G21

Greenfield's 21st Century Skills & Dispositions

As a part of our district-wide strategic planning process, multiple stakeholders in the School District of Greenfield's learning community identified the 21st Century skills and dispositions vital to success in college, career and life readiness. These skills and dispositions are referred to as our "G21". By engaging in rich, real-world performance assessments throughout their K-12 education, students will apply the understandings they have acquired to address complex, novel situations in order to demonstrate their abilities and strengths within the G21. They will also showcase exceptional accomplishment in particular G21 Impacts as they demonstrate leadership in their school and surrounding community.

All parents and educators want students to succeed. The challenge is that what was considered a good education fifty years ago will no longer suffice for success in college, career and life readiness in the 21st Century. A traditional American education system was built for an economy and society that no longer exists. In the economies that existed fifty years ago, it was enough to be skilled in the "Three R's" (reading, writing, and arithmetic). In the modern world, the "Three R's" are simply not enough. If students of today are to effectively compete in a global society (in addition to understanding key concepts and essential content), they must also be proficient communicators, problem-solvers, creators and collaborators. The G21 are Greenfield's method of capturing the key transdisciplinary indicators that matter most in our contemporary world. We are preparing our students to thrive in both the known challenges of today, and flourish in the unknown challenges of tomorrow!

Self-Directed Learning

Definition: Use of independent initiative, responsibility and feedback to guide learning and growth

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Goal Setting: (Cognitive Skill) ***Definition:** Process to decide what one wants or needs to accomplish to grow, then devise and execute a plan to achieve the result*	Reflects on completion of a powerful learning goal • Makes choices for learning goals based on teacher-supplied strategies and tools • Identifies strengths and areas to work on	Reflects on progress made toward an important learning goal • Selects from a range of strategies and tools • Identifies strengths and areas to improve	Uses self-reflection to select from a range of possible paths • Uses tools to plan and monitor learning goals • Adapts approaches to a goal based on reflection and/or results	Regularly engages in self-reflection and goal setting • Selects and applies effective strategies and tools • Plans, monitors, adjusts and evaluates results

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Self-Advocacy (Disposition) *Definition: Actively represents oneself and speaks for one's needs, view or interests*	Shares interests and needs • Talks with others about likes and dislikes • Identifies feelings • Identifies needs	Expresses specific interests and needs • Identifies tools to support needs • Clearly conveys thoughts and ideas related to areas of interest • States learning preferences	Confidently communicates viewpoints and needs • Capitalizes on strengths and works to enhance areas of need • Explains decisions based on perspective • Understands needs and makes adjustments	Effectively communicates in order to achieve desired results • Demonstrates strategic use of strengths • Sizes up situations in order to best align resources • Selects and utilizes tools to support intended results

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Resilience (Disposition) *Definition: Demonstrate perseverance and character in the face of challenges and obstacles*	Frequently persists through challenges • Demonstrates interest in new learning experiences • Seeks assistance from others	Skillfully perseveres throughout challenging experiences • Ventures outside of comfort zone in order to learn more • Uses tools and strategies to evaluate the task at hand in order to anticipate challenges	Confidently models the belief that they can accomplish a task • Actively welcomes opportunities to engage in new learning outside of comfort zone • Identifies support needed to address challenges and seeks the appropriate type of support	Confidently responds to anticipated and unforeseen challenges • Maintains composure • Poses a range of possibilities to address demanding situations

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Metacognition (Disposition) *Definition: Demonstrate awareness, understanding, analysis and control of one's learning and cognitive processes*	Begins to learn about themselves as learners • Understands that reflection is part of the learning process • Reflects on a learning experience • Identifies evidence of progress toward meeting a goal	Explores ways in which s/he learns • Engages in reflection as an important part of the learning process • Considers his/her own learning needs • Identifies what went well during a learning task • Communicates strengths and areas in need of improvement	Understands variables of success (i.e.: relevance, context, process and learning style) • Reflects to determine needs and designs a path to success • Provides evidence of growth towards goals • Explains reasons for success	Independently plans, selects, connects, monitors and reflects to support success and learning • Uses evidence to set challenging goals • Evaluates changes in learning over time • Engages in selecting, monitoring and evaluating strategies • Adjusts learning path based on reflection and progress towards goal

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Growth Mindset (Disposition) ***Definition****: Demonstrate positivity, ownership and control of one's learning success and growth*	Believes in ability to accomplish a task • Asks questions to learn more • Understands that hard can bring positive results	Responds to difficult tasks with effort • Understands skills grow with effort • Asks questions to learn more	Believes s/he can continuously learn and grow • Actively engages in learning in order to grow • Works through obstacles or challenges as a part of the learning process	Demonstrates empowerment • Seeks opportunities to engage in new learning • Acts on what is learned from obstacles and/or challenges • Demonstrates self-confidence when faced with new challenges

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Use of Feedback (Disposition) *Definition: Give, take and apply evaluative information and reactions to observable actions or products for the purpose of growth and improvement*	Reflects on a learning process or task • Makes choices for next steps in learning based on feedback • Identifies strengths and areas to work on	Reflects on progress during learning task • Chooses a learning path based on feedback from self, teachers and/or peers • Selects strategies and tools based on feedback	Plans, monitors and regulates learning • Self-reflects and determines what is needed to be successful • Develops strategies and tools to be a successful learner based on actionable and specific feedback from others	Adjusts learning path as needed based on ongoing reflection and feedback • Actively seeks and uses actionable and specific feedback • Applies strategies and tools to address areas of need as a learner

Collaboration

Definition: Working with another or a group in order to achieve a common goal

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Productive Group Interactions (Disposition) ***Definition**: Contribute to the effective functioning and positive well-being of a team*	Works cooperatively in small groups to complete tasks • Understands different roles in groups • Performs tasks related to role • Demonstrates kindness to group members	Works productively in groups • Uses resources to complete tasks • Breaks larger tasks into smaller tasks • Contributes to group plans • Acts as a team player	Shows collective interest as opposed to self-interest • Remains engaged, open-minded, flexible, composed and focused • Adjusts plans as needed • Co-constructs and follows group norms • Adapts to the changing needs of the group and individual role	Connects own goals to the goals of others or of the group • Gathers information from peers to reach goal • Monitors progress of group and makes adjustments • Applies collaborative tools, skills and strategies • Reflects on interactive experiences in order to improve

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Effective Communications (Disposition) *Definition: Use verbal and non-verbal approaches to develop and support a high-performance team*	Understands importance of individual in group discussion • Shares own ideas • Actively listens to the ideas of others • Builds onto the ideas of others • Uses kind and appropriate language to work with others	Engages in back and forth dialogue and respects ideas of others • Explains own thinking clearly • Seeks ideas and thoughts from all team members • Seeks to understand by asking questions • Gives and seeks feedback about task	Encourages and guides others to meet goal(s) • Shares ideas and concerns • Acknowledges multiple perspectives • Seeks varied approaches and solutions • Uses kind and appropriate language to guide group progress	Connects group learning and ideas to create new understandings and/or approaches • Empathizes to understand different perspectives • Engages in problem solving as a part of group process • Responsive to changing needs of group • Makes suggestions for moving forward

Critical Thinking

Definition: Identify patterns/relationships, make generalizations, identify expectations and evaluate claims; arrive at opinions, conclusions and/or take action

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Inquiry (Cognitive Skill) ***Definition**: Actively investigate information, perspectives and phenomenon with a desire to learn and gain understanding*	Generates ideas for inquiry • Asks questions about their world and role in it • Uses questions to further explore an area of interest • Organizes information	Poses problems and asks questions about how things work and why things happen • Recognizes patterns in the natural world and makes observations • Asks questions that lead to additional wonderings • Locates and organizes information from sources	Designs, conducts, monitors and evaluates investigations of a question or an idea • Asks questions that promote and encourage further inquiry • Locates information from diverse sources and points of view • Analyzes evidence	Explores complex situations to uncover potential future problems • Formulates thought-provoking questions • Synthesizes information from reliable sources • Uncovers patterns across findings

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Analysis and Interpretation (Cognitive Skill) ***Definition**: Apply critical faculties and strategies to understand and assess ideas, proposals and information*	Connects ideas to observations and experiences • Activates prior knowledge in new setting • Consolidates meaning from sources of evidence • Narrows questions, problems or issues • Connects understanding in the world	Identifies details and processes that represent patterns • Makes observations about patterns • Distinguishes fact from interpretation • Uses strategies to make sense of information (i.e. comparison, analysis, evaluation, explanation and reasoning)	Classifies data, findings and opinions using a systematic approach • Uses models and visual representations to analyze data • Understands that personal experience, belief and bias can influence interpretation • Draws inferences characterized by data • Interprets and evaluates significance of data, observation and information	Discovers relevant differences, similarities and patterns of finding • Formulates categories or distinctions to understand patterns • Extrapolates and generalizes to describe notable patterns • Uses complex models, analogies and/or simulations to represent thinking • Identifies and accounts for personal bias within critical process

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Decision Making / Conclusions (Cognitive Skill) *Definition: Apply critical faculties and strategies to make choices, propose solutions and make arguments*	Draws conclusions based on investigation • Uses data to construct an explanation to an inquiry • Applies understandings developed to their world • Communicates solutions /conclusions	Identifies and justifies the thinking behind choices made • Conducts evaluations using criteria or tests; conclusions through prototypes • Develops explanations or draws conclusions using evidence to support that explanation /conclusion	Draws conclusions that reflect clear and logical links • Determines which conclusions are most strongly supported by evidence • Makes predictions based on patterns • Communicates, documents and justifies a position or conclusion	Assesses risks and explains contingencies, taking account a range of perspectives • Balances rational and irrational components of a complex or ambiguous problem to evaluate evidence • Draws conclusions from analysis that is well-reasoned • Communicates in ways aligned to context

Well Being

Definition: A balanced sense of health, happiness and prosperity; both within self and with others

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Social Interaction (Cognitive Skill) ***Definition**: Demonstrate a positive and healthy sense of self as well as the ability to interact with others positively*	Forms and maintains positive relationships • Understands people have different feelings • Accepts apologies and apologizes when wrong • Expresses opinions • Listens to others	Forms and maintains productive relationships • Understands that emotions can impact relationships • Communicates mistakes; apologizes sincerely • Recognizes that different people have different opinions • Listens to understand, rather than just reply	Forms and maintains healthy relationships • Demonstrates choices that display understanding of emotional impact on peers and others • Displays genuine change in behaviors based on apologies • Accepts others' opinions; knows there is a time and place to defend beliefs • Listens to others; thinks before responding	Forms and maintains effective relationships • Chooses actions that are helpful to self and others • Encourages diverse opinions and uses them to deepen understanding • Recognizes the time and place to defend their beliefs while taking into account the beliefs of others • Listens to and seeks the perspective of others

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Physical Nutrition and Sleep (Cognitive Skill) *Definition: Practice positive habits in order to increase or maintain one's health and physical performance*	Understands elements of health • Understands play is part of being healthy • Understands food and drink impact health • Understands that sleep is necessary for overall health, fitness and mental well-being	Understands connections between health and learning • Understands play increases mental and physical health • Understands the connection between and among food, drink and health • Understands proper rest and relaxation are important to give the mind and body time to recuperate	Applies understanding to habits of health • Appreciates daily physical activities help exhibit engagement in learning • Explains positive choices in food and drink to maintain or enhance a healthy diet • Understands that adequate sleep influences health; sleep impacts concentration and the ability to fight infections	Uses resources to inform and adjust habits of health • Seeks a variety of ways to practice regular activities in order to positively impact health • Demonstrates healthy choices in foods and drinks • Understands the brain performs subconsciously to take in thoughts and learning experiences, and that the pathways of memory are created during sleep

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Financial (Cognitive Skill) ***Definition**: Demonstrate critical abilities and positive decision making in financial matters*	Understands things have value • Understands that money has a value in society • Understands the concept of the exchange of goods	Understands that there are different types of value • Understands that value is a relative concept • Distinguishes needs and wants • Recognizes the connection between earning and spending • Understands the value of saving over time	Applies understanding that different people value different things • Identifies specific and realistic goals based on money • Identifies tactics used to make people want to make purchases • Compares prices • Keeps financial information safe (does not share information)	Makes financial decisions based on informed stance • Designs budgets based on essential needs • Monitors spending; explains the value of healthy financial decisions • Understands investing • Understands credit • Understands and safeguards financial information

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Emotional (Disposition) *Definition: Demonstrate the habits, traits and dispositions of mentally healthy people*	Recognizes that emotions exist • Identifies own emotions • Recognizes others have emotions	Recognizes that emotions exist and determine feelings • Recognizes and manages emotions • Knows how to react to emotions to make good choices • Understands connections between actions and feelings	Understands that emotions could be temporary (surface); feelings are longer (deeper) • Possesses the ability to regulate and control how we react to our emotions • Communicates effectively in emotionally-charged situations • Understands and can explain stress, emotions and impulses	Regulates and controls emotions • Accepts happiness as relative • Supports others with understanding their emotional feelings • Communicates positivity by pointing out what is going well, even in challenging situations • Understands stress management techniques

Communication:

Definition: The imparting, exchange and/or interpretation of information, ideas and/or emotions in a variety of situations and for multiple purposes and audiences, and across multiple media formats

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Expressive Communication (Cognitive Skill) ***Definition****: Makes one's ideas, thoughts and emotions known to others through multiple modes*	Articulates thoughts and ideas using different kinds of communication • Explores and experiments with different ways of communicating • Uses creativity to communicate • Communicates to an audience beyond self, using stories	Considers goals when choosing to use specific ways of communicating • Considers the audience and method when communicating • Seeks to use creativity to support communication • Uses background knowledge to enhance and share new learnings	Uses different kinds of communication • Develops methods to communicate to and to impact specific audiences • Applies visuals to communicate messages • Utilizes techniques to achieve goals	Applies aesthetic and technical standards to gauge quality of communication product • Develops ideas from various sources • Communicates through the most appropriate media • Uses sophisticated tools to communicate complex concepts

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Interpretive Communication (Cognitive Skill) *Definition: Explore various forms of communication in order to make meaning, gain perspective and engage aesthetically*	Interprets visuals used to communicate stories or information • Listens to gain information, asking clarifying questions when needed • Builds on what others say about a communication to inform understanding • Observes and makes sense of multiple modes of information • Identifies positive aesthetic impact	Interprets literary and informative modes; understands how these build understanding • Listens for understanding • Seeks to understand complex messages • Makes meaning by exploring multiple forms of communication • Recognizes elements of communication, including aesthetics	Interprets emotional and visual elements • Understands complex ideas • Understands the purpose and context of message • Seeks more than one point of view • Applies understanding of visual and aesthetic technique	Interprets text through a critical and knowledgeable lens • Synthesizes content • Demonstrates interest in others' ideas; probes to understand multiple perspectives • Considers other perspectives • Recognizes the impact of visuals and digital media

Global Competence

Definition: Considering a situation as it relates to the rest of the world within economic, social, cultural and/or political contexts

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Global Awareness (Cognitive Skill) ***Definition****: Demonstrate knowledge and understanding of perspectives and issues in an international context*	Takes action on a local issue that matters to them in order to make a positive change • Investigates roles, responsibilities and issues in their world • Recognizes that they can contribute to their family and community • Explores local and world cultures	Takes action on issues that matters to them in order to make a positive change • Demonstrates understanding of roles, responsibilities and issues in the community and world • Understands that issues impact them and others in their family and community • Discovers connections between and among cultures	Takes positive action for change on local and global issues while considering other perspectives • Understands varied roles, responsibilities and issues in the community and world • Demonstrates understanding of local and global issues and the impacts they have on people and environments • Understands connections between local and global cultures	Takes positive action for change on local and global issues while considering diverse perspectives • Understands and acts on the varied roles, responsibilities and issues in the community and world • Demonstrates understanding of complex local and global issues and the impacts they have on people and environments • Demonstrates understanding of unique and overlapping dimensions of cultures

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Citizenship (Disposition) *Definition: Demonstrate positive behaviors and interactions in support of the well-being of one's various communities*	Understands beliefs and how actions connect to beliefs • Understands that different people have different traditions • Shares the role of culture in everyday life by describing one's own cultural traditions • Demonstrates understanding of citizenship in own community	Understands individual and community beliefs and how values contribute to actions • Understands that other people and communities may have traditions that differ from their own • Explains the role of culture in everyday life by describing one's own cultural traditions and comparing and contrasting with others • Demonstrates understanding of citizenship across communities	Demonstrates how concepts such as cultural dimensions and ancestry impact values • Understands the impact of significant historical events or trends on the development of cultures • Shows respect for varied cultural identities • Demonstrates understanding of complex aspects of citizenship	Seeks understanding across multiple contexts to deepen complexity of beliefs • Understands the potential and challenges of dimensions of culture in relation to intercultural communication • Demonstrates understanding of connectivity and uniqueness among cultures • Understands multiple perspectives and their roles in citizenship

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Adaptability (Cognitive Skill) *Definition: Adjust one's thinking, interactions and actions readily to suit a variety of contexts and conditions*	Navigates multiple situations in the classroom • Listens to others' ideas when working in a group • Uses imagination to view or create things in new ways and connect two things that seem different • Considers the perspective of others • Accepts challenges and ideas that may be different from their current thinking	Investigates options and predicts possible outcomes when putting ideas into action • Uses a variety of tools and strategies to recognize different perspectives or approaches to an issue • Shifts strategies and ways of thinking as the situation calls for, accepting that there may be some uncertainty when working with dilemmas • Works effectively in a variety of situations, communicating ideas and listening to different perspectives • Takes action after investigating options and possible outcomes	Investigates various perspectives to inform approaches to problems or dilemmas • Recognizes own biases • Communicates multiple scenarios or solutions that illustrate ambiguities involved in an issue or dilemma • Anticipates obstacles and devises plans to surmount them • Takes action by applying different ways of thinking and strategies to approach complex situations or dilemmas	Investigates risks, perspectives and solutions to tackle challenging problems that do not have obvious solutions • Recognizes own biases and understands when they must "unlearn" past thinking in order to address new challenges • Demonstrates effective communication when listening, speaking and writing with others • Takes action by effectively adapting to a variety of situations, individuals or groups • Tackles challenging problems despite potential for failure

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Systems Thinking (Cognitive Skill) *Definition: Act upon the understanding of the interdependent nature of systems, both natural and constructed*	Describes change at an event level • Identifies basic systems within the world • Identifies components of systems • Explains how actions can create consequences, both wanted and unwanted	Understands cause and effect and the notion of change • Investigates how various systems are connected • Recognizes how parts of a system come together to make a whole • Explains the similarities and differences between systems	Considers challenges of parts within systems and takes action • Investigates how various systems influence other systems • Recognizes how changing a part of a system can impact the system • Explains the relationships among systems	Considers challenges within and among systems and takes action • Investigates patterns in systems and forms generalizations • Recognizes the interaction of systems in relation to varied issues • Explains the relationships and interactions of complex interdependent systems

Creativity

Definition: The ability to see things in new ways or produce something new, whether tangible or intangible

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Curiosity and Imagination (Disposition) ***Definition**: The desire to learn or know about things and to form mental images and concepts*	Views or creates things in new ways and connects them to thinking that is different • Accepts challenges and ideas that may be counter to their thinking • Navigates multiple situations in the classroom • Listens to the ideas of others	Predicts possible outcomes when putting ideas into actions • Uses tools and strategies to explore different perspectives or approaches to a challenge, issue or dilemma • Shifts strategies or ways of thinking as the situation warrants (flexibility) • Integrates the perspectives of others into proposed solutions	Seeks to understand various perspectives to inform approaches to a challenge, problem or dilemma • Based on predictions, creates multiple scenarios or solutions that illustrate ambiguities involved in a challenge, issue or dilemma • Anticipates and visualizes potential obstacles and generates a variety of possible solutions • Adapts solutions to align to perspectives or needs of individuals	Tackles problems that do not have obvious solutions, despite challenges • Applies prior knowledge, improvises and visualizes when the situation requires a new and novel solution • Knows when to "unlearn" past solutions as a way to flexibly address new challenges • Assesses risks, explains alternate ideas and looks at the challenge from multiple perspectives

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Developing and Exploring Ideas (Cognitive Skill) *Definition: Generate original ideas and explore existing ideas*	Identifies problems and generates possible solutions • Generates many ideas in response to a question • Demonstrates openness and originality in creating new things • Elaborates within given structures	Generates multiple possibilities as a result of analyzing facts and patterns • Create models that provide rationale for the idea within real-world constraints • Uses materials and techniques in non-traditional ways in order to further understand problems • Expands on known ideas to create new and imaginative combinations	Adapts, improves, modifies and expands existing thoughts or ideas to create solutions • Combines ideas in a variety of ways and from a range of sources to create new possibilities • Explores idea generation strategies and techniques to build creative muscle • Uses inferences to generate ideas by using models, prototypes and simulations	Synthesizes divergent perspectives and ideas into original thought • Applies prior knowledge to create and connect complex ideas • Produces unique ideas with minimal structure • Constructs authentic and valuable ideas

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Innovation (Cognitive Skill) *Definition: Conceive of, and develop original ideas of value and find new approaches to address needs*	Engages in discovery, exploration and experimentation to reach results • Seeks others to help resolve ambiguity • Explores the perspectives of others • Designs and creates	Discusses and revises ideas through trial and error; makes reasoned and supported guesses • Uses multiple sources to help resolve ambiguity • Asks questions in order to create unusual, unique or clever products • Designs and creates varied solutions	Looks and thinks from multiple perspectives as a pathway for developing solutions to a challenge or problem • Embraces complexity and ambiguity; sees these as manageable and exciting challenges • Builds purposefully on the ideas of others and sees links between seemingly unrelated ideas • Designs and creates options aligned to audience and purpose	Visualizes connections between common and seemingly unrelated ideas • Seeks multiple perspectives and ideas • Changes focus and goals as the situation demands • Produces solutions that are fresh, unique, original and well-developed for the setting

Performance Area	Early Elementary (4K-2nd)	Elementary School (3rd-5th)	Middle School (6th-8th)	High School (9th-12th)
Initiative (Disposition) *Definition: The readiness and ability to design novel ideas and the mindset to take action*	Identifies ability to create positive change • Explores issues within various communities • Engages with others around a common issue • Reflects on the experience	Acts in positive ways to contribute to improvement of issues in need of change • Explores issues and proposes solutions based on knowledge • Works to shift self and others from problem identifiers to problem solvers • Self-assesses actions	Targets actions to have the maximum positive impact • Investigates issues and proposes potential solutions • Works to shift self and others from problem identifiers to problem solvers • Self-assesses actions	Self-identifies as an agent capable of making positive change • Actively explores and proposes solutions to issues in need of change • Engages in individual and group actions to solve problems • Reflects on impacts of taking action; uses feedback to plan next steps