

Competency Suggestions

Competency	Details	Synthesis
Communicator	<ul style="list-style-type: none"> Expresses ideas clearly and respectfully (written & verbal). 	This theme combines the elementary focus on "using language to be an advocate for yourself and others" and "expressing feelings/emotions in a positive manner," with the middle school's "verbalize frustrations" and "being able to create a proper email" (written), and the high school's overarching "use effective written, verbal, and nonverbal skills appropriate for time, place, and space." The "respectfully" aspect integrates elementary's "respectfully engage" and "constructive dialogue."
	<ul style="list-style-type: none"> Listens actively and understands diverse perspectives. 	This directly addresses the elementary points "understanding the difference between a speaker and a listener" and "understanding how to be an active listener and productive member of a conversation." It also incorporates the middle school's "listening skills" and the high school's explicit "listen actively to understand information, perspectives, and experiences." "Diverse perspectives" comes from the essence of understanding others' viewpoints.
	<ul style="list-style-type: none"> Adjusts communication to suit the audience and context. 	This theme is directly pulled from the middle school's "adjust communication based on audience (teacher/peers)" and is echoed in the high school's "appropriate for time, place, and space." It also encompasses the nuance of elementary's "considering word choice, tone, facial expression, body language" as these are all adjustments made based on who you're speaking to and the situation.
Critical Thinker	<ul style="list-style-type: none"> Questions, analyzes, and evaluates information from multiple sources. 	This theme draws directly from the elementary teachers' "Improve the quality of one's own thinking through curiosity, questioning," the middle school's "Being able to shift through media, text, etc. and make an educated decision based on a variety of information," and the high school's "Question everything, analyze, evaluate." The "multiple sources" aspect is implied by "shift through media, text, etc." and the need to "evaluate" various inputs.
	<ul style="list-style-type: none"> Identifies and solves complex problems creatively. 	This captures the elementary teacher's "Imagine new ways to solve problems using prior experiences" and "solving

		problems." The high school's mention of "problem solving" reinforces this. The "complex" aspect comes from the overall developmental progression from elementary to high school, and "creatively" emphasizes finding new ways.
	<ul style="list-style-type: none"> • Uses evidence and diverse perspectives to form reasoned conclusions and make informed decisions. 	This combines several critical aspects: "Use evidence when evaluating and proposing solutions" from elementary, "make an educated decision based on a variety of information" from middle school, and the high school's "listen to understand" and "don't be afraid to be wrong and learn from mistakes" (which implies evaluating one's own thinking). The "diverse perspectives" is a natural extension of "unbiased/open-minded" (middle school) and "listening to understand" (high school). "Reasoned conclusions" directly ties to "making an educated decision."
Responsible	<ul style="list-style-type: none"> • Takes ownership of actions, choices, and commitments. 	This theme encapsulates the core idea of accountability. It draws from elementary's "Be accountable for your actions," middle school's "Accountability" and "Owning your behavior," and high school's "Owns Choices and Outcomes – Takes accountability for actions, honors commitments, and accepts responsibility for results—both successes and mistakes." It also touches on "Trustworthy" and "Consequences for positive and negative behavior" by implication.
	<ul style="list-style-type: none"> • Manages time, resources, and self to meet expectations. 	This addresses the practical and organizational aspects of responsibility. It integrates elementary's "Keep track of and take care of YOUR belongings," "Do classwork promptly," and "Perform tasks independently." From middle school, it captures "Time management," "Prepared," "Self-Care," "Hygiene," and "Organization." High school reinforces this with "Demonstrates Self-Discipline and Pride – Sets high standards, manages time and effort wisely."
	<ul style="list-style-type: none"> • Acts with integrity and advocates for self and others. 	This theme covers the moral and proactive dimensions of responsibility. It includes elementary's "Advocate for yourself - ask for help when needed, DON'T give up." From middle school, "Self-Advocating" and "Role Model" contribute. High school's "Acts with Integrity – Does the right thing even when no one is watching. Builds trust through honesty, dependability, and following through." perfectly defines the integrity aspect. The concept of being a "Role Model" and advocating extends the idea of responsibility beyond just oneself to the community.

Adaptable	<ul style="list-style-type: none"> • Responds productively to new situations, challenges, and feedback. 	<p>This theme captures the essence of managing change and learning from experience. It incorporates elementary's "Attending, engaging, and persisting when given a problem" and "Responds productively to feedback, praise, setbacks, and criticism." Middle school reinforces this with "Adjust smoothly to changes in routine," "Overcome both expected and unexpected challenges," and "Stay open to feedback, differing opinions, new perspectives." High school brings in "Self-Regulation – Willingness to accept feedback, praise, setbacks, and criticisms" and "Flexibility – Being ready to pivot in the middle of any project, situation, or life."</p>
	<ul style="list-style-type: none"> • Learns from new experiences and applies prior knowledge in evolving contexts. 	<p>This bullet highlights the growth and application aspect of adaptability. It draws from elementary's "Navigates change, responds productively to all circumstances expected and not" and "Shows perseverance despite disagreement or opposition." Middle school contributes significantly with "Learn through multiple platforms, resources, and mediums" and "Apply prior knowledge to solve new or complex problems." High school's "Growth Mindset – A continuing pursuit of knowledge, always being curious" perfectly frames the continuous learning.</p>
	<ul style="list-style-type: none"> • Adjusts behavior and approach to effectively engage with diverse groups and environments. 	<p>This theme focuses on the social and situational awareness required for adaptability. It directly includes elementary's "Able to work cooperatively individually and in diverse groups" and "Ability to adjust your behavior and physical presence to external conditions (read the room) - awareness." Middle school adds "Respond effectively to teachable moments and group dynamics" and "Remain an engaged/dependable student and peer in all situations." This shows a progression from individual adjustment to effective interaction within broader contexts.</p>
Collaborator	<ul style="list-style-type: none"> • Contributes effectively and cooperatively to shared goals. 	<p>This theme captures the core action of working together. It's reflected in elementary's "Share the work - everyone contributes" and "Taking turns." Middle school reinforces this with "Working as a team - Rambler Rumble" and "Working in small groups to achieve a common goal." High school directly states "Coordination: Teamwork toward a common goal" and "Cooperation: Accountable to your role."</p>
	<ul style="list-style-type: none"> • Listens actively and values diverse ideas and perspectives. 	<p>This highlights the crucial communicative and inclusive aspects of effective collaboration. Elementary provides</p>

		<p>"Actively listen to each other" and "Accept others' opinions and ideas." Middle school adds "Active listening," "Share opinions and thoughts," and "Working with someone who is not a BFF." High school emphasizes "Communication: Listening with an open mind." The "diverse ideas" is implicitly covered by accepting others' opinions and working with different people.</p>
	<ul style="list-style-type: none"> Engages respectfully, compromising and leading when appropriate. 	<p>This theme addresses the interpersonal dynamics and flexibility needed in group settings. Elementary's "Compromise" and "Speaking kindly" contribute here. Middle school builds on this with "Respectfully disagree or agree," "Use kind language," and "When to lead and when to follow." High school reinforces the interpersonal respect with "Cooperation: Accountable to your role and respectful to others."</p>
Compassionate	<ul style="list-style-type: none"> Understands and acknowledges others' feelings, perspectives, and experiences. 	<p>This theme captures the foundational cognitive and emotional aspect of empathy. It directly comes from elementary's "Caring about how others are feeling" and "Placing yourself in others' shoes." Middle school contributes with "Can understand when someone is having a bad day" and "Understanding fair vs equal" (which requires understanding differing needs). High school reinforces this significantly with "Develop awareness, concern and respect for others' thoughts, ideas and experiences" and "Invest and connect to others' backgrounds and culture."</p>
	<ul style="list-style-type: none"> Responds with kindness, patience, and support. 	<p>This focuses on the behavioral manifestation of empathy. Elementary provides "Helping peers when they are struggling," "Show kindness and patience," and "Think before you respond in difficult situations." Middle school adds "Can stand up for a peer/lift up a peer" and "Good sportsmanship + team mentality." "Use the appropriate language" from elementary also fits here as a respectful response.</p>
	<ul style="list-style-type: none"> Seeks to connect with and contribute positively to the well-being of others and the community. 	<p>This theme broadens empathy from individual interaction to a more collective and proactive stance. It's evident in elementary's "Helping peers when they are struggling," and in middle school's "Can stand up for a peer/lift up a peer." The most direct input comes from high school's "Seek service to others," which explicitly links empathy to action and community engagement.</p>

