



Graduate Profile Learner Progressions

THRIVE

LIBERTY PUBLIC SCHOOLS
GRADUATE PROFILE

EVERY STUDENT *will:*

ACADEMIC

Apply skills attained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of contexts in meaningful ways.

Critical Thinker | Analytical | Curious | Problem Solver | Goal Oriented

CULTURAL

Interact, work, and develop authentic relationships with people from diverse cultural backgrounds with respect for all unique beliefs, customs, and perspectives.

Empathetic | Active Listener | Civically Engaged | Culturally and Globally Aware

PERSONAL

Cultivate a deep understanding of self and the ability to leverage strengths, while recognizing and addressing areas of needed growth.

Reflective | Learner | Leads with Integrity | Financially Literate | Manages Well-Being

PROFESSIONAL

Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.

Collaborative | Effective Communicator | Self-Directed | Resourceful | Dependable

ENTREPRENEURIAL

Recognize opportunities for success while applying divergent thinking and bias toward action to their work.

Creative | Values Networks | Strategic | Adaptable | Perseveres

SEPTEMBER 2019

ACADEMIC Apply skills attained from literacy, mathematics, humanities, sciences, technology, the arts and physical education across a variety of context in meaningful ways.	Early Elementary	Late Elementary	Middle School	Early High School	Graduate Expectations
	PK-2	3-5	6-8	9-10	10-12
Critical Thinker					
	I can share my thinking after reading or in conversation with others.	I can explain what I learned or how my thinking changed after reading a text.	I can identify important details and facts.	I can interpret and evaluate the credibility, validity, and reliability of information.	I can summarize and organize information for analysis and evaluate its relevance.
Analytical					
	I can identify and extend patterns.	I can identify where available sets of information or patterns differ.	I can make logical comparisons of two or more alternatives.	I can construct trends from raw data, tables or charts and summarizes.	I can understand and use appropriate techniques of probability and statistics.
	I can follow directions to assist in making a decision.	I can identify possible solutions to a given problem.	I can ask the right questions to accurately analyze situations.	I can weigh costs, benefits, risks and chances for success in making a decision.	I can evaluate pros and cons, risks and benefits of different solutions.
Curious					
	I can demonstrate curiosity about my environment.	I can demonstrate curiosity for the world around me.	I can demonstrate interest in learning about the world within and beyond immediate surroundings.	I can actively acquire knowledge to better understand their world.	I can seek out and engage in first-hand experiences to learn about the world.
	I can identify a topic or issue I'd like to learn more about.	I can ask questions about an issue that is important to my local or global community and explain why it's important.	I can present questions of interest on a local or regional issue, and identify its significance to the global community.	I can pose researchable questions on a local, regional, and/or global issue, and provide a general reason for its significance to the global community.	I can be curious about work, ask questions, and seek feedback from others with experience.
Problem Solver					
	I can identify and sequence related events.	I can identify possible causes of a given problem.	I can identify many possible causes of a problem.	I can uncover root causes to difficult problems.	I can deal constructively with problems that do not have clear solutions or outcomes.
	I can identify people who might be impacted by a problem.	I can access information to help me understand multiple viewpoints of a problem.	I can gather data from multiple and diverse sources when solving problems.	I can see things from multiple perspectives to identify the best solution.	I can extrapolate information when not immediately obvious or known.
Goal Oriented					
	I can follow expectations within a learning environment in pursuit of a goal.	I can identify and follow expectations that will benefit classroom goals.	I can break down objectives into appropriate actions.	I can set objectives to align with broader organizational goals (work- based learning, clubs, activities, specialized groups, et al).	I can stage activities with relevant milestones and schedules.
	I can identify areas in which I would like to grow.	I can set and achieve goals for learning.	I can create personal measurable goals for learning.	I can set well-defined and realistic personal goals and I am motivated to learn.	I can monitor progress toward goal attainment and motivate myself through goal achievement.

PERSONAL Cultivate a deep understanding of self and the ability to leverage strengths, while recognizing and addressing areas of needed growth.	Early Elementary	Late Elementary	Middle School	Early High School	Graduate Expectations
	PK-2	3-5	6-8	9-10	10-12
Reflective					
	I can think about my actions and how they help me be successful.	I can consider (think about) personal actions and how this relates to my goals and personal responsibility.	I can take time to understand the points being made, and ask questions as appropriate.	I can take responsibility for my decisions, actions and failures.	I can assess my own knowledge, skills and abilities accurately, identifying opportunities for my personal growth.
Learner					
	I can use calming strategies to take care of myself and others.	I can identify the difference between a closed mindset and a growth mindset.	I can investigate brain development and strategies for building knowledge.	I can use personal learning strategies to make informed choices to build knowledge.	I can engage and share personal learning strategies to develop self-advocacy for learning needs.
	I can define a growth mindset to help me learn.	I can use a growth mindset to help me with new learning.	I can explain the value of productive struggle with new learning and embed this within personal learning goals.	I can make intentional choices and decisions using knowledge of growth mindset and related strategies.	I can habitually make growth-mindset based decisions as part of my learning journey.
	I can explore learning situations that generate positive and negative self-talk.	I can identify positive self-talk strategies.	I can identify positive and negative self-talk and begin to generate positive self-talk independently.	I can practice regulating self-talk to positively influence personal mindset and impact the outcome of specific situations.	I can actively manage how to approach challenging and new situations by carefully regulating my self-talk.
Leads with Integrity					
	I can demonstrate honesty and trust.	I can be direct and truthful.	I can credit others for their contributions.	I can gain trust and support of others.	I can create a feeling of belonging and strong team morale.
		I can explore characteristics of courageous leaders.	I can provide direct and actionable feedback.	I can face difficult issues and support others who do the same.	I can modify a strongly held position in the face of contrary evidence.
Financially Literate					
	I can demonstrate an understanding of base 10 numerical concepts.	I can use basic numerical concepts such as whole numbers, fractions and decimals in practical situations.	I can make reasonable estimates and approximations without a calculator.	I can evaluate factors that affect creditworthiness including paying on time and payment history.	I can make well informed consumer decisions knowing choices have consequences, risk, and rewards.
	I can understand the effects of economic decisions.	I can make informed consumer decisions.	I can consider future income as it relates to earning, spending and saving money.	I can examine the pros and cons of savings options to help reach long-term financial goals.	I can create a budget that includes savings goals, emergency funds, and fixed expenses.
Manages Well-Being					
	I can identify different emotions and what causes them.	I can regulate my emotions.	I can exhibit self-control and seek growth in personal stress management strategies.	I can exhibit self-control and respond to feedback unemotionally and non-defensively.	I can effectively plan and prioritize, self-monitor and regulate.
	I can use organization strategies.	I can identify and use stress management strategies.	I can engage with opportunities for learning and personal growth.	I can use a variety of strategies and resources to balance emotional, intellectual, physical, and social well-being.	I can recognize and serve personal needs with a positive outlook and attitude.

CULTURAL Interact, work, and develop authentic relationships with people from diverse cultures backgrounds with respect for all unique beliefs, customs, and perspectives.	Early Elementary	Late Elementary	Middle School	Early High School	Graduate Expectations
	PK-2	3-5	6-8	9-10	10-12
Empathetic					
	I can practice kindness.	I can demonstrate awareness of others' perspectives.	I can summarize the perspectives of other people, groups, or scholars, which may be different from one's own perspective.	I can explain perspectives of other people, groups, or scholars and distinguish it from one's own perspective.	I can demonstrate a clear and accurate understanding of the perspectives of other people, groups, or scholars.
	I can be aware of the needs of others.	I can research and learn about the needs of others.	I can recognize the need for emotional and psychological safety and can explain the value to others.	I can build trust with others and foster an environment of emotional and psychological safety.	I can empathize, interpersonally communicate, and develop social relationships.
Active Listener					
	I can be an active listener.	I can avoid interrupting others who are speaking.	I can both actively listen and share ideas in group discussions to collaborate.	I can provide time for the speaker to think as well as to talk.	I can give full attention to what other people are saying.
Civically Engaged					
	I can empathize with others as I learn about the world around me.	I can be empathetic and collaborative.	I can recognize and use individual strengths and different perspectives.	I can resolve conflict and treat others with dignity and respect.	I can champion an idea or position despite dissent or political risk.
	I can recognize problems that need solving.	I can use critical thinking skills to problem solve.	I can participate in collaborative opportunities for action to address a situation, event, issue or phenomenon.	I can identify opportunities for personal or collaborative action to address a situation, event, issue or phenomenon in a way that is likely to improve conditions.	I can identify and create opportunities for personal or collaborative action to address a situation, event, issue, or phenomenon in a way that is likely to improve conditions.
Culturally and Globally Aware					
	I can make connections between my ideas and others'.	I can celebrate the thinking of others.	I can take time to understand the points being made and ask questions as appropriate.	I can be sensitive to cultural norms, expectations and ways of communicating.	I can seek to understand different perspectives and cultures.
	I can identify motivations of others' actions.	I can show empathy to others when thinking about their actions.	I can summarize how perspectives can affect how different people react to a situation, event, issue, or phenomenon.	I can identify and describe how perspectives affect how people interpret and respond to a situation, event, issue, or phenomenon.	I can explain how perspectives influence human interactions, affecting people's understandings of a situation, event, issue, or phenomenon.

PROFESSIONAL Engage and contribute to a work environment in a professional manner, equipped with necessary skills to succeed.	Early Elementary	Late Elementary	Middle School	Early High School	Graduate Expectations
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Collaborative					
	I can recognize goals that help the group.	I can support my group to set goals and stay focused.	I can partner with others to get work done.	I can work cooperatively with others across the organization to achieve shared objectives.	I can effectively lead, manage, delegate tasks, and work with teams.
	I can use expected behaviors, like listening and sharing, in a group.	I can encourage team members to share ideas.	I can encourage open dialogue and collaboration among the team.	I can establish common objectives and a shared mindset.	I can develop a shared sense of purpose within teams while encouraging others.
	I can contribute toward a group goal.	I can share responsibility and support others to achieve common goals.	I can push myself as well as help others achieve results.	I can represent my interests while being fair to others and their areas.	I can foster teamwork, common goals, and individualized learning experiences.
Effective Communicator					
	I can select, organize and share details in an order that makes sense.	I can express ideas clearly in written communication.	I can organize and express ideas clearly in written communication.	I can clearly communicate ideas in a variety of formats.	I can communicate effectively and in a timely manner through different mediums.
	I can share my ideas through speaking, drawing, or writing.	I can communicate ideas clearly.	I can organize and express ideas clearly in a speech.	I can tailor written communication to effectively reach an audience.	I can tailor the content of speech to the level and experience of the audience.
	I can tell stories to explain and make connections to my learning.	I can select stories, analogies and examples to illustrate a point.	I can use appropriate examples and reasoning to support a point of view.	I can use appropriate arguments, examples and citations to support a point of view.	I can effectively negotiate, present, persuade, and advocate for self and for my team.
	I can select visuals that help explain information.	I can use visuals to explain information.	I can effectively use visuals to convey complex information.	I can use graphics or other aids to clarify complex or technical information.	I can use tables, graphs and charts to obtain and convey quantitative information.
Self-Directed					
	I can complete multi-step tasks by prioritizing the steps, with support.	I can determine the priority of things to be done.	I can willingly tackle tough assignments.	I can recognize work that needs doing and initiate tasks.	I can identify areas for and take initiative toward change and improvement.
	I can connect personal interest to learning.	I can explore the influence that personal interests can have in meeting learning goals.	I can show understanding of influences that personal interests have on their learning.	I can connect personal interests to make informed choices in my learning.	I can act with a clear sense of ownership.
Resourceful					
	I can use self-control to help reach learning goals.	I can use resources to complete a project.	I can use features such as table of contents, introduction, summary, glossary and appendix.	I can work with a team to manage resources (monetary, time, etc.) to deliver results in a timely manner.	I can manage resources (monetary, time, etc.) to deliver quality results in a constructive manner
Dependable					
	I can do my best work.	I can follow through on commitments.	I can consistently work toward a desired goal.	I can establish a track record of achieving goals successfully.	I can maintain emotional control and professionalism at work through planning.

ENTREPRENEURIAL Recognize opportunities for success while applying divergent thinking and bias toward action to their work.	Early Elementary	Late Elementary	Middle School	Early High School	Graduate Expectations
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Creative					
	I can combine materials or resources to create something new.	I can explore ideas, materials and process to create something new.	I can use models, prototypes or simulations to experiment with new ideas.	I can take a creative idea and put it into practice.	I can come up with useful ideas that are new, better or unique.
		I can brainstorm ways to create or transform objects or situations.	I can seek out opportunities to improve ideas, objects or situations.	I can recognize opportunities and imagine possibilities to apply ideas in new ways.	I can encourage diverse thinking to promote and nurture innovation.
Values Networks					
		I can contribute to a learning environment.	I can contribute to a team.	I can contribute to a work climate where differences are valued and supported.	I can motivate, develop and direct people as they work, identifying the best people for the job.
	I can appreciate the differences of others around me.	I can explain how individual strengths led to the team's success.	I can organize team tasks to support a diverse mix of perspectives and experience.	I can form teams with appropriate and diverse mix of styles, perspectives and experience.	I can apply others' diverse experiences, styles, backgrounds and perspectives to get results.
Strategic					
	I can explore strategies to make decisions.	I can simplify a complex task by breaking it down into smaller steps.	I can identify a set of features, conditions or situations to take into account in making a decision.	I can approach a complex task or problem by breaking it down into its component parts, considering each part in detail.	I can develop innovative strategies for implementation and the execution of plans.
		I can establish and maintain effective relationships.	I can establish and maintain effective relationships.	I can identify opportunities that benefit the customer	I can build and deliver solutions that meet customer expectations.
Adaptable					
	I can align strategy to purpose.	I can use varied strategies in practice.	I can switch to a different strategy when an initially selected one is unsuccessful.	I can adaptively read a situation and effectively respond.	I can anticipate and adjust effective contingency plans.
Perseveres					
	I can reflect on the problem and try again when I don't come up with a solution the first time.	I can persist when a problem arises and work towards a new solution.	I can remain focused on learning goals and navigate setbacks as part of learning.	I can navigate stressful situations.	I can persist in accomplishing objectives despite obstacles and setbacks.

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