



INNOVATIVE



“Innovation is the ability to see change as an opportunity -not a threat.”

- Steve Jobs

Identifies and Evaluates Authentic Problems

Students actively identify authentic problems that they want to solve through active learning and experimentation.

- 1) I am curious about problems and want to generate ideas that may be unique to solve them.
- 2) I can listen to and consider ideas and opinions expressed by group members that are different from my own.
- 3) I effectively use organizational strategies to evaluate problems. (e.g., categorization, prioritization, classification, etc.)

Learns from Experimentation

Students move past relying on experience or what they have always done to create new ways of going about something to reach the end result.

- 4) I look beyond what has always been done.
- 5) I ask thought provoking questions to encourage others to think beyond what is in front of them.
- 6) I utilize a variety of resources and technology as I work through the creative process.

Thinks Flexibly

Students apply strategies to think differently based on all the information in front of them and possibly go toward what piques their interest.

- 7) I can identify points of agreement and disagreement and look at ideas from multiple perspectives.
- 8) I review and process feedback to create logical next steps, and make revisions that improve the quality of the idea.
- 9) I connect and build upon others' ideas to generate new and unique insights.

Sees Uncertainties as Opportunities

Students see uncertainty and ambiguity as opportunities to explore and a cause for excitement resulting in increased engagement.

- 10) I view failure as an opportunity to learn - understanding that creativity and innovation is a long term cyclical process of small success and frequent mistakes.
- 11) I pause to reflect on current progress and consider other options needed to achieve the goal.
- 12) I am an active learner that is not afraid to continually revise and revamp the plan as needed to get to the best possible outcome.

Pursues Imaginative and Creative Solutions

Students implement a variety of methods and tools to generate creative and original products that apply to solving an authentic issue.

- 13) I work beyond the classroom and textbook to seek out solutions.
- 14) I persevere through multiple attempts and revisions to create and offer possible solutions.
- 15) I use evidence that supports my product(s) and point out strengths and limitations that may be present.

Innovation is the ability to generate and execute new ideas

Whether these idea be incremental, evolutionary, or revolutionary - it all starts with creativity. Our students will be more innovative when they create new and worthwhile ideas, evaluate them, and understand the limitations presented when adopting a new way or path. It is essential that students are provided time to develop their capacity to be creative, experiment, synthesize information, and implement data-informed decision-making utilizing authentic challenges.

So what does *INNOVATION* look like in our school's environment?

- Students actively identify authentic problems that they want to solve through active learning and experimentation.
- Students move past relying on experience or what they have always done to create new ways of going about something to reach the end result.
- Students apply strategies to think differently based on all the information in front of them and possibly go toward what piques their interest.
- Students see uncertainty and ambiguity as opportunities to explore and a cause for excitement resulting in increased engagement.
- Students implement a variety of methods and tools to generate creative and original products that apply to solving an authentic issue.

As a district we recognize that our students need the skills necessary to be innovative as they explore their future endeavors. Having a creative mind to tackle authentic problems is essential to moving ideas forward and devising solutions that result in forward progress.

Students who are able to look at something from a different perspective and use various tools to solve a problem will undoubtedly be prepared to compete in a global market.



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RESILIENT



“Do not judge me by my success, judge me by how many times I fell down and got back up again.”

- Nelson Mandela

Overcomes Personal / Academic Barriers to Achieve Goals

Students understand who they are and what they need to be successful not only within the classroom, but for their future.

- 1) I recognize my challenges and capitalize on my strengths as I work to achieve my goals.
- 2) I use healthy coping skills to reduce stress and deal with life's challenges in an effective way.
- 3) I reflect on my needs and advocate for my own learning and growth.

Persists to Accomplish Difficult Tasks

Students engaging in the process of goal setting and utilizing the necessary tools to accurately assess their progress, make adjustments and continue their learning toward meeting the expectations.

- 4) I remain focused and determined while working toward short- and long-term goals.
- 5) I utilize tools to help when I get stuck and need to adjust the way I am learning something.
- 6) I frequently check my current progress and determine when it is time to move to the next step.

Learns from Mistakes

Students see mistakes as opportunities for growth and use what they have learned to create a better outcome.

- 7) I use mistakes to pivot and move forward.
- 8) I use constructive feedback to improve my work and the work of the group.
- 9) I engage in a revision or redesign process to develop a better end product.

Implements a Plan

Students determine what needs to be accomplished and design a plan of action to stay on track.

- 10) I understand what learning is expected of me and the options I am provided to demonstrate my learning.
- 11) I can create a plan with defined tasks to complete and follow through.
- 12) I use a system to help prioritize and plan my work to reach my established goals.

Responds in a Disciplined Way

Students recognize that events will happen, yet strive to be their best by implementing a response that results in growth and progress of both academic content and behavioral skills.

- 13) I am able to handle my emotions in a healthy and safe way.
- 14) I pause before acting to think through the best decision for the outcome I want.
- 15) I own my choices and behaviors and am able to overcome setbacks and disappointments.

Resiliency requires a focus on emotions resulting in desired behaviors.

These behaviors are learned over time and may be referred to as executive functions. Our students will be resilient when they are able to self-regulate, which is the process that enables us to plan, initiate, and complete an activity while regulating emotion, maintaining attention, and responding to feedback, and self-reflecting. Through these behaviors students are more equipped to evaluate their performance and learn from their experiences. Reflecting on successful outcomes promotes self-confidence and a sense of accomplishment, which produces motivated and engaged students.

So what does *RESILIENCE* look like in our school's environment?

- Students understand who they are and what they need to be successful not only within the classroom, but for their future.
- Students determine what needs to be accomplished and design a plan of action to stay on track.
- Students engaging in the process of goal setting and utilizing the necessary tools to accurately assess their progress, make adjustments and continue their learning toward meeting the expectations.
- Students see mistakes as opportunities for growth and use what they have learned to create a better outcome.
- Students recognize that events will happen, yet they strive to be their best by implementing a response that results in growth and progress of both academic content and behavioral skills.

As a district we recognize that our students need the skills necessary to be resilient in the face of the adversity that comes with doing something for the first time, stepping out of a comfort zone, or knowing that events will happen to us that often are out of our control. Having the skills to persevere and overcome challenges will be critical for our students as they set out to achieve their goals and aspirations no matter their path after graduation. Students who demonstrate resilience will be prepared to deal with setbacks and will persevere to try again to reach their desired outcome.



COLLABORATIVE



“Coming together is the beginning; keeping together is progress; working together is success.”

- Henry Ford

Values Individual Contributions and Teamwork

Students share responsibility and valuing the individual contributions made by each team member.

- 1) I know when to help and when to allow others to solve their own problems.
- 2) I am prepared for group work by completing all individual action items on time and willing to take on different roles to support the team.
- 3) I provide suggestions that can assist others in their work.

Listens Actively

Students actively listen to decipher meaning, including knowledge, values, attitudes and intentions.

- 4) I follow guidelines for effective listening - listen to others with care, speak one at a time, and share the air with others.
- 5) I listen actively by providing verbal or nonverbal feedback to indicate that the message was received and make logical inferences and draw conclusions that show my understanding.
- 6) I ask questions or make statements to enhance the collective understanding of the concept, theme, or problem, and to help others in the group think more deeply about the discussion topic.

Communicates Effectively

Students utilize effective interpersonal skills during conversations and discussions to build positive relationships and deliver clear, concise, and accurate ideas through spoken and written words using appropriate technologies and formats.

- 7) I communicate effectively by listening, questioning and being aware of my body language to maintain positive working relationships both in person and in the digital world.
- 8) I show respect for others' diverse perspectives, opinions and ideas by being constructive in my responses and without becoming argumentative.
- 9) I participate in the discussion - communicating effectively using verbal / nonverbal techniques that are appropriate to the task, audience, and purpose.

Gives and Receives Feedback

Students give and receive quality feedback, while exercising flexibility and a willingness to be helpful in making necessary compromises to accomplish a goal.

- 10) I provide constructive feedback to my group in a respectful manner, inclusive of challenging ideas and processes by presenting alternative ideas or solutions.
- 11) I share and use constructive feedback to improve my work and the work of the group.
- 12) I show a willingness to support the best idea based on the information shared to help us to accomplish our goal.

Works With Others to Accomplish a Goal

Students work effectively and respectfully across diverse teams to research challenges, share ideas, deliberate to find solutions, share responsibilities, and practice thoughtful discourse.

- 13) I help others understand the goal and importance of individual contributions as well as the collective work of the group.
- 14) I help organize the work, check on progress, or provide focus and direction for the task, project, or challenge. I know when to lead and when to follow.
- 15) I can compare and contrast diverse ideas and opinions shared by group members and work to address challenges in the group through discussion and consensus building.

Collaboration is the practice of working together to achieve a common goal.

Collaboration in school and at work demands patience, understanding, and self-awareness. To effectively collaborate, you must also effectively communicate. Students need to develop the ability to effectively communicate, problem-solve, and collaborate both face-to-face and virtually.

So what does **COLLABORATION look like in our school's environment?**

- Students work effectively and respectfully across diverse teams to research challenges, share ideas, deliberate to find solutions, share responsibilities, and practice thoughtful discourse.
- Students utilize effective interpersonal skills during conversations and discussions to build positive relationships and deliver clear, concise, and accurate ideas through spoken and written words using appropriate technologies and formats.
- Students actively listening to decipher meaning, including knowledge, values, attitudes and intentions.
- Students give and receive quality feedback, while exercising flexibility and a willingness to be helpful in making necessary compromises to accomplish a goal.
- Students share responsibility and valuing the individual contributions made by each team member.

As a district we recognize that our students will need the skills necessary to effectively collaborate and communicate with others for the rest of their lives - no matter their path after graduation.

These skills will be critical for our students entering a workforce where partnerships will be foundational. Students who can effectively collaborate and communicate will be highly valuable in the workplace of the 21st century.



GLOBAL



“Never doubt that a small group of thoughtful, committed citizens can change the world; indeed, it’s the only thing that ever has.”

- Margaret Mead

Seeks Cultural Understanding

Students are inquisitive and learn about the world around them by reaching out to those who may not be like them.

- 1) I make an effort to understand social issues and events locally, nationally, and internationally.
- 2) I get to know people who may have differing cultures, traditions, or preferences than mine.
- 3) I ask questions when I need to better understand one’s background.

Embraces Diversity

Students learn about the world around them, engaging in an open dialogue and demonstrating a mutual respect toward the viewpoints and opinions of others.

- 4) I am open to varying viewpoints, even viewpoints that may challenge mine.
- 5) I understand that people of different cultures and backgrounds can have varying perspectives.
- 6) I realize that everyone has a story and it is important to be aware of what others may not be outwardly sharing.

Acts with Empathy and Compassion

Students put forth an effort to get to know and appreciate others, regardless of differences—showing empathy for behavior and experiences that may be different than their own.

- 7) I can recognize, identify, and empathize with the feelings of others.
- 8) I can recognize the impact of my decisions and actions on those around me.
- 9) I establish positive relationships to feel connected to others.

Resolves Conflict Peacefully

Students balance different perspectives, personalities, or behaviors using positive, proactive practices that build self-esteem, connectedness, and appreciation for others.

- 10) I can demonstrate personal responsibility through emotional and physical control, as well as self regulation.
- 11) I use positive self talk to persevere confidently through challenges.
- 12) I can recognize perspectives other than my own.

Demonstrates Service to Both Local and Larger Community

Students understand their connection to a larger community and are afforded opportunities to engage with others to problem solve authentic issues in an effort to devise workable solutions.

- 13) I can actively participate with my classmates to reach an intended outcome.
- 14) I can learn by listening to the needs of others.
- 15) I can take action to address an issue within my local and larger community.

Being global means having a willingness to learn about and understand a variety of cultures, perspectives, and experiences that may be different from our own.

If we want our students to become productive global citizens who make positive contributions to society, it is imperative they remain open-minded, empathetic, and respect each others’ differences. Students need to be aware of how both local and global issues impact our local community and how their actions can impact those around them.

So what does GLOBAL look like in our school’s environment?

- Students are inquisitive and learn about the world around them by reaching out to those who may not be like them.
- Students learn about the world around them, engaging in an open dialogue and demonstrating a mutual respect toward the viewpoints and opinions of others.
- Students put forth an effort to get to know and appreciate others, regardless of differences - showing empathy for behavior and experiences that may be different than their own.
- Students balance different perspectives, personalities, or behaviors using positive, proactive practices that build self-esteem, connectedness, and appreciation for others.
- Students understand their connection to a larger community and are afforded opportunities to engage with others to problem solve authentic issues in an effort to devise workable solutions.

As a district we recognize that our students need the skills necessary to be global citizens for the rest of their lives. These skills will be crucial for our students to learn as they prepare for actively engaging with others in the diverse world.

Students that embrace diversity and positively influence their community by celebrating and appreciating differences will be an asset to the 21st century workforce.



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EMPOWERED



“When the whole world is silent, even one voice becomes powerful.”

- Malala Yousaafzai

Develops a Learning Pathway

Students have clear expectations for learning, using the options provided to allow them a starting point and a path towards mastery.

- 1) I create personalized learning goals based on the standards I need to master.
- 2) I understand my learning objective and have a choice in the way I get there.
- 3) I select a variety of methods and activities that provide me access to gain the necessary knowledge and skills.

Analyzes Problems and Outcomes

Students embrace the benefits of the learning process taking the time to pause and not rush through their work.

- 4) When exposed to new information, I am able to be resourceful and consider prior knowledge and experiences to move my learning forward.
- 5) I can use relevant information, reasoning, and needed support to analyze a problem.
- 6) I focus on the process of learning something new and take the time I need to complete my work accurately.

Seeks Out Answers

Students remain curious about their learning and are not hesitant to ask questions to help them move forward in their learning.

- 7) I self advocate by asking questions to gain further clarity in order to guide the learning process.
- 8) I ask thought provoking questions and organize information to help build my knowledge base.
- 9) I make statements that are clear and concise so that others can understand and respond.

Acts Responsibly

Students think and act in a way that allows them to stay on track and reach the outcome they have set for themselves.

- 10) I can independently stay focused, self-regulate, and complete the tasks I have chosen.
- 11) I have an effective system that allows me to keep track of my resources, materials, and progress.
- 12) I pace myself to complete my work.

Reflects on Learning Experiences

Students use feedback to reflect on their progress, revise their work, and/or recognize when they have reached their goal to determine when it is time to move to the next objective.

- 13) I monitor my progress and reflect on ways to improve.
- 14) I refine my work based on constructive actionable feedback from teachers or peers and apply changes in an ongoing process until I reach mastery.
- 15) I set a new learning pathway when ready.

Feeling empowered means taking ownership of one's learning path.

When students have options of how to engage in the learning process and they know what tools work for them, they are more apt to not only remember the content, but apply it to meaningful experiences. By providing choice and voice, we make learning accessible to all students.

So what does **EMPOWERMENT** look like in our school's environment?

- Students have clear expectations for learning, using the options provided to allow them a starting point and a path towards mastery.
- Students embrace the benefits of the learning process taking the time to pause and not rush through their work.
- Students remain curious about their learning and are not hesitant to ask questions to help them move forward in their learning.
- Students think and act in a way that allows them to stay on track and reach the outcome they have set for themselves.
- Students use feedback to reflect on their progress, revise their work, and/or recognize when they have reached their goal to determine when it is time to move to the next objective.

As a district we recognize that our students need the skills necessary to set and direct their own course to learn what is needed to achieve their goals. By having the ability to make positive choices and a voice in how to achieve outcomes, students will be better prepared for any future endeavor they want to achieve.



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