

PORTRAIT OF A GRADUATE

CRITICAL THINKING AND PROBLEM SOLVING

- Collect, assess and analyze relevant information
- Reason effectively
- Use systems thinking
- Make sound judgments and decisions
- Identify, define and solve authentic problems and essential questions
- Reflect critically on learning experiences, processes and solutions

CREATIVITY AND INNOVATION

- Use a wide range of idea creation techniques (such as brainstorming, divergent and convergent thinking)
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts
- Demonstrate originality and inventiveness in work and understand the real-world limits to adopting ideas
- View failure as an opportunity to learn; understand that creativity and innovation is a long-term cyclical process of small success and frequent mistakes
- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur

INITIATIVE AND SELF-DIRECTION

- Set goals with tangible and intangible success criteria
- Balance tactical (short-term) and strategic (long-term) goals
- Utilize time and manage workload efficiently
- Monitor, define, prioritize and complete tasks without direct oversight
- Go beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise
- Demonstrate initiative to advance skill levels towards a professional level
- Demonstrate commitment to learning as a lifelong process

All Piper School District graduates will achieve cognitive, personal, and interpersonal excellence with a strategic focus placed on:

RESILIENCE AND SOCIAL & EMOTIONAL WELL-BEING

- Persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals
- Acquire and apply the knowledge, attitudes, and skills necessary to understand and manage emotions, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions
- Regulate behaviors and emotions in different situations to effectively manage stress and control impulses based on ethical standards, safety concerns, and social norms

SOCIAL, GLOBAL AND CROSS-CULTURAL SKILLS

- Learn from and work collaboratively with individuals representing diverse cultures, religions and lifestyles in a spirit of mutual respect and open dialogue in personal work and community contexts and value the individual contributions made by each team member
- Know when it is appropriate to listen and when to speak
- Conduct themselves in a respectable, professional manner
- Respect cultural differences and work effectively with people from a range of social and cultural backgrounds
- Leverage social and cultural differences to create new ideas and increase both innovation and quality of work
- Demonstrate ability to work effectively and respectfully with diverse teams

COMMUNICATION

- Articulate thoughts and ideas effectively using oral, written and nonverbal communication skills in a variety of forms and contexts
- Listen effectively to decipher meaning, including knowledge, Values, attitudes and intentions
- Use communication for a range of purposes (e.g., to inform, instruct, motivate and persuade)
- Utilize multiple media and technologies, and know how to judge their effectiveness as a priority as well as assess their impact
- Communicate effectively in diverse environments (including multi-lingual)

