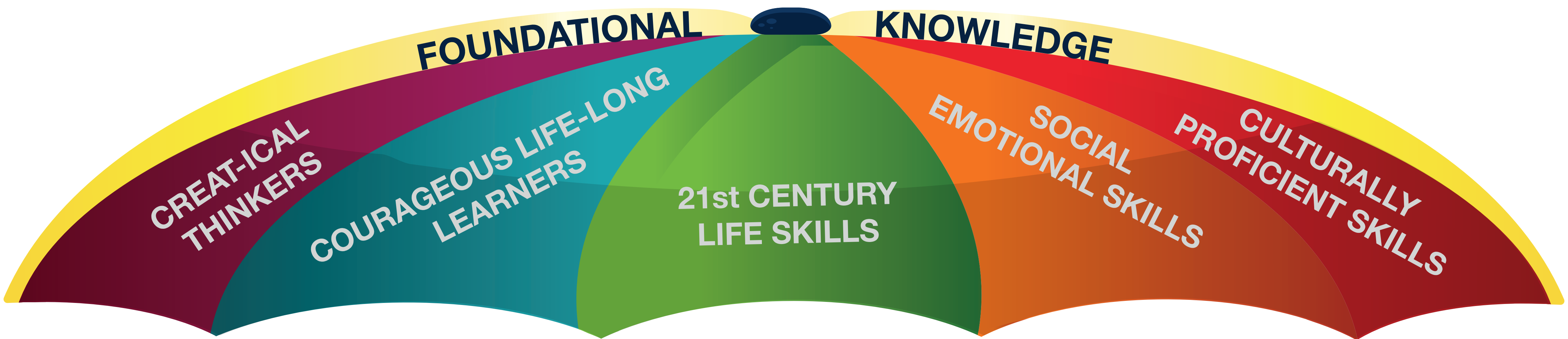




PROFILE OF A KIBSD LEARNER



CREAT-ICAL 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


Creati-cal Thinkers					
K-12th Grade					
Critical Thinkers and Problem-Solvers (Source: p21.org)	Reason Effectively	Use various types of reasoning (inductive, deductive, etc.) as appropriate to the situation. (Analyzing)			
		Analyze how parts of a whole interact with each other to produce overall outcomes in complex			
	Make Judgements and Decisions	Effectively analyze and evaluate evidence, arguments, claims and beliefs. (Analyzing)			
		Analyzeand evaluate major alternative points of view. (Analyzing)			
		Synthesizeand make connections between information and arguments. (Analyzing)			
		Interpret information and draw conclusions based on the best analysis. (Analyzing)			
	Solve Problems	Reflect critically on learning experiences and processes. (Analyzing)			
		Solve different kinds of non-familiar problems in both conventional and innovative ways. (Knowledge Utilization)			
Creative (Source: p21.org)	Think Creatively	Identify and ask significant questions that clarify various points of view and lead to better solutions. (Knowledge Utilization)			
		Use a wide range of idea creation techniques. (Retrieval)			
		Create new and worthwhile ideas, both incremental and radical concepts. (Knowledge Utilization)			
	Work Creatively with Others	Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative			
		Develop, implement and communicate new ideas to others effectively. (Knowledge Utilization)			
		Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work. (Knowledge Utilization)			
		Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas. (Knowledge Utilization)			
	Implement Innovations	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)			
Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur. (Knowledge Utilization)					
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.

Courageous Life-Long Learners

K-12 (same for all grade levels, varies with grade level appropriate experiences and contet)

Passionate About Learning	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)			
Learning from Mistakes	Believes that mistakes, challenges, and struggles are essential to growth. (Comprehension)	Accepts failure as essential to growth. (Analysis)	Learns from constructive criticism. (Analysis)	Innovates independently based on past errors. (Knowledge Utilization)
Adaptable	Anticipates and embraces challenges and potential shifts in multi-disciplinary situations. Utilizes a variety of resources in multi-disciplinary situations. Works effectively in a climate of ambiguity and changing priorities.			
Perseverance	Finds lessons and inspriation in the success of others	Views effort as the path to mastery	Persists in the face of setbacks	

	Passionate About Learning	Learning from Mistakes	Adaptable	Perseverance
References (see CLLL Resource Strategy Alignment for hyperlinks)	<ul style="list-style-type: none"> •letitriple.org for downloadable deck on character strengths 	<ul style="list-style-type: none"> •transformingeducation.org 	<ul style="list-style-type: none"> •"The Adaptable Mind" video •Medford High School Flexibility and Adaptability Rubric 	<ul style="list-style-type: none"> •transformingeducation.org

K-12 Learning Progression 					
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/where (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)

GOAL ORIENTED DEFINITION: Working to achieve good results in the tasks they are given	INITIATIVE: the ability to make decisions and take action without waiting for someone to tell you what to do	EFFECTIVE COMMUNICATION: Engaged listening, non-verbal communication, managing stress in the moment, asserting yourself in a respectful way	COLLABORATION: The action of working together to produce or create something
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Profile: Social Emotional Skills

Competency	Characteristics	K-2nd Grade	3rd-5th Grade	6th-8th Grade	9th-10th Grade	11th-12th Grade
Self-Awareness	Managing Emotions	Demonstrate awareness of own emotions. (Retrieval - Recognize) (AKSS Skills for Healthy Life A1) (CRESEL 1A)	Describe own emotions. (Comprehension) (AKSS Skills for Healthy Life -A:2,3,4) (CRESEL 1A)	Analyze emotions and emotional states. (Analysis) (AKSS Skills for Healthy Life -A:4,7,8) (CRESEL 1A)	Analyze own emotions. (Analysis) (AKSS Skills for Healthy Life -A:7,8) (CRESEL 1A)	Address situations and issues related to own emotions. (Knowledge Utilization) (AKSS Skills for Healthy Life -A: 8) (CRESEL 1-A)
	Personal Awareness	Demonstrate awareness of personal qualities. (Retrieval - Recognize) (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)	Analyze personal qualities. (Analysis) (AKSS Skills for Healthy Life A; Employability A) (CRESEL 1B)	Employ personal qualities in decision making. (Knowledge Utilization) (AKSS Skills for Healthy Life A; Employability A) (CRESEL 1B)	Analyze how personal qualities help one to contribute to family and community (Knowledge Utilization) (AKSS Skills for Healthy Life A1; Employability A) (CRESEL 1B)
	Support Utilization	Describe awareness of an external support. (Comprehension) (AKSS Skills for Healthy Life B6; Employability B) (CRESEL 1C)	Describe awareness of multiple external supports. (Comprehension) (AKSS Skills for Healthy Life B6; Employability B) (CRESEL 1C)	Assess the influences of external supports. (Analysis) (AKSS Skills for Healthy Life B5, B6; Employability B) (CRESEL 1C)	Classify external supports. (Analysis) (AKSS Skills for Healthy Life B5, B6; Employability B) (CRESEL 1C)	Utilize external supports to solve problems. (Knowledge Utilization) (AKSS Skills for Healthy Life B5, B6; Employability B) (CRESEL 1C)
	Personal Responsibility	Demonstrate and identify the basic elements of personal responsibility. (Comprehension) (AKSS Skills for Healthy Life B: 1,2; Technology A, E; Employability A) (CRESEL 1D) (ISTE 2A) (LCS.1)	Describe how and why one can demonstrate personal responsibility. (Comprehension) (AKSS Skills for Healthy Life B: 1,2; Technology A, E; Employability A) (CRESEL 1D) (ISTE 2A) (LCS.1)	Assess outcomes related to personal responsibility. (Analysis) (AKSS Skills for Healthy Life B: 1,2; Technology A, E; Employability A) (CRESEL 1D) (ISTE 2A) (LCS.1)	Describe how personal responsibility influences self and community. (Knowledge Utilization) (AKSS Skills for Healthy Life B: 1,2; Technology A, E; Employability A) (CRESEL 1D) (ISTE 2A) (LCS.1)	Apply one's sense of personal responsibility to overcome obstacles and reach goals. (Knowledge Utilization) (AKSS Skills for Healthy Life B: 1,2; Technology A, E; Employability A) (CRESEL 1D) (ISTE 2A) (LCS.1)
Self-Management	Managing Emotions	Demonstrate ability to manage emotions constructively. (Retrieval - Execute) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Explain ways to manage emotions constructively. (Comprehension) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Clarify the reasons for managing emotions constructively. (Analysis) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Offer arguments for managing emotions constructively. (Analysis) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Figure out a way to manage emotions constructively. (Knowledge Utilization) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)
	Honesty and Integrity	Describe honesty and integrity. (Retrieval - Recall) (AKSS Skills for Healthy Life A1, B; Technology A, E; Employability A) (CRESEL 2B) (ISTE 2B, 6B)	Describe honesty and integrity. (Retrieval - Recall) (AKSS Skills for Healthy Life A1, B; Technology A, E; Employability A) (CRESEL 2B) (ISTE 2B, 6B)	Clarify the reasons for demonstrating honesty and integrity. (Analysis) (AKSS Skills for Healthy Life A1, B; Technology A, E; Employability A) (CRESEL 2B) (ISTE 2B, 6B)	Critique actions to assess honesty and integrity. (Knowledge Utilization) (AKSS Skills for Healthy Life A1, B; Technology A, E; Employability A) (CRESEL 2B) (ISTE 2B, 6B)	Explain the correlation between acting with honesty and integrity and future outcomes. (Knowledge Utilization) (AKSS Skills for Healthy Life A1, B; Technology A, E; Employability A) (CRESEL 2B) (ISTE 2B, 6B)
	Goal Setting	Demonstrate ability to set and achieve goals. (Retrieval - Execute) (AKSS Skills for Healthy Life A1; Technology A, B) (CRESEL 2C) (ISTE 1A, 3A)	Demonstrate the ability to set, monitor, and achieve goals. (Comprehension) (AKSS Skills for Healthy Life A1; Technology A, B) (CRESEL 2C) (ISTE 1A, 3A)	Develop plans to set, monitor, and achieve academic, social, and future goals. (Analysis) (AKSS Skills for Healthy Life A1; Technology A, B) (CRESEL 2C) (ISTE 1A, 3A)	Adjust and adapt plans as necessary when setting, monitoring, and achieving goals. (Knowledge Utilization) (AKSS Skills for Healthy Life A1; Technology A, B) (CRESEL 2C) (ISTE 1A, 3A)	Generate criteria for setting, monitoring, and evaluating achievement of postsecondary goals. (Knowledge Utilization) (AKSS Skills for Healthy Life A1; Technology A, B) (CRESEL 2C) (ISTE 1A, 3A)
	Self-Advocacy	Demonstrate ability to self advocate constructively. (Retrieval - Execute) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Explain ways to self advocate constructively. (Comprehension) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Clarify the reasons for self advocating constructively. (Analysis) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Offer arguments for self advocating constructively. (Analysis) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)	Figure out a way to self advocate constructively. (Knowledge Utilization) (AKSS Skills for Healthy Life A1, B) (CRESEL 2A) (ISTE 4D)
Social Awareness	Emotional Awareness	Identify and acknowledge other people's emotions and perspectives. (Recognize) (AKSS Skills for Healthy Life C; Technology A, C, D) (CRESEL 3A) (ISTE 7B)	Describe other people's emotions and perspectives. (Comprehension) (AKSS Skills for Healthy Life C; Technology A, C, D) (CRESEL 3A) (ISTE 7B)	Clarify the reasons for demonstrating awareness of other people's emotions and perspectives. (Analysis) (AKSS Skills for Healthy Life C; Technology A, C, D) (CRESEL 3A) (ISTE 7B)	Apply communication skills to validate the emotions and elicit the perspectives of others. (Knowledge Utilization) (AKSS Skills for Healthy Life C; Technology A, C, D) (CRESEL 3A) (ISTE 7B)	Develop and express ways to empathize based on the emotions and perspectives of others. (Knowledge Utilization) (AKSS Skills for Healthy Life C; Technology A, C, D) (CRESEL 3A) (ISTE 7B)
	Social Responsibility	Recognize the considerate acts and contributions of others that add to the well-being of one's school and community. (Retrieval) (AKSS Skills for Healthy Life C, D; Technology C, D; Employability A) (CRESEL 3B) (ISTE 7C) (LCS.3)	Demonstrate consideration for others and a desire to contribute to the well-being of one's school and community. (Retrieval) (AKSS Skills for Healthy Life C, D; Technology C, D; Employability A) (CRESEL 3B) (ISTE 7C) (LCS.3)	Explain multiple ways one can demonstrate consideration for others and contribute to the well-being of one's school and community. (Comprehension) (AKSS Skills for Healthy Life C, D; Technology C, D; Employability A) (CRESEL 3B) (ISTE 7C) (LCS.3)	Assess ways in which one demonstrates consideration for others and contributes to the well-being of one's school and community. (Analysis) (AKSS Skills for Healthy Life C, D; Technology C, D; Employability A) (CRESEL 3B) (ISTE 7C) (LCS.3)	Explain and predict how one's contributions might positively or negatively affect the well-being of one's school and/or community. (Knowledge Utilization) (AKSS Skills for Healthy Life C, D; Technology C, D; Employability A) (CRESEL 3B) (ISTE 7C) (LCS.3)
	Social Acceptance	Describe the ways people are similar and different. (Retrieval - Recall) (AKSS Skills for Healthy Life C, D; Technology C, D) (CRESEL 3C) (ISTE 7A, 7D)	Describe how various groups contribute to society. (Comprehension) (AKSS Skills for Healthy Life C, D; Technology C, D) (CRESEL 3C) (ISTE 7A, 7D)	Evaluate social issues and the importance of respect for human dignity and differences. (Analysis) (AKSS Skills for Healthy Life C, D; Technology C, D) (CRESEL 3C) (ISTE 7A, 7D)	Given the setting/situation, one demonstrates appropriate responsiveness that respects both human dignity and difference. (Knowledge Utilization) (AKSS Skills for Healthy Life C, D; Technology C, D) (CRESEL 3C) (ISTE 7A, 7D)	Execute and critique appropriate responsive practices that oppose stereotyping and prejudice and contribute to the common good. (Knowledge Utilization) (AKSS Skills for Healthy Life C, D; Technology C, D) (CRESEL 3C) (ISTE 7A, 7D)
	Respectful Interactions	Recognize and practice social cues and norms. (Retrieval) (AKSS Skills for Healthy Life D; Technology A, B; Employability A) (CRESEL 3D) (ISTE 6A)	Demonstrate and describe appropriate responses to various social cues and norms. (Comprehension) (AKSS Skills for Healthy Life D; Technology A, B; Employability A) (CRESEL 3D) (ISTE 6A)	Distinguish between appropriate and inappropriate social cues and norms in a variety of settings. (Analysis) (AKSS Skills for Healthy Life D; Technology A, B; Employability A) (CRESEL 3D) (ISTE 6A)	Identify the logic behind social cues and norms and the impact of various responses. (Analysis) (AKSS Skills for Healthy Life D; Technology A, B; Employability A) (CRESEL 3D) (ISTE 6A)	Describe how one's responses to social cues and norms affect life-long success. (Knowledge Utilization) (AKSS Skills for Healthy Life D; Technology A, B; Employability A) (CRESEL 3D) (ISTE 6A)
Social Relationships	Conflict Resolution	Identify problems and resolve simple interpersonal conflicts, asking for help when necessary. (Knowledge Retrieval to Utilization) (TREK K2.R5.3) (AKSS Skills for Healthy Life C, D; Employability A) (CRESEL 4C) (LCS.5)	Identify problems and resolve simple interpersonal conflicts, asking for help when necessary. (Knowledge Retrieval to Utilization) (CRESEL 4C)	Identify problems and resolve increasingly complex interpersonal conflicts, asking for help when necessary. (Knowledge Retrieval to Utilization) (CRESEL 4C)	Resolve increasingly complex interpersonal conflicts by reflecting on previous conflicts and accessing healthy support networks when needed. (Knowledge Utilization) (CRESEL 4C)	Resolve increasingly complex interpersonal conflicts by reflecting on previous conflicts and accessing healthy support networks when needed. (Knowledge Utilization) (CRESEL 4C)
	Building Relationships	Build positive relationships with individuals of diverse backgrounds, abilities, and lifestyles. (Knowledge Utilization) (CRESEL 4B) (Washoe County 4A-B)	Build and maintain positive relationships with individuals of diverse backgrounds, abilities, and lifestyles. (Knowledge Utilization) (CRESEL 4B) (Washoe County 4A-B)	Build and maintain positive relationships with diverse individuals while asserting one's values in the face of peer pressure. (Knowledge Utilization) (CRESEL 4B) (Washoe County 4A-B)	Seek and maintain relationships with diverse individuals who support one's personal development. (Knowledge Utilization) (CRESEL 4B)	Seek and maintain relationships with diverse individuals who support one's personal development. (Knowledge Utilization) (CRESEL 4B)
	Communication Skills	Communicate and use social skills to positively interact with others. (Knowledge Utilization) (CRESEL 4A)	Communicate and use social skills, including collaborative and active listening skills, to positively interact with others. (Knowledge Utilization) (CRESEL 4A)	Communicate and use social skills to positively interact with others; during collaboration, demonstrate ability to perform different roles. (Knowledge Utilization) (CRESEL 4A)	Communicate and use social skills to positively interact with others. (Knowledge Utilization) (CRESEL 4A)	Communicate and use social skills to positively interact with others. (Knowledge Utilization) (CRESEL 4A)
Responsible Decision-Making	Awareness	Consider ethical, safety and societal factors in making decisions. (Comprehension) (CRESEL 5A)	Consider ethical, safety and societal factors in making decisions. (Comprehension) (CRESEL 5A)	Consider ethical, safety and societal factors in making decisions. (Comprehension) (CRESEL 5A)	Consider ethical, safety and societal factors in making decisions. (Comprehension) (CRESEL 5A)	Consider ethical, safety and societal factors in making decisions. (Comprehension) (CRESEL 5A)
	Use	Use effective decision-making skills. (Analysis) (CRESEL 5B)	Use effective decision-making skills. (Analysis) (CRESEL 5B)	Use effective decision-making skills. (Analysis) (CRESEL 5B)	Use effective decision-making skills. (Analysis) (CRESEL 5B)	Use effective decision-making skills. (Analysis) (CRESEL 5B)
	Own	Apply problem-solving skills to deal responsibly with daily academic and social situations. (Knowledge Utilization) (CRESEL 5C)	Apply problem-solving skills to deal responsibly with daily academic and social situations. (Knowledge Utilization) (CRESEL 5C)	Apply problem-solving skills to deal responsibly with daily academic and social situations. (Knowledge Utilization) (CRESEL 5C)	Apply problem-solving skills to deal responsibly with daily academic and social situations. (Knowledge Utilization) (CRESEL 5C)	Apply problem-solving skills to deal responsibly with daily academic and social situations. (Knowledge Utilization) (CRESEL 5C)

Culturally Proficient Skills										
	Knowledge	Knowledge	Culturally Aware	Culturally Aware	Culturally Aware	Culturally Aware	Culturally Responsive	Culturally Responsive	Culturally Responsive	Culturally Responsive
Cultural Heritage Within Their Community	Recount (Retrieval) their own genealogy and family history (AK CS. A.2)	Acquire (Comprehension) the traditions of their community through oral and written history (AK CS. A.3)	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 are perceived.	Determine (Analysis) the place of their cultural community in the regional, state, national, and international political and economic systems. (AK CS. A.3)			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)	Practice (Retrieval - Execute) their traditional responsibilities to the surrounding environment. (AK CS. A.4)	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)	Pass on/Teach the traditions of their community through oral and written history (AK CS. A.3) (Knowledge Utilization)
Building a Cultural Foundation	Acquire insights (Retrieval) from other cultures without diminishing the integrity of their own (AK CS. B.1)						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 CS. B.2)	Make appropriate choices regarding the long-term consequences of their actions (Analysis). (AK CS. B.3)		
Participate in Cultural Environments							Perform (Retrieval - Execute) subsistence activities in ways that are appropriate to local cultural traditions. (AK CS. C.1)	Make constructive contributions (Analysis) to the governance of their community and the well-being of their family. (AK CS. C.2)	Attain (Knowledge Utilization) a healthy lifestyle through which they are able to maintain their social, emotional, physical, intellectual, and spiritual well-being. (AK CS. C.3)	Enter into and function effectively in a variety of cultural settings (Knowledge Utilization). (AK CS. C.4)
Engage in Traditional Ways of Knowing and Learning	Acquire in-depth cultural knowledge (Retrieval) (AK CS. D.1)	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)	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)				Active participation and meaningful interaction with Elders (Analysis). (AK CS. D.1)	Identify and utilize appropriate sources of cultural knowledge to find solutions to everyday problems (Knowledge Utilization). (AK CS. D.5)		
Demonstrate Awareness and Appreciation	Recognize how and why cultures change over time (AK CS. E.5) (Comprehension)	Identify and appreciate who they are and their place in the world. (AK CS. E.8) (Comprehension)	Demonstrate an understanding (Analysis) of the relationship between world view and the way knowledge is formed and used. (AK CS. E.3)	Determine how ideas and concepts from one knowledge system relate to those derived from other knowledge systems (Analysis). (AK CS. E.4)	Anticipate the changes (Analysis) that occur when different cultural systems come in contact with one another. (AK CS. E.6)	Determine how cultural values and beliefs influence the interaction of people from different cultural backgrounds (Analysis). (AK CS. E.7)	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)			