



## Chelsea School District: Portrait of a Graduate

**Our Portrait of a Graduate identifies the skills and attributes we believe are critical to ensuring students are future ready. Built collaboratively by the Chelsea School District and community, it serves as a guide for work and decision-making in all aspects of the organization. Click on any of the attributes to learn more about what it means to us and how it is exemplified through our work.**

### **The 4C's**

The 4C's, Communication, Collaboration, Critical Thinking, and Creativity, encircle our work and are embedded in each of the specific branches and competencies. These are the primary skills we strive to grow/build in our graduates.

### **Communication**

A Chelsea graduate exchanges information and ideas effectively in various modes for diverse purposes.

- Use effective interpersonal skills during conversations and discussion to build positive relationships with others and promote collaborative learning.
- Communicate interactively and effectively to support individual learning and contribute to the learning of others using a range of contemporary tools, transmissions, and processes.

- Listen effectively to decipher meaning, including knowledge, values, attitudes, and intentions. Communicate ideas through the creation of authentic products using a combination of words, data, and visual representations to inform, persuade and entertain others.
- Communicate effectively in diverse environments (including multi-lingual). Show cultural understanding and global awareness when engaging with learners of other cultures.
- Deliver effective oral presentations to communicate the results of inquiry. Field questions to demonstrate conceptual understanding and knowledge, along with details about the inquiry process.

## **Creativity**

A Chelsea graduate is imaginative, innovative and willing to take risks.

### *Think Creatively*

- Use a wide range of idea creation techniques (such as brainstorming).
- Create new and worthwhile ideas (both incremental and radical concepts).
- Elaborate, refine, analyze and evaluate their own ideas in order to improve and maximize creative efforts.

### *Work Creatively with Others*

- Develop, implement and communicate new ideas to others effectively.
- Be open and responsive to new and diverse perspectives; incorporate group input and feedback into the work.
- Demonstrate originality and inventiveness in work and understand the real world limits to adopting new ideas.

### *Demonstrate Courage to Explore*

- View failure as an opportunity to learn; understand that creativity and innovation is a long-term, cyclical process of small success and frequent mistakes.

### *Implement Innovations*

- Act on creative ideas to make a tangible and useful contribution to the field in which the innovation will occur.

## **Collaboration**

A Chelsea graduate works effectively and respectfully with others to accomplish a common goal.

- Collaborate with others
- Demonstrate the ability to work effectively and respectfully with diverse teams
- Exercise flexibility and willingness to be helpful in making necessary compromises to accomplish a common goal
- Assume shared responsibility for collaborative work, and value the individual contributions made by each team member
- Work productively in teams for sustained periods of time to develop high-quality products

## **Critical Thinking**

A Chelsea Graduate identifies problems and reasons effectively, considering multiple viewpoints and sources, to develop solutions to problems of all types.

- 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.

The three branches, Academic, Social, and Emotional, represent the aspects we aim to nurture in supporting growth of the whole child. See below for definitions of each branch and the competencies that are involved in each.

## **Academic**

*The Chelsea School District will foster students to be innovative and critical thinkers who possess the ability to analyze and question by embedding researched instructional practices into the pre-k to 12th-grade classrooms.*

### **Innovative and Creative Thinkers**

CHS: CHS students have a mindset that fosters imaginative thinking and risk-taking (to solve challenging problems).

BMS: A Beach student will approach failure as a step in the learning process. A mistake only proves that you tried, and if you never try it will be the biggest mistake you can make.

SME: A South Meadows student uses a growth mindset to tackle problems through curiosity and exploration.

NCE: A North Creek student uses imagination, curiosity, exploration and takes risk to solves challenges.

### **Content Mastery**

CHS: CHS students demonstrate mastery of learning objectives (set forth by curriculum guidelines).

BMS: Through Problem-Based Learning, a Beach student uses content expertise to create and to solve problems.

SME: A South Meadows student utilizes “I Can” statements to demonstrate an understanding of learning targets.

NCE: A North Creek student understands and demonstrates grade level curricular expectations.

### **Self-Directed**

CHS: CHS students take responsibility for their educational growth (and display endurance for life-long learning).

BMS: A Beach student will take initiative in the classroom by asking questions of their classmates and teachers

SME: A South Meadows student is self-motivated and an active participant in their learning.

NCE: A North Creek student is beginning to take responsibility for their learning.

### **Ability to Analyze and Question**

CHS: CHS students possess the skills needed to break down complex problems, apply logical thinking, and ask critical questions to find creative solutions.

BMS: A Beach student will be able to make a claim and justify the claim based on evidence from text and data.

SME: A South Meadows student determines problems, and uses higher level thinking to develop questions and solutions.

NCE: A North Creek student can solve age appropriate multi-step problems.

### **Critical Problem-Solving**

CHS: CHS students are able to design, evaluate, and implement strategies to address real-world problems and achieve desired goals.

BMS: A Beach student is able to design, evaluate, and implement strategies to answer open-ended questions or achieve desired goals.

SME: A South Meadows student is able to approach problems with an open mindset and incorporate a variety of strategies to achieve the desired goals.

NCE: A North Creek student can solve problems using age-appropriate strategies.

## **Social**

*The Chelsea School District will foster students to be globally and culturally conscious citizens who act with integrity by providing opportunities for students to enhance social well-being.*

### **Grit**

CHS: CHS students have strong character and pursue goals with tenacity and courage.

BMS: A Beach student continues to develop strong character and perseveres toward goals.

SME: A South Meadows student has a growth mindset and perseveres toward goals.

NCE: A North Creek student uses a growth mindset to do their best, never giving up.

### **Confident**

CHS: CHS students are sure of themselves and their abilities in a variety of situations.

BMS: A Beach student is developing his/her beliefs and learning to explore and apply his/her individualism.

SME: A South Meadows student is learning to be confident and strong in their strengths and abilities.

NCE: A North Creek student is discovering his/her strong beliefs, and realizing his/her own capabilities.

### **Adaptable**

CHS: CHS students adjust to a variety of situations (within their community and beyond).

BMS: A Beach student willingly seeks out solutions as new challenges develop.

SME: A South Meadows student is able to adjust to a variety of situations in and out of the classroom.

NCE: A North Creek student adjusts to a variety of situations within their community and beyond.

### **Reflective**

CHS: CHS students think about their choices to guide future behaviors.

BMS: A Beach student thinks about his/her choices to inform future behaviors.

SME: A South Meadows student thinks about and takes ownership of their choices and participates in the restorative justice process.

NCE: A North Creek student thinks about his/her choices to inform future behaviors.

### **Healthy**

CHS: CHS students make positive and responsible choices that lead to sound minds & bodies.

BMS: A Beach student makes positive and responsible choices that lead to a sound mind and body.

SME: A South Meadows student understands and makes positive, healthy choices that lead to lifelong wellness.

NCE: A North Creek student makes positive and responsible choices that lead to a sound mind and body.

### **Passionate**

CHS: CHS students are compelled by interests in personal or global topics.

BMS: A Beach student explores his/her feelings about topics that may be personal or global to develop his/her passion.

SME: A South Meadows student is driven by strong feelings about topics and speaks out to make an impact.

NCE: A North Creek student is emotionally driven by personal interests or interest in the world around them.

### **Empathetic**

CHS: CHS students consider and acknowledge the thoughts, feelings and circumstances of others and act with kindness.

BMS: A Beach student considers and identifies with the thoughts of others around them.

SME: A South Meadows student considers and cares about the thoughts and feelings of others.

NCE: A North Creek student understands and thinks about the thoughts and feelings of others.

## **Emotional**

*The Chelsea School District will foster students to be confident, reflective and empathetic by supporting their overall emotional health.*

### **Involved Contributor**

CHS: CHS students use their skills and resources to benefit others within and beyond their community.

BMS: A Beach student will be able to collaborate constructively with others.

SME: A South Meadows student actively chooses positivity and kindness in the school setting.

NCE: A North Student uses his or her skills to help others at school and in the community.

### **Globally and Culturally Conscious**

CHS: CHS students are sensitive to different cultures and value their importance in global society. CHS students understand their responsibility to learn about other cultures and develop relationships with people of diverse backgrounds.

BMS: A Beach student will realize the world is larger than their own heads and act accordingly. They will increase their awareness and interaction with global perspectives, and become more sensitive to the needs and opinions of others within a diverse culture.

SME: A South Meadows student appreciates and accepts differences in all people.

NCE: A North Creek Student will appreciate and understand everyone's differences. Such understanding leads to a sensitivity towards other people and cultures.

### **Act with Integrity**

CHS: CHS students strive to do the right thing in all circumstances. They are honest, principled, and take responsibility for their actions.

BMS: A Beach student will strive to do the right thing in all circumstances, even when nobody's watching. This includes being honest, having strong moral principles, taking responsibility for their own actions, and being true to themselves.

SME: By choosing Respect, Responsibility, and Safety, a South Meadows student strives to do the right thing in all circumstances, even when nobody's watching.

NCE: A North Creek Student makes good choices even when nobody is watching. This means being safe, responsible and respectful.

### **Civic-Minded**

CHS: CHS students are invested in the community. Their actions and activities are motivated by the public good (and humanity as a whole).

BMS: A Beach student will become a part of something, outside their academic life. They will understand their effect on Beach's image, within the community.

SME: A South Meadows student is interested in, and cares about their community and considers the common good in all they do.

NCE: A North Creek Student recognizes and understands what it means to be a good citizen.

### **Advocate**

CHS: CHS students stand up for their views and needs while providing support and encouragement/voice to others.

BMS: A Beach student will support others, and find their own voice.

SME: A South Meadows student stands up for his or her own views while providing support for others as well.

NCE: A North Creek Student stands up for themselves and others.