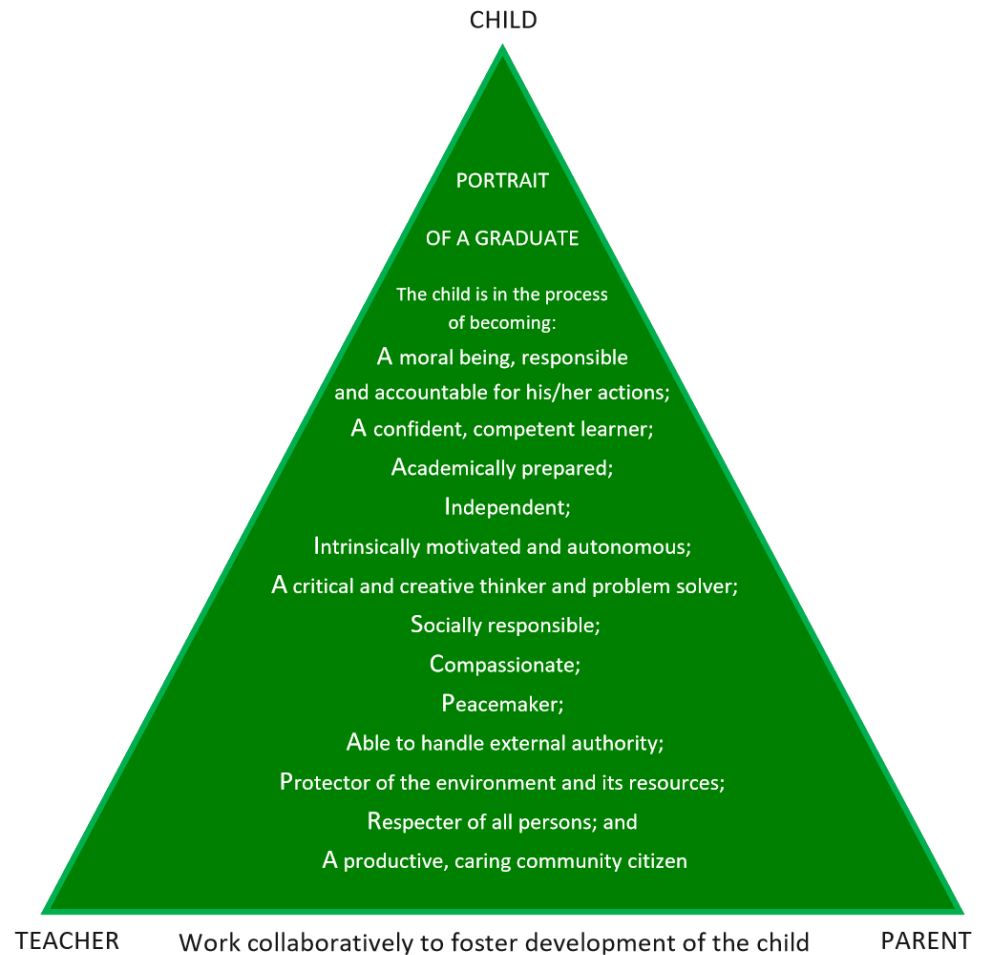


Developmental

Portrait of a Graduate



LEVEL OF DEVELOPMENT	<i>A MORAL BEING, RESPONSIBLE AND ACCOUNTABLE FOR HIS/HER ACTIONS, RESPECTER OF ALL PERSONS, AND ABLE TO HANDLE EXTERNAL AUTHORITY</i>	INDEPENDENT, CONFIDENT & COMPETENT LEARNER, ACADEMICALLY PREPARED, INTRINSICALLY MOTIVATED, AND AUTONOMOUS	CRITICAL & CREATIVE THINKER AND PROBLEM SOLVER	PEACEMAKER & COMPASSIONATE	SOCIALLY RESPONSIBLE, PROTECTOR OF ENVIRONMENT & RESOURCES, AND A PRODUCTIVE, CARING COMMUNITY CITIZEN
<i>DEPENDENT</i>	<ul style="list-style-type: none"> Requires guidance/frequent reminders to adhere to limits/follow rules Places blame on others for problems Avoids accepting responsibility for actions Reluctant or unwilling to be redirected Frequently asks “why” 	<ul style="list-style-type: none"> Requires assistance/needs direction from an adult to : <ul style="list-style-type: none"> Get started on work Choose appropriate work Meet work goals Asks for help before trying something on his or her own Reluctant to accept academic challenges Struggles to keep commitments 	<ul style="list-style-type: none"> Asks adults to solve problems Has difficulty coming up with a solution Struggles to identify cause & effect in a particular situation or a poor choice that didn’t lead to desired outcome Has difficulty identifying what went wrong and/or needs to be done differently in a situation 	<ul style="list-style-type: none"> Requires adult or student guidance to resolve conflict Resolves conflict only when asked Has difficulty identifying and admitting personal actions that contributed to conflict 	<ul style="list-style-type: none"> Focuses on own needs Does the minimum to get assigned job done Avoids situations that require effort Loses or destroys materials Struggles to take care of/keep up with personal belongings Expects gratitude for help Needs frequent reminders to restore his/her space and to help in restoring classroom
<i>INDEPENDENT</i>	<ul style="list-style-type: none"> Follows rules and guidelines Consistently makes appropriate choices Acknowledges a mistake/poor choice Identifies cause and effect of action/choice Accepts responsibility for actions Doesn’t repeat same poor choice over & over 	<ul style="list-style-type: none"> Chooses own work and plans own day Works independently throughout the day to complete tasks Sets goals to manage time; aware of consequences Balances social interaction with completing purposeful work in class Consistently meets work goals Follows-through on what he or she commits to do Self-governing: self-assessing, self-correcting regarding 	<ul style="list-style-type: none"> Identifies problems, the need for a solution, and 1 or 2 solutions Asks for what is needed; asks for help if needed Uses existing knowledge to solve problems Tries multiple solutions before asking others Works best independently Produces creative work 	<ul style="list-style-type: none"> Consistently demonstrates ability to resolve conflict on his or her own An adult is seldom involved in solving problems with friends Willing to resolve conflict Able to ask for help resolving conflict when needed Apologizes sincerely Decides when a problem needs to be resolved and when to let it go 	<ul style="list-style-type: none"> Cares for materials Consistently keeps up with personal belongings Does only assigned job for community Uses basic grace & courtesy to meet needs and get along Consistently restores environment without reminders Avoids wasting resources; participates in recycling Consistently fulfills commitments
<i>INTERDEPENDENT - INDEPENDENT PLUS</i>	<ul style="list-style-type: none"> Helps others find ways to fix mistakes & hold one another accountable for tasks and responsibilities Makes behavior choices that benefit others Acknowledges poor choices, articulates what will be done differently, and makes amends to restore relationships Seeks others’ input & ideas; values & respects others’ thoughts and ideas, one-on-one and in a group situation Consistently shows respect to adults and children 	<ul style="list-style-type: none"> Consistently meets own goals while helping others Suggests works to other students Works with other children to complete tasks Sets goals with other students Challenges him or herself to exceed what’s expected Is a “go-to” person for other children Supports/offers to help others in meeting commitments 	<ul style="list-style-type: none"> Asks deeper questions; discusses possibilities Demonstrates problem-solving with little or no adult help Considers others’ ideas Participates in brainstorming with others Works with others to find what is needed Delays judgment on others’ ideas Valued as a team member/desired group member Stimulates creativity of others 	<ul style="list-style-type: none"> Helps friends solve problems Solves the problem directly with the person; doesn’t talk about a problem or a person with someone else Encourages others Able to listen to others without judging Able to understand another person’s point of view Able to see him or herself as others do Viewed by others as compassionate; can also receive expressions of caring from others Forgives others 	<ul style="list-style-type: none"> Does own job and offers to help with others Extends grace and courtesy to build community Has patience with others Helps others; offers help without being asked Proactive in working with others and taking care of indoor & outdoor environments, including peers, plants, and pets
<i>LEADERSHIP - INTERDEPENDENT PLUS</i>	<ul style="list-style-type: none"> Able to “see” when others are having a problem and then suggests possible solutions Able to articulate reasons for choices Guides others to make better choices Consistently models trustworthiness and respect in all interactions, one-on-one and in group settings Takes the first step in a group to do the right thing Leads by example 	<ul style="list-style-type: none"> Helps other children plan their day Gives lessons to other children Offers only as much support as needed to support another child’s independence Creates new work for class Able to lead groups in a way that all members feel valued, contribute to the work, and project deadlines are met 	<ul style="list-style-type: none"> Leads other children to finding solutions Takes the place of an adult to guide dependent problem-solvers Uses what is available Facilitates group problem-solving, idea finding, and creativity Leads groups without dominating 	<ul style="list-style-type: none"> Initiates problem-solving and conflict resolution with friends Serves as a Peer Mediator Teaches others conflict resolution skills Sought by peers for “coaching” on solving problems with friends; can be trusted to keep discussions confidential Leads compassion projects within & beyond 	<ul style="list-style-type: none"> Works “behind the scenes” to get things done Models grace and courtesy Seeks opportunity to help outside of classroom or family Takes leadership role in ensuring community needs and individual needs are met Actively nurtures harmony in the community Initiates/leads recycling