


Diversity in STEM-H Cradle-to-Career – Johnson, et al.  
Appendix 5. REACH Learner Profile

## THE REACH GRADUATE – LEARNER PROFILE


We are training students to independently be:

1. Curious in asking questions based on examination of data, challenging assumptions, and offering ideas that can be investigated/tested.
2. Adaptive problem solvers with ability to observe what’s happening, see implications, step back and think about most effective approach/strategy; willing to take a responsible risk to test out new approach/strategy.
3. Resilient/persistent in working through frustration and mistakes; persevering until task completion; staying focused and look for ways to achieve results.
4. Empathetic with challenges, circumstances, individual, cultural experiences to better understand another’s perspective.
5. Effective communicators with ability to understand audience to build relationships, exchange ideas, generate a course of action, being an advocate, and explain thinking using appropriate language.
6. Accountable in honoring commitments, acknowledging mistakes/achievement, and taking responsibility for action or inaction.
7. Innovative by thinking of new and different methods, solutions, products, or processes that deliver value to others.
8. Collaborative in working with others to achieve a shared goals/vision of success.

### Learning Principles\*




Learning is not given – it is an **active process** that requires the student to ask questions, make connections, and apply learning to existing knowledge and new situations.




Learning is a **social process** that draws upon prior knowledge and collaborative practices.


Engaged and sustained learning can thrive when students see the **relevance and purpose** of what they are doing.



Students are more likely to explore ideas, take risks, and persevere in their learning when they are in a **safe and comfortable** environment that both challenges and supports them.



Students require regular, timely, and meaningful **feedback** with opportunities for revision and improvement to produce quality work.



Students can **develop ideas** within parameters if they have freedom to experiment, learn from failure, revise and reflect.

\*Regardless of where the learning is taking place, how old the learner is...