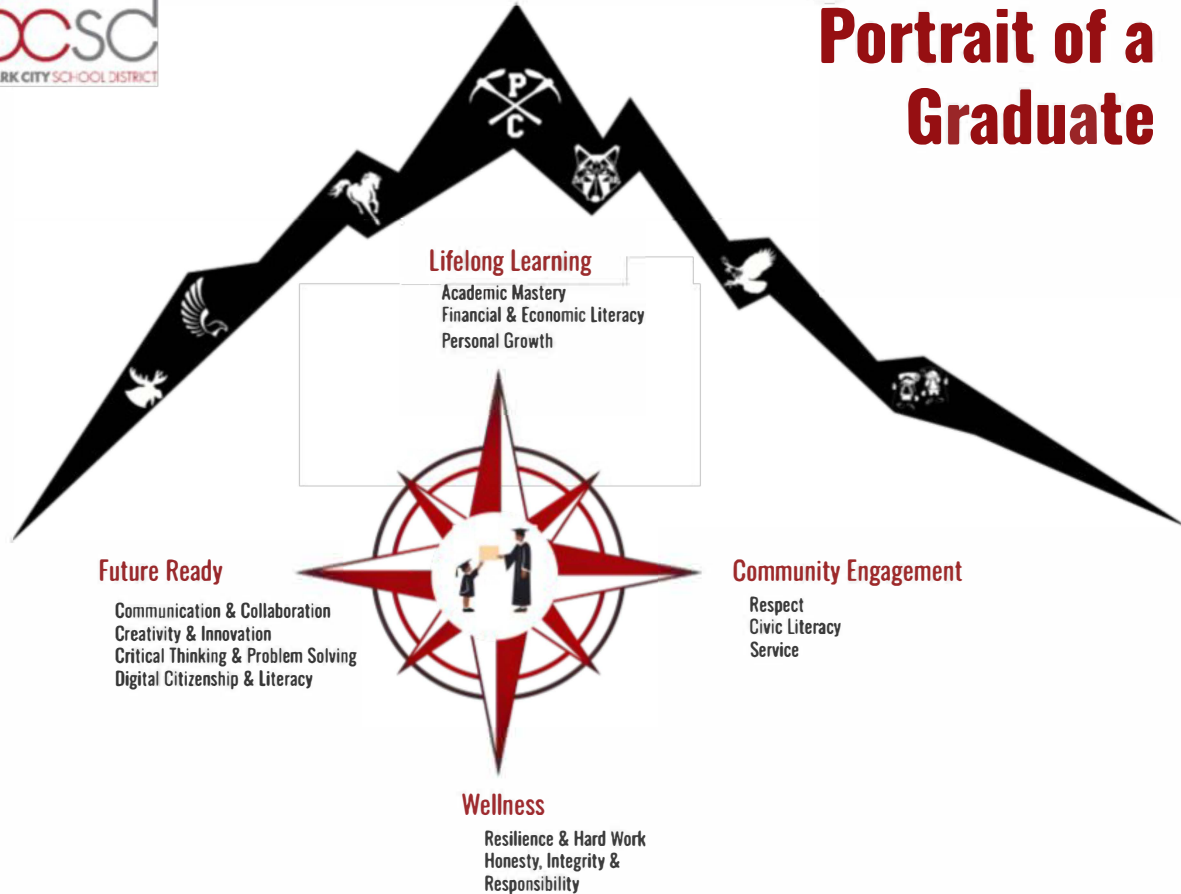




Portrait of a Graduate



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PCSD PORTRAIT OF A GRADUATE COMPETENCIES

Lifelong Learning

ACADEMIC MASTERY

Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to recognize, recall and sort academic content knowledge and foundational skills.	With support, students will be able to retrieve, comprehend and analyze academic content knowledge and skills.	Students will be able to comprehend and infer to analyze academic content knowledge and skills across multiple disciplines.	Students will be able to analyze, adapt and apply academic content knowledge, skills and dispositions across multiple disciplines in teacher-driven contexts.	Students will be able to analyze, synthesize and transfer academic content knowledge, skills and dispositions independently across multiple disciplines and contexts.	Lifelong learners will be able to utilize prior knowledge to emerge as contributors in their field of expertise or profession and apply this knowledge across diverse settings and new contexts.
Students will be able to use information to arrive at a conclusion or solution.	Students will be able to make observations and use information to prepare for an evidence-based conclusion or solution.	Students will be able to organize and select information to reach an evidence-based conclusion or solution.	Students will be able to evaluate, organize and differentiate information to reach an evidence-based conclusion or solution.	Students will be able to curate information to arrive at an evidence-based conclusion or solution.	Lifelong learners will be able to curate information to reach evidence-based outcomes, advancing their field of expertise or profession and adding to the collective knowledge base.

FINANCIAL AND ECONOMIC LITERACY

Understand various governmental and economic systems and develop practical financial skills.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to distinguish between a want and a need. Students will explain how jobs meet the needs of individuals in the classroom community.	Students will be able to identify and assign value to personal assets according to individual wants and needs.	Students will be able to justify wants and needs by evaluating the relationship between earning, saving and spending.	Students will be able to prioritize wants and needs by allocating time, resources and assets.	Students will be able to develop sustainable plans based on financial priorities using saving strategies and asset management skills.	Lifelong learners will be able to implement and manage individual fiscal priorities.

PERSONAL GROWTH

Continue to seek knowledge and develop skills in all settings.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to explore their environments and engage in learning opportunities.	Students will be able to understand the purpose of personal improvement through goal-setting to increase knowledge, build decision-making skills and develop values across settings.	Students will be able to experience personal growth through self-direction and goal-setting to apply knowledge, skills and values to inform ideas and actions across settings.	Students will be able to develop personal growth through self-direction and goal-setting to utilize knowledge, skills and values to influence ideas and actions across settings.	Students will be able to demonstrate personal growth through setting, monitoring and achieving goals to pursue knowledge, skills and values to guide ideas and actions across settings.	Lifelong learners continuously pursue personal growth by setting and reflecting on goals to advance knowledge, skills and values to optimize decision-making across settings.

PCSD PORTRAIT OF A GRADUATE COMPETENCIES

Future Ready

COMMUNICATION AND COLLABORATION

Communicate effectively through reading, writing, speaking and listening to understand information in a variety of contexts, media and languages.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to convey information through expression of words, sentences, pictures and gestures for different purposes.	Students will be able to recognize that the way things are expressed or written affects others.	Students will be able to differentiate and share specific information appropriate to the environment and/or audience.	Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience.	Students will be able to develop and initiate communication through a variety of modalities appropriate for different environments and audiences.	Lifelong learners will be able to generate and initiate communication effectively and professionally, through a variety of modalities, adapting their understanding with application to novel concepts, forms and contexts within various environments and audiences.
Students will be able to process information and respond verbally and/or nonverbally in an appropriate manner.	Students will be able to describe and analyze information from others' verbal and/or nonverbal communications, responding appropriately in most settings.	Students will be able to integrate meaning from other's verbal and/or nonverbal communication by responding purposefully within a given context.	Students will be able to interpret meaning from others' communications and respond effectively within different contexts.	Students will be able to interpret meaning from others' communications, adapt their responses and apply understanding in relevant contexts.	Lifelong learners will be able to consistently evaluate the meaning of others' communications, modify responses and effectively communicate within a global and technologically advancing society.

COMMUNICATION AND COLLABORATION

Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to engage in cooperative play and transition between activities and settings.	Students will be able to follow group norms while working, playing and completing tasks and projects with peers.	Students will be able to contribute to the development of group norms, build on the ideas of others and encourage equitable participation when working in a collaborative group.	Students will be able to create appropriate group norms, by preparing in advance for effective collaboration, and engage by taking ownership of their individual responsibilities for a given role.	Students will be able to contribute to and work effectively in teams by leveraging various tools and resources, adapting to multiple roles and facilitating connections of diverse perspectives to accomplish shared goals.	Lifelong learners will be able to create, contribute and analyze the work of diverse teams in a variety of contexts by vetting current and evolving tools and resources, adapting to multiple roles and connecting various perspectives to accomplish a shared goal.
Students will be able to adapt to situations and make decisions while interacting with others.	Students will be able to promote individual and shared outcomes while engaging in mutual feedback.	Students will be able to take on a given role, encourage others to complete necessary goals and apply problem-solving practices for high-level outcomes.	Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals.	Students will be able to create shared responsibility for collaborative work and value the individual contributions made by each team member to cultivate a culture of community.	Lifelong learners will be able to elevate the work of others, share ownership of collaborative work, value the individual contributions made by each team member and create cultures of community in a variety of situations.

CREATIVITY AND INNOVATION

Imagine, visualize and demonstrate creative practices, innovative solutions and artistic expression.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to use their imaginations in creative play.	Students will be able to use their imaginations, creatively explore new ideas and make original creations.	Students will be able to identify a need and brainstorm ideas within a group to design unique solutions and artistic expressions.	Students will be able to think abstractly in creative and artistic endeavors while recognizing their own strengths and the divergent contributions of other group members.	Students will be able to collaboratively complete creative design/innovation projects that are vision-inspired and focused on the user experience.	Lifelong learners will be able to collaborate and problem solve in order to complete and manage real world original or innovative projects.
				Students will be able to identify a meaningful problem or opportunity, explore creative solutions with a team, produce original work and determine the best design to meet specific needs, testing and revising as necessary.	Lifelong learners will be able to revolutionize and positively affect society as a result of their creative and innovative efforts.

CRITICAL THINKING AND PROBLEM SOLVING

Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences.	Students will be able to find key information, make inferences and form generalizations.	Students will be able to evaluate the relevance and importance of key information presented from a variety of reliable sources to justify solutions and claims.	Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts.	Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems. Students will be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts.	Lifelong learners will be able to investigate and take a stance on complex issues, making sure to address bias in information and beliefs and propose and defend solutions that lead to deliberate choices and actions.
	Students will be able to explain reasons for making a decision based on new learning and real-life experiences.	Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning.	Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions.	Students will be able to evaluate and defend their thinking, adjust their ideas based on new learning and create viable solutions to complex problems in unique and evolving situations.	

DIGITAL CITIZENSHIP AND LITERACY

Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to identify various digital devices and understand basic terminology.	Students will be able to operate digital devices safely in social and academic settings and understand the appropriate disclosure of personal information.	Students will be able to describe and model digital safety practices and respect the rights of others in social and academic settings.	Students will be able to use technology safely, legally and ethically, and to explain the rights, responsibilities and opportunities of participating in the digital world.	Students will be able to engage with people and ideas using technology safely, ethically and responsibly.	Lifelong learners will be able to select and use appropriate technology and digital sources safely, ethically and productively in school, work and life.
With support, students will be able to use digital technology properly to learn and communicate with others.	Students will be able to use digital tools to find information and identify types of sources, develop creative ideas and demonstrate basic technology skills to accomplish educational goals.	Students will be able to identify credible digital sources, operate technology to organize and present information, create evidence of learning and communicate and collaborate to meet the needs of their audience.	Students will be able to critically analyze digital sources, use technology to create and communicate with a variety of audiences and collaborate for education and other projects while using digital tools.	Students will be able to investigate and evaluate digital sources, leverage appropriate technology to create innovative solutions and effectively communicate and collaborate while in social, academic and professional settings.	Lifelong learners will be able to independently apply current best practices and think critically when using technology in social, academic and professional settings.

UTAH PORTRAIT OF A GRADUATE COMPETENCIES

Wellness

WELLNESS

Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities.	Students will be able to explore self-awareness, participate in wellness activities and develop self-advocacy skills to express physical and social-emotional needs appropriately with trusted adults.	Students will be able to develop self-awareness, participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships.	Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social-emotional wellness.	Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self-advocate for the supports they need to develop balance through mental, physical and social-emotional wellness.	Lifelong learners will be able to evaluate and adjust self-awareness and self-advocacy skills, be adept in achieving goals, maintain wellness habits and seek out supports to create lifelong balance through mental, physical and social-emotional well-being.

RESILIENCE AND HARD WORK

Set personal goals, apply best efforts to achieve them and persevere when faced with challenges and setbacks. Have a well-grounded sense of confidence, optimism and self-efficacy.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
With support, students will be able to achieve adult-provided goals.	With support, students will be able to set short-term personal and educational goals.	Students will be able to set and achieve short and long-term educational and personal goals with prompting.	Students will be able to design and implement educational and personal goals as well as begin to monitor and adjust with minimal prompting while beginning to explore occupational goals.	Students will be able to design, implement, monitor and adjust measurable, multi-step educational, occupational and personal goals.	Lifelong learners will be able to design, implement, monitor and adjust measurable, multi-faceted educational, occupational and personal goals as they transfer their knowledge and skills to a variety of work and life events.
Students will be able to develop maintained focus, with support, on tasks requiring more than one attempt and understand that choices matter and have consequences.	Students will be able to have age-appropriate, consistent educational interests while beginning to develop awareness and control of themselves and their social environments.	Students will be able to understand that the learning process is increasingly challenging, requiring consistent interest and persistent effort through developing self-control and intrinsic motivation.	Students will be able to engage in “productive struggle” while continuing to understand and apply consistent interest, persistent effort and self-efficacy as they explore their boundaries and motivations within their environment.	Students will be able to engage in “productive struggle” with consistent interest, persistent effort and self-efficacy as they refine their boundaries and motivations within their environment.	Lifelong learners will be able to apply previous experiences of “productive struggle” to continue growing while managing boundaries and motivations within their environment.

HONESTY, INTEGRITY AND RESPONSIBILITY

Are trustworthy, ethical, reliable and are accountable for the results they produce.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to know the difference between a truth and a lie, while practicing truthfulness.	Students will be able to make sense of a situation by recalling what did and did not happen and express their emotions appropriately.	Students will be able to assess a situation, apply empathy and articulate how their choices have positive and negative outcomes.	Students will be able to recognize and acknowledge that their choices have intended and unintended outcomes now and in the future.	Students will be able to display empathy while making decisions, be accountable for their actions and consider the implications of their choices.	Lifelong learners will be able to make decisions with intention and take accountability for their actions while modeling and advocating for others to do the same.
Students will be able to begin work and follow directions.	Students will be able to take ownership for their actions and complete tasks.	Students will be able to identify the action steps needed to complete commitments, meet responsibilities and contribute productively to a group.	Students will be able to be proactive, organized and accountable in order to complete responsibilities, in addition to making contributions that positively impact their peers.	Students will be able to follow through on commitments and make contributions that positively impact their peers and community.	Lifelong learners will be able to manage their time effectively in order to follow through on commitments and make contributions that positively impact their peers, community and global society.

**UTAH PORTRAIT OF A
GRADUATE
COMPETENCIES**

Community Engagement

RESPECT

Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures and traditions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to show self-respect by using self-regulation and promoting self-advocacy through verbal and non-verbal expressions.	Students will be able to show self-respect through practicing self-regulation and distinguishing appropriate communication of their needs to self-advocate.	Students will be able to show self-respect by understanding and communicating their cultures, traditions, values, privileges and needs to their diverse community members.	Students will be able to model self-respect by understanding and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy.	Students will be able to apply self-respect through establishing and expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being and self-advocacy.	Lifelong learners will be able to generalize self-respect by establishing and appropriately expressing the unique values, privileges and needs associated with their own cultural, racial, political and interpersonal groups to promote personal well-being, self-advocacy and contribution to their diverse community.
Students will be able to demonstrate the ability to show respect for their diverse community by recognizing and appreciating similarities and differences between themselves and their peers.	Students will be able to demonstrate recognition of and respect for the feelings and ideas of their diverse community members by applying interpersonal skills.	Students will be able to demonstrate the ability to show respect through collaborating with their diverse community members to understand, recognize and appreciate diverse cultures, traditions, values, privileges, needs and life experiences.	Students will be able to model respect by utilizing supported adaptive strategies and interpersonal skills to recognize, understand, support and protect the rights associated with each member of their diverse community.	Students will be able to generate and utilize adaptive strategies, independently, for recognizing, understanding, supporting and advocating for the rights and the unique values, contributions and needs associated with each member of their diverse community.	Lifelong learners will be able to generate and utilize adaptive strategies and advocacy, independently, for recognizing and understanding the rights associated with all community members to contribute to the global community.

CIVIC LITERACY

Understand various governmental systems.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to interact cooperatively with adults and peers of diverse backgrounds. Students will contribute to the classroom community.	Students will be able to identify the structure of and roles within a diverse community. Students will explain how their individual role contributes to the community.	Students will be able to develop societal awareness at the local, state and national level by expanding participation in diverse civic activities.	Students will be able to understand and evaluate the role of government and economy as it relates to citizen rights and responsibilities.	Students will be able to use their knowledge of government and economic systems to defend civic choices and analyze and evaluate options.	Lifelong learners will be able to integrate diverse civic choices by advocating for their individual belief system within their community and society.

SERVICE

Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
With support, students will be able to show kindness through their words and actions as they help and serve in their home and classroom.	Students will be able to proactively show kindness through their words and actions as they help and serve in their school and local community.	Students will be able to participate in their communities by addressing identified needs and serving without the expectation of compensation or recognition.	Students will be able to play a role in their communities by addressing selected needs and serving without the expectation of compensation or formal recognition.	Students will be able to engage civically in communities (local and global) by addressing recognized needs and serving without the expectation of compensation or recognition.	Lifelong learners will be able to engage civically by reaching out and including community stakeholders in the execution and evaluation of their solution to community needs.

In the context of these standards, service is a demonstration of empathy. Inherent to this form of empathy is the understanding that service is given without being judgmental of circumstances and needs.

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