PROFILE OF A KIBSD LEARNER

**KNOWLEDGE FOUNDATIONAL**
- Critical Thinkers
- Courageous Life-Long Learners
- 21st Century Life Skills
- Social Emotional Skills
- Culturally Proficient Skills

**CREATIVE THINKERS**
- Effective Problem-Solvers
- Creative
- Curious
- Critical Thinkers

**COURAGEOUS LIFE-LONG LEARNERS**
- Passionate About Learning
- Learning from Mistakes
- Adaptable
- Perseverance

**21st CENTURY LIFE SKILLS**
- Goal-Oriented
- Initiative
- Effective Communication
- Collaboration

**SOCIAL EMOTIONAL SKILLS**
- Self-Awareness
- Self-Management
- Social Awareness
- Social Relationships
- Responsible Decision-Making

**CULTURALLY PROFICIENT SKILLS**
- Knowledge of Own and Others’ Cultures
- Culturally Aware
- Culturally Responsive

**ENGAGED IN LEARNING**

**PREPARED FOR LIFE**
### Implement Innovations

Curious  
(Source: The 4 Stages Of Curiosity, by Terry Heick)  
Note: Organized as a progression from Procedural Knowledge To Self Knowledge  
- A student desires to know the process.  
- A student desires to understand the content.  
- A student desires to know how and when to use the information.  
- A student desires to know how the knowledge applies to oneself, can change oneself, and fits into one’s existing knowledge.

### Critical Thinkers and Problem-Solvers  
(Source: p21.org)

<table>
<thead>
<tr>
<th>Reason Effectively</th>
<th>K-12th Grade</th>
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<tbody>
<tr>
<td>Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. (Analyzing)</td>
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<td>Analyze how parts of a whole interact with each other to produce overall outcomes in complex situations. (Analyzing)</td>
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<thead>
<tr>
<th>Make Judgements and Decisions</th>
<th>K-12th Grade</th>
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<tr>
<td>Effectively analyze and evaluate evidence, arguments, claims and beliefs. (Analyzing)</td>
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<tr>
<td>Analyze and evaluate major alternative points of view. (Analyzing)</td>
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<td>Synthesize and make connections between information and arguments. (Analyzing)</td>
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<td>Interpret information and draw conclusions based on the best analysis. (Analyzing)</td>
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<td>Reflect critically on learning experiences and processes. (Analyzing)</td>
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<tr>
<th>Solve Problems</th>
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<tbody>
<tr>
<td>Solve different kinds of non-familiar problems in both conventional and innovative ways. (Knowledge Utilization)</td>
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<td>Identify and ask significant questions that clarify various points of view and lead to better solutions. (Knowledge Utilization)</td>
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<tr>
<th>Think Creatively</th>
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<tr>
<td>Use a wide range of idea creation techniques. (Retrieval)</td>
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<tr>
<td>Create new and worthwhile ideas, both incremental and radical concepts. (Knowledge Utilization)</td>
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<tr>
<td>Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative output. (Knowledge Utilization)</td>
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<th>Work Creatively with Others</th>
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<tbody>
<tr>
<td>Develop, implement and communicate new ideas to others effectively. (Knowledge Utilization)</td>
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<tr>
<td>Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. (Knowledge Utilization)</td>
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<tr>
<td>Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. (Knowledge Utilization)</td>
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<tr>
<td>View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small successes and frequent mistakes. (Knowledge Utilization)</td>
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<th>Implement Innovations</th>
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<td>Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur. (Knowledge Utilization)</td>
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<thead>
<tr>
<th>Passionate About Learning</th>
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<th>Adaptable</th>
<th>Perseverance</th>
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<tr>
<td>Masters new skills, topics, and bodies of knowledge, whether on one’s own or formally, and adds automatically and/or systematically to what one knows. (Analysis)</td>
<td>Accepts failure as essential to growth. (Analysis)</td>
<td>Innovates independently based on past errors. (Knowledge Utilization)</td>
<td>Finds lessons and inspiration in the success of others</td>
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<tr>
<td>Believes that mistakes, challenges, and struggles are essential to growth. (Comprehension)</td>
<td>Learns from constructive criticism. (Analysis)</td>
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<td>Views effort as the path to mastery</td>
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<td>Persists in the face of setbacks</td>
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</table>

References (see CLLL Resource Strategy Alignment for hyperlinks)

- letitripple.org for downloadable deck on character strengths
- transformingeducation.org
- "The Adaptable Mind" video
- Medford High School Flexibility and Adaptability Rubric
- transformingeducation.org

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<tr>
<th>Goal-Oriented</th>
<th>Initiative</th>
<th>Effective Communication</th>
<th>Collaboration</th>
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<td><strong>GOAL ORIENTED</strong></td>
<td><strong>INITIATIVE</strong></td>
<td><strong>EFFECTIVE COMMUNICATION</strong></td>
<td><strong>COLLABORATION</strong></td>
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<tr>
<td><strong>DEFINITION:</strong> Working to achieve good results in the tasks they are given</td>
<td><strong>DEFINITION:</strong> the ability to make decisions and take action without waiting for someone to tell you what to do</td>
<td><strong>DEFINITION:</strong> Engaged listening, non-verbal communication, managing stress in the moment, asserting yourself in a respectful way</td>
<td><strong>DEFINITION:</strong> The action of working together to produce or create something</td>
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**Goal-Oriented**
- Identify and define (Retrieval) goals.
- Describe (Comprehension) the concrete steps to be taken toward achieving the goal.
- Why/how goal setting and follow through supports individual forward movement as a learner.
- Explain rationale (Analysis) of identified goals and the impact they will have.

**Initiative**
- Identify and define (Retrieval) initiative.
- Demonstrate (Retrieval) an initiative in the learning environment.
- Describe how/why (Comprehension) initiative has a valued role in life.
- Defend/Rationalize (Analysis) why an initiative has been taken and the impact it has made.
- Determine how initiative practices can be carried into the future (Knowledge Utilization)

**Effective Communication**
- Share (Retrieval) personal thoughts in a variety of forms and contexts (P21.Communication)
- Summarize (Comprehension) the thoughts and ideas of others (P21.Communication)
- Decipher meaning (Analysis), including knowledge, values, attitudes and intentions. (P21.Communication)
- Determine the range of purposes (Analysis) for communication (inform, instruct, motivate, persuade, etc.) (P21.Communication)
- Develop and use multiple media and technologies for expressing thoughts and ideas and judge the effectiveness in diverse environments (Knowledge Utilization). (P21.Communication)

**Collaboration**
- Describe (Retrieval) the roles needed to work with others in task completion. (AKSS Employability A-5,7) (LCS.2)
- Complete (Retrieval) various roles with others in task completion. (AKSS Employability A-5,7) (LCS.2)
- Describe in your own words (Comprehension) the effects of cooperating with others in task completion. (AKSS Employability A-5,7) (LCS.2)
- Figure out a way to (Knowledge Utilization) work with others in task completion. (AKSS Employability A-5,7) (LCS.2)
- Reflect upon how participants’ roles affect (Knowledge Utilization) each other within task completion, and revise strategies for future success. (AKSS Employability A-5,7) (LCS.2)
### Profile: Social Emotional Skills

#### K-2nd Grade
- **Managing Emotions**
  - Demonstrate awareness of own emotions. (Awareness) (AKSS Skills for Healthy Life A, C; Technology A, B; Employability A; Employability B) (CRESEL 1A)
  - Describe own emotions. (Comprehension) (AKSS Skills for Healthy Life A; Technology A, B; Employability A) (CRESEL 1A)
- **Personal Awareness**
  - Demonstrate awareness of personal qualities. (Awareness) (AKSS Skills for Healthy Life A; Employability A) (CRESEL 1B)
  - Integrate awareness of personal qualities. (Comprehension) (AKSS Skills for Healthy Life A; Employability A) (CRESEL 1B)
- **Support Utilization**
  - Describe awareness of emotional support. (Comprehension) (AKSS Skills for Healthy Life B; Employability B) (CRESEL 1C)
  - Describe awareness of multiple external supports. (Comprehension) (AKSS Skills for Healthy Life B; Employability B) (CRESEL 1C)
- **Responsibility**
  - Demonstrate and exhibit the basic elements of personal responsibility. (Comprehension) (AKSS Skills for Healthy Life A; B; Technology A; Employability A, D) (CRESEL 1D)

#### 3rd-5th Grade
- **Managing Emotions**
  - Demonstrate ability to manage emotions constructively. (Awareness) (AKSS Skills for Healthy Life A, B) (CRESEL 2A) (STC 5)
  - Explain ways to manage emotions constructively. (Comprehension) (AKSS Skills for Healthy Life A, B) (CRESEL 2A) (STC 5)
  - Attire reasons for managing emotions constructively. (Analysis) (AKSS Skills for Healthy Life B) (CRESEL 2A) (STC 5)
- **Self Management**
  - Develop and manage daily living skills. (Knowledge Retrieval) (AKSS Skills for Healthy Life A; B; Technology A; Employability A) (CRESEL 2B) (STC 6A, 6B)
- **Social Setting**
  - Demonstrate the ability to set and achieve goals. (Retrieval - Execute) (AKSS Skills for Healthy Life A; Technology A, B; Employability A) (CRESEL 2C) (STC 1A, 1A)
  - Develop plans to set, monitor, and achieve academic, social, and future goals. (Analysis) (AKSS Skills for Healthy Life C, Technology A, B) (CRESEL 2C) (STC 1A, 1A)
- **Self Advocacy**
  - Demonstrate ability to self advocate constructively. (Retrieval - Execute) (AKSS Skills for Healthy Life C) (CRESEL 3A) (STC 4)

#### 9th-10th Grade
- **Social Relationships**
  - Communicate and use social skills to positively interact with others. (Knowledge Utilization) (AKSS Skills for Healthy Life A; B; Technology A, B; Employability A) (CRESEL 3A) (ISTE 7B)

#### 11th-12th Grade
- **Social Relationships**
  - Identify and acknowledge other people’s emotions and perspectives. (Comprehension) (AKSS Skills for Healthy Life C, Technology A, C, D) (CRESEL 3A) (STC 7B)

#### 5th-6th Grade
- **Personal Awareness**
  - Assess the influences of external supports. (Analysis) (AKSS Skills for Healthy Life B, B; Employability B) (CRESEL 1C)
  - Assess awareness related to personal responsibility. (Analysis) (AKSS Skills for Healthy Life C; Technology A, A, B; Employability A) (CRESEL 1D) (STC 2A) (STC 2C)
- **Responsibility**
  - Describe how and why one can demonstrate personal responsibility. (Analysis) (AKSS Skills for Healthy Life C; Technology A; Employability A) (CRESEL 1D) (STC 2A) (STC 2C)

#### 7th-8th Grade
- **Social Relationships**
  - Describe how and why one can demonstrate personal responsibility. (Analysis) (AKSS Skills for Healthy Life C; Technology A; Employability A) (CRESEL 1D) (STC 2A) (STC 2C)

#### 11-12th Grade
- **Personal Awareness**
  - Describe how and why one can demonstrate personal responsibility. (Analysis) (AKSS Skills for Healthy Life C; Technology A; Employability A) (CRESEL 1D) (STC 2A) (STC 2C)

#### 13th-14th Grade
- **Responsibility**
  - Describe how and why one can demonstrate personal responsibility. (Analysis) (AKSS Skills for Healthy Life C; Technology A; Employability A) (CRESEL 1D) (STC 2A) (STC 2C)

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**Companion**
- **Characteristics**
  - 3rd-5th Grade
  - 6th-8th Grade
  - 9th-10th Grade
  - 11th-12th Grade

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**Components**
- Managing Emotions
- Personal Awareness
- Support Utilization
- Responsibility
- Social Setting
- Self-Advocacy
- Emotional Awareness
- Social Responsibility
- Social Acceptance
- Resilient Interactions
- Conflict Resolution
- Building Relationships
- Communication Skills
- Critical Thinking
- Decision Making

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**Skills**
- Awareness
- Critical Thinking
- Decision Making
- Communication Skills
- Social Relationships

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<thead>
<tr>
<th>Culturally Proficient Skills</th>
<th>Knowledge</th>
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<th>Culturally Aware</th>
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<tr>
<td><strong>Cultural Heritage Within Their Community</strong></td>
<td>Record (Retrieval) their own genealogy and family history (AK CS.A.2)</td>
<td>Acquire (Comprehension) the traditions of their community through oral and written history (AK CS.A.3)</td>
<td>Reflect (Analysis) through their own actions the critical role that the local heritage language plays in fostering a sense of who they are and how they understand (AK CS.A.2)</td>
<td>Determine (Analysis) the place of their cultural community in the regional, state, national, and international political and economic systems. (AK CS.A.5)</td>
<td>Assume responsibilities (Retrieval - Execute) for their role in relation to the well-being of the cultural community and their lifelong obligations as a community member (AK CS.A.1)</td>
<td>Practice (Retrieval - Execute) their traditional responsibilities to the surrounding environment. (AK CS.A.4)</td>
<td>Live a life in accordance with the cultural values and traditions of the local community and integrate them into their everyday behavior (Knowledge Utilization). (AK CS.A.3)</td>
<td>Pass on/Teach the traditions of their community through oral and written history (AK CS.A.3) (Knowledge Utilization)</td>
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<td><strong>Building a Cultural Foundation</strong></td>
<td>Acquire insights (Retrieval) from other cultures without diminishing the integrity of their own (AK CS.B.1)</td>
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<td><strong>Participate in Cultural Environments</strong></td>
<td>Acquire in-depth cultural knowledge (Retrieval) (AK CS.D.1)</td>
<td>Gather oral and written history information (Retrieval) from the local community and provide an appropriate interpretation of its cultural meaning and significance (AK CS.D.4)</td>
<td>Interact with Elders in a loving and respectful way that demonstrates an appreciation of their role as culture-bearers and educators in the community (Analysis). (AK CS.D.3)</td>
<td>Perform (Retrieval - Execute) subsistence activities in ways that are appropriate to local cultural traditions. (AK CS.C.1)</td>
<td>Make effective use of the knowledge, skills, and ways of knowing from their own cultural traditions to learn about the larger world in which they live (Analysis). (AK)</td>
<td>Make constructive contributions (Analysis) to the governance of their community and the well-being of their family (AK CS.C.2)</td>
<td>Attain (Knowledge Utilization) a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being (Knowledge Utilization). (AK CS.C.4)</td>
<td>Enter into and function effectively in a variety of cultural settings (Knowledge Utilization). (AK CS.C.4)</td>
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<td><strong>Engage in Traditional Ways of Knowing and Learning</strong></td>
<td>Recognize and appreciate how and why cultures change over time (AK CS.E.5) (Comprehension)</td>
<td>Identify and appreciate who they are and their place in the world. (AK CS.E.8) (Comprehension)</td>
<td>Demonstrate an understanding (Analysis) of the relationship between world view and the way knowledge is formed and used. (AK CS.E.3)</td>
<td>Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems (Analysis). (AK CS.E.4)</td>
<td>Anticipate the changes (Analysis) that occur when different cultural systems come in contact with one another. (AK CS.E.6)</td>
<td>Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds (Analysis). (AK CS.E.7)</td>
<td>Recognize and build upon (Knowledge Utilization) the interrelationships that exist among the spiritual, natural, and human realms in the world around them, as reflected in their own cultural traditions and beliefs as well as those of others. (AK CS.E.1)</td>
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