

THE LEARNING LENS

Perspectives That Shape Practice

IMPACTFUL RESOURCE • PERSPECTIVE NO. 02

Learner Luggage Series

Identity & Positionality: I Am Me

A downloadable resource built to support choice, reflection, and educator reflexivity, not an identity inventory that pressures learners to disclose personal information.

Guiding Principle

Learners decide what parts of themselves they want to share.
Knowing a learner doesn't require access to everything they carry.

What's Inside

- I Am Me — Learner Reflection
- Educator Positionality Reflection
- Observation vs. Interpretation Activity
- What I Know / What I Assume / What I Still Need to Learn Organizer
- Classroom Belonging Prompts
- Perspective-to-Practice Planning Page

LEARNER REFLECTION • 1 OF 6

I Am Me

This page belongs to you. Answer any question you want to answer. Skip any question you don't. There are no wrong answers, and leaving something blank is always okay.

Three words I would use to describe myself:

Something people usually notice about me first:

Something people might not know about me unless I tell them:

A tradition, language, story, skill, or place that means something to my family:

Something I'm proud of:

A question I wish someone would ask me:

One thing I want my teacher to know about me this year:

You decide what belongs on this page. It's yours to keep, share, or add to anytime.

Educator Positionality Reflection

This page is for you, not for sharing with learners or families. Use it privately to notice the experiences and assumptions you bring into the classroom.

What is my own cultural, linguistic, or community background, and how might it shape what feels familiar to me?

What did I grow up believing 'respectful,' 'engaged,' or 'hardworking' looks like?

Which learners remind me of myself? Which learners feel less familiar to me, and why?

Whose family do I contact most often? Whose family do I contact least, and why might that be?

Who do I call on most in class? Who do I unintentionally overlook?

What is one assumption about a learner or group of learners that I want to examine more closely this year?

ACTIVITY • 3 OF 6

Observation vs. Interpretation

In the first column, write only what you actually saw or heard, no judgment attached. In the second column, name the meaning you assigned to it. In the third, ask what else could explain it.

What I Observed	What I Interpreted	What Else Could This Mean?
<i>Example: Student did not make eye contact during the conversation.</i>	<i>Example: Disrespectful, not listening.</i>	<i>Example: Cultural norm around eye contact, shyness, anxiety, deep focus, sensory preference.</i>

Before you act on an interpretation, ask: what did I actually observe, and what did I add?

ORGANIZER • 4 OF 6 • USE FOR ONE LEARNER AT A TIME

What I Know / What I Assume / What I Still Need to Learn

Learner's name (optional):

What I Know (from data, records, or something they told me directly)	What I Assume (based on my own experience or observation)	What I Still Need to Learn (questions to ask, ways to find out)

Classroom Belonging Prompts

Use one prompt at a time, spread across the year rather than all at once. These are invitations, not requirements. Let learners choose whether and how much to share, and always accept 'I'd rather not answer' as a complete response.

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- Tell me about someone in your life who taught you something important.
 - What's something you're really good at that might surprise me?
 - Is there a word, name, tradition, or story from your family you'd like me to learn?
 - What's something that makes you feel most like yourself?
 - What do you wish more people understood about you?
 - Who is someone you trust, and what makes them easy to trust?
 - What's a place that feels like home to you, even if it isn't where you live now?

Facilitation Notes

- Offer prompts in low-stakes formats: journals, quick-writes, partner shares, or optional class discussion.
- Never require a prompt to be answered aloud or in front of the group.
- Follow a learner's lead. A short answer or a pass is a complete answer.
- Revisit favorite responses later in the year to show they were remembered, not just collected.

Perspective-to-Practice Planning

Use this page to turn a single insight into a concrete next step. Revisit it in a few weeks to check progress.

One learner (or group of learners) I want to understand better:

One assumption I want to examine:

One question I will ask this week, and who I will ask:

One practice I will try (e.g., a seating chart note, a rotation in who I call on, a new belonging prompt):

How I will know it's making a difference:

Follow-up date:

*Thanks for using this Learning LENS resource. The way we see changes the way we serve.
Because perspective shapes practice.*

Dr. Shana Middleton

Perspective Curator | Professional Learning Strategist

The Learning LENS: Perspectives That Shape Practice

www.mpactfulmeasures.org