability for the timely completion of all course work products. This includes coming to class fully prepared, with all homework and assignments completed by the day or time identified in the Course Schedule.
6. **Be an Engaged Learner.** Emotionally engage in the challenge of personal growth and the necessary effort for continuous improvement in yourself and in the course.
7. **Meet Deadlines.** Work products must be completed with the level of quality required and at the time identified.

Faculty/Facilitator Responsibilities

- Provide guidance and mentoring to each participant in order to improving selected learning skills.
- Model the use of all tools and techniques at the same or higher level of quality expected of students.
- Provide in-depth consulting and mentoring during the course.
- Provide assistance in locating additional resources that align with personal and team goals.
- On request, demonstrate classroom techniques in real time (advance notice should be given when possible).

Methodology (Course Culture and Processes)

The course models a student-centered, active learning environment. This requires the learner to take ownership of his or her own learning and requires the facilitator to create opportunities for learners to demonstrate that ownership. As such, the facilitator will be continually providing challenges to improve learner performance. Key processes are not just “covered” but extensively used and modeled throughout the course. These processes include various forms of assessment (self-assessment, peer assessment, structured reflections, instructor assessment, mid-term assessment, etc.), facilitation, and problem solving.

Language development is critical and participants will be expected to be familiar with the operational definitions given in the course glossary. Pre-class readings and activities correlate with learning activities scheduled for each class meeting of the course. Participants should be prepared to use these resources effectively during in-class exercises. There will be numerous time-pressured learning situations. There will also be cooperative learning activities that require participants to perform in front of team members and course colleagues. Special times will be set aside for teams of students to role-play, articulate understanding to one another, and collaborate to solve problems.

Communication and documentation, both on- and off-line are critical, as these form the basis for course work products.

Academic Honesty and Integrity

The principles of intellectual honesty and integrity are central to the mission of Grand Valley State University. All participants in this course are expected to demonstrate the highest degree of integrity in their work and interactions with others. We will do an activity on academic and you can find further information in the Grand Valley Student Handbook.

Agenda

Date-Time	Activity	Instructor	Location	Prep. Assgt
Sunday 4/26/15				
3:00 - 5:00	Optional Faculty Orientation and Preparation	Dan Apple	Kliener	
5:00 - 6:00	Handout of materials for students who haven't picked up	Dan Apple	Kliener	
6:00 - 7:00	Orientation - Expectations and Sunday Homework	Dan Apple	Kliener	
7-00 - 10:00	Coaching - Helping Students Prepare for Monday	Dan Apple	Kliener	
Monday 4/27/15				
7:30-7:45	Student Breakfast & Coaches Meeting			
8:00-8:30	Team Building	coaches	Kliener	
8:30-9:20	Analyzing the Course Syllabus - SSTB	Gabe Pena	Kliener	
9:20- 10:10	Reading Performance - Repeated Reading Quizzes	Dan Apple	Kliener	Chapter 1
10:10-10:20	Break		Kliener	
10:20-11:10	CH 1 Activity - Performance Analysis - Honor Student	Jeremiah Cataldo	Kliener	Chapter 1
11:10-12:00	Ch 1 - My Learning and Growth: Performance Analysis of 2014/2015	Regina Smith	Kliener	Chapter 1
12:00-12:45	Lunch		Kliener	
12:45-1:15	Pictionary	Student Mentors	Kliener	
1:15-2:05	Using A Reading Log - Experience 4 preparation	Justin Pettibone	Kliener	Chapter 4
2:05-2:55	Ch 2 Activity - Learning to Learn - LPM	Dan Apple	Kliener	Chapter 2
2:55-3:05	Break		Kliener	
3:05-3:55	Math and Graphing Skills	Dan Apple	Kliener	
3:55-4:45	Student Success Toolbox - Reflective Practices	Frank Sylvester	Kliener	whole book
4:45 - 5:00	Team Time	Coaches/Assistant Coaches	Kliener	
5:00 -6:00	Dinner		Kliener	
	Faculty Assessment	Wendy Werner	Kliener	
	Student Council (30 mins)	Dan Apple	Kliener	
6:00 - 6:30	Recreation/Wellness Center	Recreation Staff	Kliener	
6:30 -7:30	Preparation for Experience 3 - in pairs	Dan Apple	Kliener	Chapter 3
7:30 - 8:30	My Past: Strengths and Opportunities Worksheet	Dan Apple	Kliener	Chapter 3
8:30 - 9:00	Self-assessment Day 1	Dan Apple	Kliener	
9:00 - 11:00	Homework: Preparation for Experience 4 - 6 Life Vision Portfolio Chapter 1 - 4 (approx 4 hours)			
Tues 4/28/15				
7:30-7:45	Students Breakfast & Coaches Meeting			
8:00-8:30	Team Time	Coaches	Kliener	
8:30-9:20	Ch 4 Activity - self-assessment	Cheryl Dunn	Kliener	Chapter 4
9:20- 10:10	Ch 3 Activity - Learning and Moving on	Wendy Werner	Kliener	Chapter 3
10:10-10:20	Break		Kliener	
10:20-11:10	Interview the Faculty - Chapter 7 pre-activity	Sherril Soman	Kliener	Chapter 7pre
11:10-12:00	Ch 5 Activity - Time Management	Mark Wiliams	Kliener	Chapter 5
12:00-12:45	Lunch		Kliener	

Date-Time	Activity	Instructor	Location	Prep. Assgt
12:45-1:15	Charades	Student Mentors	Kliener	
1:15-2:05	Math and Graphing Skills	Dan Apple	Kliener	
2:05-2:55	Ch 6 Activity - Methodologies - PSM	Dennis Malaret	Kliener	Chapter 6
2:55-3:05	Break		Kliener	
3:05-3:55	Solving the Problem of why you failed - pairs	Dan Apple	Kliener	Chapter 6
3:55-4:45	Ch 10 Activity - Reading for Learning	Joel Wendland	Kliener	
4:45 - 5:00	Learning Community Time	coaches	Kliener	
5:00 -6:00	Dinner		Kliener	
	Student Council (30 mins)	Dan Apple	Kliener	
	Faculty Assessment	Wendy Werner	Kliener	
6:00 - 6:30	Recreation/Volley Ball		Kliener	
6:30 -7:30	Developing a Performance Solution for this course	Dan Apple	Kliener	Chapter 6
7:30 - 8:30	Developing a Performance Solution for a retake course	Dan Apple	Kliener	
8:30 - 9:00	Homework: Preparation Plan	Dan Apple		
9:00 - 11:00	Homework Preparation for Exp 8 - 12 LVP - Exp 5 - 8			
Wed 4/29/15				
7:30-7:45	Student Breakfast & Coaches Meeting			
8:00-8:30	Team Time	coaches	Kliener	
8:30-9:20	Ch 8 Activity - Performing While Being Evaluated	Jennifer Jameslyn	Kliener	Chapter 8
9:20- 10:10	Ch 9 Activity - Performing in Teams	Medar Serrata	Kliener	Chapter 9
10:10-10:20	Break		Kliener	
10:20-11:10	S1 Activity - Wellness	Rebeca Castellanos	Kliener	Chapter 10
11:10-12:00	Math and Graphing Skills	Dan Apple	Kliener	Chapter 7
12:00-12:45	Lunch		Kliener	
12:45-1:15	Pictionary	Student Mentors	Kliener	
1:15-2:05	Ch 11 Activity - Meta-cognition	John Bruni	Kliener	Chapter 11
2:05-2:55	Presenting Recovery plan for peer-assessment	F4	Kliener	Chapter 6
2:55-3:05	Break		Kliener	
3:05-3:55	Ch 12 Activity - Leveraging Failure	Janet Vigna	Kliener	Chapter 12
3:55 - 4:45	Interview the Faculty - Chapter 12 pre-activity interview form	Ayana Weekly	Kliener	Chapter 12
4:45 - 5:00	Team Time	coaches	Kliener	
5:00 -6:00	Dinner		Kliener	
	Student Council (30 mins)	Dan Apple	Kliener	
	Faculty Assessment	Wendy Werner	Kliener	
6:00 - 6:30	Recreation\TBA		Kliener	Chapter 11
6:30 -7:30	Learning to Learn Math	Dan Apple	Kliener	
7:30 - 8:30	Review and Strengthen the L2L Activities Book	Dan Apple	Kliener	
8:30 - 9:00	Plan to finish LVP package	Dan Apple	Kliener	
9:00 - 11:00	Preparation for L2L experiences 13-15 LVP 8 - 12		Kliener	

Date-Time	Activity	Instructor	Location	Prep. Assgt
Thur 4/30/15				
7:30-7:45	Student Breakfast & Coaches Meeting			
8:00-8:30	Team Time	coaches	Kliener	
8:30-9:20	Ch 13 Activity - Choosing Mentors	Jamar Ragland	Kliener	Chapter 13
9:20- 10:10	Ch 14 Activity - Turning Evaluation into Assessment	Heather Gulgin	Kliener	Chapter 14
10:10-10:20	Break		Kliener	
10:20-11:10	Counseling Appointment (Advising)	Counselors	Kliener	
11:10-12:00	Ch 15 Activity - Intrinsic Motivation	V'Lecea Hunter	Kliener	Chapter 15
12:00-12:45	Lunch		Kliener	
12:45-1:15	Learning Practices Inventory	Student Mentors	Kliener	
1:15-2:05	Math and Graphing Skills	Dan Apple	Kliener	
2:05-2:55	What is Self-growth - Paper	Dan Apple	Kliener	
2:55-3:05	Break		Kliener	
3:05-4:05	Financial Aid - Appeal for Title IV re-instatement	Financial Aid	Kliener	
4:05 - 4:45	Final Preparation for L2L Activities Book & SSTB	Haiying Kong	Kliener	
4:45-5:00	Team Time - Turn in L2L Books	Coaches/Assistant Coaches	Kliener	
5:00 -6:00	Dinner		Kliener	
	Student Council (30mins)	Dan Apple	Kliener	
	Faculty Assessment	Wendy Werner	Kliener	
6:00 - 11:00	Labs Open Help available - on LVP & Recovery Plan		Kliener	
Fri 5/1/15				
7:00-7:45	Student Breakfast & Coaches Meeting			
8:00-8:30	Team Time in Communities - Turn in LVP & Recovery Plans & Art	Coach/Assistant Coach		
8:30-9:30	Writing Contest - Self-growth Papers			
9:30-10:30	Math Competition			
10:30-11:30	Problem Solving Contest			
11:30 - 12:00	Lunch			
12:00-1:30	Speech Contest - 2 sessions 2 min			
1:30-2:30	Talent show			
2:30-3:00	Open Mike			
3:00-3:45	Awards Ceremony			

Notes

PROFILE OF A QUALITY COLLEGIATE LEARNER

<i>A quality collegiate learner is, does, or has the following...</i>	
Adaptive	Changes and evolves to positively respond to new contexts and information
Asks for Help	Perseveres through difficult tasks, making good decisions about when to seek help
Assertive	Proactively contributes to a community and a team to add value and not be marginalized
Collaborative	Partners with others, performs roles effectively, asks for help when it is needed, and supplies assistance to others
Committed to Success	Does all that is necessary to reach the milestones towards stated goals
Communicates	Effective in interactive conversation in informal and formal settings, including articulating new ideas
Connected	Has many friends, communities, and activities that influence growth and development of self and others
Curious	Constantly seeks new knowledge in multiple forms and from many disciplines by asking questions triggered by genuine interest
Engaged	Brings 100% of energy and involvement to each learning activity every day
Focused	Applies all mental efforts to the tasks at hand and filters out all distractions
Generalizes	Takes time to explore multiple contexts to be able to transfer knowledge
Leverage Failures	Realizes the growth potential coming from each failure by using action plans
Life Vision	Evolves a vision for life based upon an analysis of past, present, and future that includes life goals, and a well-constructed plan for achieving them
Listens Actively	Takes on the perspective of the speaker, extracts the essence of the message, records critical information, and uses perception-checking to ensure accurate understanding
Makes Decisions	Sizes up a situation's circumstances and context, review a set of choices and their consequences, then selects or acts decisively
Manages Frustration	Puts things into perspective so current context doesn't overwhelm current performance
Manages Time	Allocates time for the most important tasks and then effectively uses that time
Master Learner	Uses the Learning Process Methodology to construct transferable knowledge through thinking critically and generalizing
Methodical	Uses models of process knowledge to analyze, understand, assess, and improve knowledge
Open-Minded	Receptive to diverse views, perspectives, and paradigm-shaking ideas; suspends judgment
Organized	Knows when, where, and what needs to be done in a timely and systematic way
Owens Learning	Takes full responsibility before, during, and after each learning experience for constructing the expected knowledge
Persists	Uses failure as a frequent and productive road and goad to success
Plans	Before acting, stops and determines effective action before doing the work
Positive	Energetic, passionate, and invested in life by seeing the value, opportunity, and beauty in each new situation and person

<i>A quality collegiate learner is, does, or has the following...</i>	
Prepared	Understands expectations, has a plan for learning, has completed all preparatory work
Prioritizes	Effectively balances life by putting first things first while taking care of one's self
Productive	Works diligently, using parallel processing to increase work produced per hour of time
Professional	Interacts easily with other professionals by being both helpful and dependable
Reads	Processes all forms of informational resources, attends to relevance, and produces understanding and meaning through thoughtful inquiry
Reflects	Takes time to produce higher level of learning, understanding of self, and reasons behind actions and decisions
Responsible	Is conscientious and can be counted on to produce quality work, honestly, so that it exceeds expectations
Seeks Diversity	Understands and appreciates the values, differences, and perspectives of others
Self-Assesses	Sets criteria for each performance, makes key observations, reflects on and analyzes these observations and makes improvements without being prompted by others
Self-Aware	Understands the implications of one's own behaviors on others and adapts appropriately
Self-Challenging	Push themselves outside their comfort zone, increasing failure & growth opportunities
Self-Confident	Approaches each new task with self-assurance that new challenges can be met
Self-Disciplined	Has self-control to do what is important even when there are more enjoyable options
Self-Efficacious	Has a strong belief in who they are, who they can become, and their ability to be successful in what they attempt
Self-Grower	Wants to grow from every experience and therefore sets growth goals, self-challenges, self-assesses, and self-mentors
Self-Motivated	Has passion and desire to explore information, concepts, & challenges in areas of interest
Self-Starter	Takes the initiative to begin each new experience quickly, with a plan to maximize the opportunities and learning
Sets Goals	Sets clear goals and supporting objectives, maintains a constant focus on producing results aligned with the goals
Solves Problems	Identifies and defines problems with key issues and assumptions and produces validated solutions that are generalizable
Speaks Publicly	Prepares a clear, meaningful, and appropriate message, articulated with impact
Takes Risks	Publicly attempts things that have a great potential impact but where outcomes are not known and failure is very possible
Team Catalyst	Brings a positive attitude, supports, helps, and congratulates others, fills in gaps in a cohesive manner, and is empathetic when others are having difficulties with their performances or personal lives
Thinks Critically	Asks critical questions, analyzes information, and synthesizes meaning to elevate understanding and clarity
Validates	Affirms their own understanding and growth with certainty
Writes	Consistently uses writing to clarify and document ideas, plans, thoughts, and learning

Analytic Rubric of a Collegiate Learner (across 50 dimensions of performance)

Name: _____ Date: _____

50 to 250 pts possible

Scoring Timepoint: ☐ initial ☐ in-process ☐ final **Point Total:** _____

Behavior and Profile	Survival Learners 1	Need-Based Learners 2	Contained Learners 3	Professional Learners 4	Pioneer Learners 5
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ACADEMIC BEHAVIORS

(5 to 25 points) **total for section:** _____

Engaged <i>Level of energy and involvement</i>	Less than 20% <input type="checkbox"/>	20 to 40% <input type="checkbox"/>	40 to 60% <input type="checkbox"/>	60 to 80% <input type="checkbox"/>	80 to 100% <input type="checkbox"/>
Focused <i>Time on task</i>	10 to 20% <input type="checkbox"/>	20 to 40% <input type="checkbox"/>	40 to 60% <input type="checkbox"/>	60 to 80% <input type="checkbox"/>	80 to 100% <input type="checkbox"/>
Prepared <i>How ready for a challenge are they?</i>	Wings it <input type="checkbox"/>	Awareness of requirements <input type="checkbox"/>	Half of requirements ready <input type="checkbox"/>	Able to meet requirements <input type="checkbox"/>	Confident due to thoughtful practice <input type="checkbox"/>
Organized <i>Has the resources, information, and plan in place</i>	Everything is scattered <input type="checkbox"/>	Essential elements available <input type="checkbox"/>	Main elements in place <input type="checkbox"/>	Can access what is needed in a timely manner <input type="checkbox"/>	On top of it with a well-functioning system <input type="checkbox"/>
Active Listeners <i>Assumes speaker's perspective, extracts essence of message, records critical information, and checks perception to help accurately understand the message</i>	Hear what they want to hear when listening <input type="checkbox"/>	Can restate half of what was said <input type="checkbox"/>	Highlight two or three main points that were presented in the message <input type="checkbox"/>	Can demonstrate understanding by rephrasing main points <input type="checkbox"/>	Can rephrase messages with even greater clarity than the original speaker <input type="checkbox"/>

LEARNING STRATEGIES

(7 to 35 points) **total for section:** _____

Goal-Oriented <i>Making and updating daily, monthly, and annual goals that are aligned with life plans</i>	Aimless <input type="checkbox"/>	Ask for "To-Do" lists <input type="checkbox"/>	Produce to do lists on a regular basis <input type="checkbox"/>	Strong annual plan with each year the best yet <input type="checkbox"/>	Each action/activity is done thoughtfully <input type="checkbox"/>
Demonstrates Learner Ownership <i>Takes full responsibility before, during, and after each learning experience for constructing the expected knowledge</i>	Do what the teacher tells them to do independent of what they want to learn <input type="checkbox"/>	Realize that learning is more than memorization and requires the learner to do critical thinking <input type="checkbox"/>	Prepare for learning, add their own goals, asking, "Why?" and applying learning to personal situations <input type="checkbox"/>	Read for learning, seeks full understanding and generalizes for future use <input type="checkbox"/>	Learn for themselves by setting own learning goals and expectations <input type="checkbox"/>
Generalizes Knowledge <i>Takes time to explore multiple contexts to be able to transfer knowledge to any context</i>	Only uses knowledge in the specific context for which they were trained <input type="checkbox"/>	Apply knowledge in only very familiar situations <input type="checkbox"/>	Apply knowledge to similar situations <input type="checkbox"/>	Transfer knowledge to many different situations <input type="checkbox"/>	Easily transfer knowledge to all possible contexts <input type="checkbox"/>

Behavior and Profile	1 Survival Learners	2 Need-Based Learners	3 Contained Learners	4 Professional Learners	5 Pioneer Learners
Uses Methodologies <i>Use of models of process knowledge to analyze, understand, assess, and improve process knowledge</i>	Have no model of a process that can be articulated <input type="checkbox"/>	Aware of walking through the steps of the methodology <input type="checkbox"/>	See the results of previous steps in performing the current step <input type="checkbox"/>	Revisit steps to increase quality when later steps require it <input type="checkbox"/>	Have internalized fluidity of these steps and are assessing them during use <input type="checkbox"/>
Validates <i>affirms their own understanding and growth with certainty</i>	Wait for the test to find out how much understanding they have <input type="checkbox"/>	Ask the teacher for affirmation if they "got it" <input type="checkbox"/>	Look for means to determine level of understanding <input type="checkbox"/>	Use the teaching of others to determine the level of understanding <input type="checkbox"/>	Know that they know and when they don't know figure, that out too <input type="checkbox"/>
Self-Aware <i>Understanding the implications of their behaviors and actions on others and adapting appropriately for each changing situation</i>	Do without being aware of how and why they are doing what they are doing <input type="checkbox"/>	With coaching, can respond to questions about what and how they are performing <input type="checkbox"/>	Can identify a few critical reasons for their actions and a 2 – 3 of key aspects of the performance <input type="checkbox"/>	Use reflection and assessment tools to increase awareness of the why and how of a life performance <input type="checkbox"/>	Can mentor others because of being completely aware of how and why they do something <input type="checkbox"/>
Productive <i>Use of parallel processing to increase work produced per hour of time</i>	Begins working only after feeling guilty and feeling watched <input type="checkbox"/>	Work on things occasionally to get some things done <input type="checkbox"/>	Will apply themselves when time is has been allocated <input type="checkbox"/>	Use check lists to keep busy getting things done when time is available <input type="checkbox"/>	Make use of every minute of spare time to get more work done <input type="checkbox"/>

PERSEVERENCE

(9 to 45 points)

total for section:

Manages Frustration/Copes <i>Ability to put things in perspective when undergoing challenging times</i>	Complain constantly <input type="checkbox"/>	Prefer to have others shelter him/her <input type="checkbox"/>	Take timely cool-down breaks <input type="checkbox"/>	Use breaks to rethink situation <input type="checkbox"/>	Calm and cool under pressure (think James Bond) <input type="checkbox"/>
Manages Time <i>Ability to ensure efficient completion of tasks</i>	Procrastinate, work off task <input type="checkbox"/>	Insufficient time on task, ask for extension <input type="checkbox"/>	Work on task, but allows distractions <input type="checkbox"/>	Effective triage <input type="checkbox"/>	Meet deadlines with sufficient time for feedback <input type="checkbox"/>
Prioritizes <i>Putting first things first</i>	Do the really easy things <input type="checkbox"/>	Do what others tell them to do <input type="checkbox"/>	Do what they know they will succeed at <input type="checkbox"/>	Avoid only what is truly hated <input type="checkbox"/>	Tackle the important / difficult task now <input type="checkbox"/>
Disciplined <i>Doing what needs to be done on time without being distracted</i>	Constantly diverted by more exciting things <input type="checkbox"/>	Get the critical things done, eventually <input type="checkbox"/>	Get the critical things done on time <input type="checkbox"/>	Get most things done when scheduled <input type="checkbox"/>	Always gets things done with time to spare <input type="checkbox"/>
Adaptive <i>Changing self to perform as expected</i>	Stubborn and refuse to change most things <input type="checkbox"/>	Change a few things that don't require too much effort <input type="checkbox"/>	Change key behaviors when prompted <input type="checkbox"/>	Try to change things that help performance even when difficult <input type="checkbox"/>	Size up the situation and will do what the situation requires <input type="checkbox"/>

Behavior and Profile	1 Survival Learners	2 Need-Based Learners	3 Contained Learners	4 Professional Learners	5 Pioneer Learners
Asks for Help <i>Seeks appropriate assistance when in trouble</i>	Do not ask for help or waits till the last minute <input type="checkbox"/>	May ask for help when overwhelmed <input type="checkbox"/>	Anticipate potential obstacles and asks for advance assistance <input type="checkbox"/>	Research potential answers before seeking assistance <input type="checkbox"/>	Research done, seek help from appropriate sources in a timely manner <input type="checkbox"/>
Takes Risks <i>Willingness to try something publicly not knowing its outcome</i>	Refuse <input type="checkbox"/>	Reluctant <input type="checkbox"/>	Only when pushed <input type="checkbox"/>	When asked <input type="checkbox"/>	Seek Opportunities <input type="checkbox"/>
Persists <i>Leaves no stone unturned in meeting the target outcome</i>	Fail after first major challenge <input type="checkbox"/>	Stays with task until highly challenged <input type="checkbox"/>	Keep going until all perceived alternatives are exhausted <input type="checkbox"/>	Will reprioritize and make compromises to meet target <input type="checkbox"/>	Pull out all the stops to meet obligations <input type="checkbox"/>
Leverages Failures <i>Maximizing the growth opportunity from each and every failure</i>	Hide oneself from all stakeholders <input type="checkbox"/>	The highest priority is ensuring that blame falls other than on one's self <input type="checkbox"/>	More willing to venture again <input type="checkbox"/>	Produce tangible growth from most failures <input type="checkbox"/>	Produce measurable growth from each failure <input type="checkbox"/>

POSITIVE BEHAVIORS

(5 to 25 points)

total for section:

Positive <i>Brings a nice attitude to a new situation</i>	Relentlessly negative, upsetting and discouraging others <input type="checkbox"/>	Looks for levity in a situation by using sarcasm or insults <input type="checkbox"/>	Focus on future productivity and not past failures <input type="checkbox"/>	Excited and anticipation about possibilities <input type="checkbox"/>	Energizes everyone in the team & community <input type="checkbox"/>
Open <i>Consider new ideas, perspectives, cultures, and paradigms without filtering</i>	Only when it fits current views <input type="checkbox"/>	Consider input from trusted sources <input type="checkbox"/>	Will mull over writings by known experts <input type="checkbox"/>	Embrace much of what is available except when it means deep change <input type="checkbox"/>	Will incorporate any and every valuable contribution <input type="checkbox"/>
Committed to Succeeding <i>Doing what is needed to exceed everyone's expectations</i>	Excited for a quick win <input type="checkbox"/>	Starts confident but, fails when going gets tough <input type="checkbox"/>	Cherry picks the easy tasks <input type="checkbox"/>	Hardly ever lets anyone down <input type="checkbox"/>	Won't disappoint self and others <input type="checkbox"/>
Self-Challenging <i>Pushes outside their comfort zone, increasing failure and growth opportunities</i>	Almost never <input type="checkbox"/>	When required to and there's no other option <input type="checkbox"/>	When challenged <input type="checkbox"/>	When supported or encouraged <input type="checkbox"/>	With every opportunity <input type="checkbox"/>
Self-Starter <i>Initiates personal action based upon clarifying expectations</i>	Wait for direction <input type="checkbox"/>	Once told will act in order to meet requirements <input type="checkbox"/>	Initiate action on past successes <input type="checkbox"/>	Will initiate action if strongly supported <input type="checkbox"/>	Validate target with immediate response <input type="checkbox"/>

Behavior and Profile	1 Survival Learners	2 Need-Based Learners	3 Contained Learners	4 Professional Learners	5 Pioneer Learners
<div> <div>USING KEY PROCESSES</div> <div>(8 to 40 points)</div> <div>total for section:</div> </div>					
Self-Assessor <i>Consistently uses performance criteria & analysis of past performances to assess (identify strengths, areas for improvement, and insights: SI) for future performances</i>	Only self-evaluate and so require and rely upon external affirmation <input type="checkbox"/>	Assess performances when required with strong self-evaluation and a deep need for affirmation <input type="checkbox"/>	Occasionally assess performances but still want external affirmation often <input type="checkbox"/>	Self-prompts to assess key performances and only occasionally needs to be affirmed <input type="checkbox"/>	Consistently and effectively assesses performances without judgment, self-affirms by improving <input type="checkbox"/>
Critical Thinker <i>Asks and answers the critical question appropriate for producing the most meaning and understanding at that point in time in performance</i>	Wait for questions and tend to regurgitates information <input type="checkbox"/>	Try to explain understanding when answering questions and will try to formulate questions with help <input type="checkbox"/>	Produce obvious questions for clarification and tries to answer with current understanding <input type="checkbox"/>	Begin to formulate questions in areas of confusion to produce clarity <input type="checkbox"/>	Constantly seek out the essential questions to clarify what is going on and what needs to be understood <input type="checkbox"/>
Problem Solver <i>Identifies, defines, and clarifies issues and assumptions of problems before breaking them down, modeling, integrating and validating a solution</i>	Ask for others to solve problems for them <input type="checkbox"/>	Desire a clearer picture of the issues and want results that address the issues with help from others <input type="checkbox"/>	Address alternatives based upon clarification of the problem, feeling ok about choices made and solution determined <input type="checkbox"/>	Think through the problem before solving and review solution before implementing <input type="checkbox"/>	Are nearly always disciplined in using steps to find a solution that is usually effective <input type="checkbox"/>
Reflector <i>Pick critical moments to take time to step back and figure out what just happened, why you did what you did, or what you have learned</i>	Experience life moment-to-moment without seeing longer term or over arching meaning <input type="checkbox"/>	Can be prompted by others to step back and start analyzing what was going on and will accept suggestions <input type="checkbox"/>	When control is sought, will reflect to find out what learning can produce what desired changes <input type="checkbox"/>	See some opportunities to figure things out and will take the time to understand self and actions <input type="checkbox"/>	Uses reflection productively to be on top of situations, gain personal understanding and maximize learning <input type="checkbox"/>
Master Learner <i>Uses the Learning Process Methodology, information, models, & critical thinking to generalize and transfer knowledge, producing understanding at the level of problem solving</i>	Memorize and restate information to others <input type="checkbox"/>	Want to be able to use this knowledge in context and want examples of how to do so <input type="checkbox"/>	Seek understanding on the basis of curiosity and look for examples of knowledge used in context <input type="checkbox"/>	Wants to use prior knowledge with models and CT to produce strong understanding leading to focus on generalization <input type="checkbox"/>	Can construct quality level four knowledge through inquiry, use of models, contextualization and generalization <input type="checkbox"/>
Decision Maker <i>Realizes that every situation has a set of circumstances and context, and that each choice has its consequences</i>	Seem unaware that consequences are linked to choices <input type="checkbox"/>	Ask others for recommendations and react emotionally some alternatives <input type="checkbox"/>	Clarify the current context and some of the context to find a set of choices <input type="checkbox"/>	Identify a set of choices that are appropriate for the context & seeks the best choice <input type="checkbox"/>	Consistently makes the choices that improve lives and situations <input type="checkbox"/>
Writer <i>Uses writing to think, clarify and document</i>	Under protest & reluctantly <input type="checkbox"/>	Slowly with difficulty <input type="checkbox"/>	When required <input type="checkbox"/>	Assigned tasks <input type="checkbox"/>	All the time <input type="checkbox"/>
Reader <i>Uses informational resources to produce understanding</i>	Seek alternative channels to gain information <input type="checkbox"/>	Skim resources quickly <input type="checkbox"/>	Read for awareness <input type="checkbox"/>	Acquire a foundational base of information <input type="checkbox"/>	Prepare insights and questions <input type="checkbox"/>

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SOCIAL SKILLS (10 to 50 points) total for section: 					
Professional <i>Interacts easily with other professionals by being helpful and never letting them down</i>	Do exactly the minimum required to keep their job <input type="checkbox"/>	Willing to do what they are told to do as long as it is not too challenging <input type="checkbox"/>	Can be counted on to do their role and responsibilities affably <input type="checkbox"/>	Engage with others to produce greater quality in a teaming environment <input type="checkbox"/>	Consistently exceed expectations and help others meet theirs <input type="checkbox"/>
Responsible <i>Can be counted on to produce quality work exceeding expectations within the allocated time & resources given</i>	Rationalize that obligations not met were not their fault <input type="checkbox"/>	Will do things when monitored closely <input type="checkbox"/>	Take on challenges and will be successful most of the time <input type="checkbox"/>	Will not let other people down, doing what is requested, at high quality <input type="checkbox"/>	Assume responsibility for achieving success and does the work to succeed <input type="checkbox"/>
Communicator <i>Effective in interactive conversation in informal and formal settings that includes articulating new ideas</i>	Quiet and interjects only when asked; is afraid to speak their mind <input type="checkbox"/>	Will speak up within their role in a learning team <input type="checkbox"/>	Interjects meaningful contributions at least 3 times hourly <input type="checkbox"/>	Willing to add new ideas to the conversation that enhances collective learning <input type="checkbox"/>	Understands what is being said by all team members & produces synergy <input type="checkbox"/>
Team Catalyst <i>Has a positive attitude, supports, helps and congratulates others, is empathic when others have difficulties</i>	Do not participate in teams <input type="checkbox"/>	Participate in a team if required <input type="checkbox"/>	Able to give motivation and leadership on team with help <input type="checkbox"/>	Encourage & motivate team members, sometimes challenges individual teammates <input type="checkbox"/>	Consistently energize and challenge the entire team <input type="checkbox"/>
Connected <i>Has many friends, is a member of multiple communities, and takes part in activities that influence growth and development of self and others</i>	Very reclusive and only interact when requirements cause the interactions <input type="checkbox"/>	May develop a few friends over a longer period of time but is involved in minimal activities <input type="checkbox"/>	Want to be included in a small group of friends that do a few activities together <input type="checkbox"/>	Experiment in a few new activities and reaches out to new people occasionally <input type="checkbox"/>	Highly involved in many different activities with different groups of people <input type="checkbox"/>
Collaborative <i>Partners with others, performs roles effectively, asks for help when needed, and assists others</i>	Do not participate; rely on others to complete tasks <input type="checkbox"/>	Participate in synchronous teamwork if required; unreliable when unsupervised <input type="checkbox"/>	May dominate the group; perform work of others <input type="checkbox"/>	Share and participate but with inconsistent buy-in <input type="checkbox"/>	Consistently make valuable contributions for the benefit of the team <input type="checkbox"/>
Seeks diversity <i>Understands and appreciates others' values, differences, and perspectives</i>	Self-segregate <input type="checkbox"/>	Engage defensively when faced with diverse perspectives <input type="checkbox"/>	Can resolve conflict on a diverse team when required <input type="checkbox"/>	Sometimes seek an outside perspective <input type="checkbox"/>	Build upon the strength offered by different perspectives and abilities <input type="checkbox"/>
Non-Judgmental <i>Suspends judgment and realizes that most of life's adventures are shared</i>	Exhibit hostility towards difference <input type="checkbox"/>	Avoid engaging with others perceived as different <input type="checkbox"/>	Engages in dialog with others & accepts differences <input type="checkbox"/>	Seek out chances to engage with different perspectives <input type="checkbox"/>	Consistently inclusive in their dealings with others <input type="checkbox"/>
Public Speaker <i>Assesses audience, prepares a clear meaningful message and articulates with impact to change minds</i>	Refuse to speak <input type="checkbox"/>	Reluctantly speak (in a non-engaging manner), if required <input type="checkbox"/>	Can deliver a prepared speech and answer basic questions <input type="checkbox"/>	Delivers engaging prepared speeches and speak off the cuff to friendly audiences <input type="checkbox"/>	Speaks in prepared and impromptu situations to friendly & hostile audiences <input type="checkbox"/>

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Assertive <i>Contributes proactively within a community and a team to add value and not be marginalized</i>	Wait on others to reach out to them <input type="checkbox"/>	Will respond to someone's challenge. (i.e., will react but will not be proactive) <input type="checkbox"/>	Will speak up when certain that their contribution is valuable <input type="checkbox"/>	Prepare thoughtfully before asserting themselves so their contribution is sure to be valued <input type="checkbox"/>	Step up whenever needed without pushing others aside to keep productivity high <input type="checkbox"/>
<div>COLLEGIATE MINDSET</div> <div>(6 to 30 points) total for section: </div>					
Self-Efficacious <i>Has a strong belief in who they are, who they can become, and their ability to succeed in each new activity</i>	Lack conviction except in tasks previously achieved <input type="checkbox"/>	Believe they can succeed in certain situations where others have confidence in them <input type="checkbox"/>	Believe in meeting challenges that are within their comfort zone <input type="checkbox"/>	Willing to try to do challenges outside their comfort zone <input type="checkbox"/>	Believe they will be successful in everything they try <input type="checkbox"/>
Life Visionary & Planner <i>Evolves life vision based on analysis of past, present, and future, including life goals, and a well constructed plan for achieving them</i>	May have a wish or dream for their life but no clear direction/plan whatsoever <input type="checkbox"/>	Have developed some passion that guides a general life focus but live day to day <input type="checkbox"/>	Have some analysis of who they are and where they want to go directed by some life goals <input type="checkbox"/>	Have values, actions, and plans lined up and use them to move towards a set of life goals <input type="checkbox"/>	Well thought out life plan that is annually adapted to integrate new opportunities <input type="checkbox"/>
Self-Grower <i>Wants to grow from every experience so sets growth goals, self-challenges, self-assesses, self-mentors and mentors others</i>	Move from experience to experience without growing much from any of them <input type="checkbox"/>	Will self-assess when required, and will see a few strengths and have at least an action plan that will be attempted <input type="checkbox"/>	Have a personal development plan with a mentor and acts on it daily due to the mentor's challenge <input type="checkbox"/>	Use the Personal Development Methodology to make critical changes annually <input type="checkbox"/>	Have clear performance criteria, strong analysis of the performance and produces clear direction for the next performance <input type="checkbox"/>
Self-Motivated <i>Has passion and desire to explore new information, concepts, and challenges in areas of interest</i>	Trained to respond to teacher requests and the grade system they set up <input type="checkbox"/>	Can find some interest in the learning by asking some questions themselves <input type="checkbox"/>	Create some learning goals that have more important value to them <input type="checkbox"/>	Try to make learning meaningful for themselves by finding relevant context for use <input type="checkbox"/>	Intrinsically motivated by what they want to learn and from their own growth goals <input type="checkbox"/>
Self-Confident <i>Approaches each new task with self-assurance that mastery of a new challenge can be met</i>	Insecure in most situations, questioning the need for most actions <input type="checkbox"/>	Perform only in areas where they excel <input type="checkbox"/>	Consistently performs in skilled areas <input type="checkbox"/>	Perform to expectations in all situations except novel areas <input type="checkbox"/>	Willing to "fake it till they make it" and learn as they go <input type="checkbox"/>
Curious <i>Constantly seeks new knowledge in multiple forms and from many disciplines by asking lots of interesting questions</i>	Ask very few questions even in new environments and situations <input type="checkbox"/>	Only explore things that have immediate impact on what they really care about <input type="checkbox"/>	In areas of interest will freely explore and asks very interesting questions <input type="checkbox"/>	Want to see the connections to what they are doing in other closely related areas or disciplines <input type="checkbox"/>	Want to be on top of every situation, new environment, research activity or conversation <input type="checkbox"/>