






NORTH SALEM CENTRAL SCHOOL DISTRICT
Profile of a North Salem Graduate as a Problem Solver

North Salem graduates are continuously improving learners who question, define and solve problems through critical and creative thinking. The graduate aspires to be a -

<p>Critical and Creative Thinker</p> 	<ul style="list-style-type: none"> • Selects and uses creative, divergent thinking strategies to generate multiple ideas, gather a variety of resources, consider multiple perspectives for solving problems • Employs critical, convergent thinking strategies to analyze, synthesize, validate, evaluate and select among multiple ideas, resources, perspectives, solutions • Links creative and critical thinking in a process for developing, evaluating and solving a problem in a timely manner
<p>Collaborator</p> 	<ul style="list-style-type: none"> • Works interdependently within a group to promote learning, increase productivity and achieve common goals • Seeks and utilizes assistance and feedback from others to adapt idea • Helps the group persist in accomplishing tasks • Listens to, shares and respects divergent thinking and cultural diversity to engage in thoughtful discussion leading to a solution • Supports collaboration by initiating ideas, conducting research, evaluating resources • Performs and shares various roles in group work
<p>Communicator</p> 	<ul style="list-style-type: none"> • Advances understanding through active listening strategies • Incorporates effective writing skills for a variety of purposes and audiences • Acquires and broadens knowledge and experience through reading and viewing • Employs effective public speaking strategies suited to the topic, audience and purpose • Expresses concepts and emotions to a variety of audiences using processes in the visual and performing arts
<p>Citizen</p> 	<ul style="list-style-type: none"> • Exhibits and supports honest and ethical behavior • Shows empathy, compassion and respect for individuals and cultures on local, national and international levels • Applies concepts of government and historical context to balance personal freedom with the needs of the larger group • Uses personal financial responsibility to help shape and support self and the greater community • Actively engages in school and community in a way that respectfully addresses the needs of groups and individuals • Promotes environmental stewardship by committing to the conservation of Earth's resources leading to a sustainable future
<p>Continuously Improving Learner</p> 	<ul style="list-style-type: none"> • Masters concepts and process skills in and among the disciplines of English, math, social studies, world language, science, physical fitness and the arts to improve self and others • Utilizes self-reflective skills needed to describe, explain and evaluate thinking in order to set and carry out goals to improve learning and problem solving • Exercises Habits of Mind to support continuous learning to meet personal and academic goals • Engages in healthy and positive practices and relationships to promote good physical and mental health • Adds value to self and others with digital learning strategies

GOAL:

S

Specific	<ul style="list-style-type: none">• What do I want to accomplish?• Why do I want to accomplish this?• What are the requirements?• What are the constraints?	
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M

Measurable	<ul style="list-style-type: none">• How will I measure my progress?• How will I know when the goal is accomplished?	
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A

Achievable	<ul style="list-style-type: none">• How can the goal be accomplished?• What are the logical steps I should take?	
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R

Relevant	<ul style="list-style-type: none">• Is this a worthwhile goal?• Is this the right time?• Do I have the necessary resources to accomplish this goal?• Is this goal in line with my long term objectives?	
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T

Time-Bound	<ul style="list-style-type: none">• How long will it take to accomplish this goal?• When is the completion of this goal due?• When am I going to work on this goal?	
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