

**W3 PLANNING TEAM: CREATING A SHARED DEFINITION OF STUDENT SUCCESS
LIFE SKILLS WITH DESCRIPTORS**

COMPETENCY: A COMPLEX THINKER

Characteristics:

- Accesses, organizes, analyzes and synthesizes information from a variety of resources.
- Differentiates between fact and opinion.
- Accesses, analyzes and applies information to solve problems and make decisions.
- Recognizes and considers multiple points of view.
- Views situations outside the boundaries of standard thinking.
- Is flexible and adaptable.
- Is creative and insightful.
- Applies intellectual exploration.
- Is inquisitive.
- Develops the thinking processes of analysis, creative thinking, problem solving and decision making (based on reasoning supported by facts)

Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively. [s. 118.01(2)(a) 1.]

An appreciation and understanding of different value systems and cultures. [s. 118.01(2) (c) 7.]

An understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics. [s. 118.01(2) (c) 8.]

The skills needed to cope with social change. [s. 118.01(2) (d) 1.]

The skills and attitudes that will further lifelong intellectual activity and learning. [s. 118.02(2)(a) 4.]

<p>COMPETENCY: A SELF-DIRECTED LEARNER</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ▪ Self-assesses progress, evaluates action, and adjusts procedures as needed. ▪ Continually pursues and integrates knowledge. ▪ Becomes a life-long learner, finding valuable lessons in nearly every experience. ▪ Sets priorities and goals. ▪ Produces quality work. ▪ Is prepared for work and economic self-sufficiency. ▪ Shows initiative and self-motivation. ▪ Is proactive. 	<p>The skills and attitudes that will further lifelong intellectual activity and learning. [s. 118.02(2)(a) 4.]</p> <p>The ability to construct personal ethics and goals. [s. 118.01(2)(d) 4.]</p> <p>Positive work attitudes and habits. [s. 118.01(2)(b) 4.]</p> <p>An understanding of the range and nature of available occupations and the required skills and abilities. [s. 118.01(2)(b) 1.]</p> <p>Preparation to compete for entry level jobs not requiring postsecondary school education. [s. 118.01(2)(b) 2.]</p> <p>Preparation to enter job-specific vocational training programs. [s. 118.01(2)(b) 3.]</p>
<p>COMPETENCY: A KNOWLEDGEABLE PERSON</p> <p><u>Characteristics:</u></p> <p>Possesses a broad knowledge base.</p> <p>Is able to apply knowledge and processes.</p> <p>Has academic knowledge and skills in:</p> <ul style="list-style-type: none"> ▪ English/Language Arts ▪ Mathematics ▪ Science ▪ Social Studies ▪ Foreign Language ▪ Personal Fitness ▪ Information Literacy ▪ Technology 	<p>Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking. [s. 118.01(2)(a) 1.]</p> <p>A basic body of knowledge that includes information and concepts in literature, fine arts, mathematics, natural sciences, including knowledge of the elements of agriculture and the conservation of natural resources, and social sciences, including knowledge of the rights and responsibilities of the family as a consumer, cooperative marketing and consumers' cooperatives. [s. 118.01(2)(a) 3.]</p> <p>Knowledge in computer science, including problem solving, computer applications and the social impact of computers. [s. 118.01(2)(a)5.]</p> <p>An understanding of the basic workings of all levels of government,</p>

<ul style="list-style-type: none"> ▪ Vocational Education ▪ Visual and Performing Arts ▪ Civic Literacy ▪ Cultural Literacy ▪ Financial Literacy ▪ Business Literacy ▪ Entrepreneurial Literacy ▪ Global Awareness ▪ Media Literacy 	<p>including the duties and responsibilities of citizenship. [s. 118.01(2)(c)1.]</p> <p>A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state. [s. 118.01(2)(c)2.]</p> <p>The skills to participate in political life. [s. 118.01(2)(c)3.]</p>
	<p>An understanding of the function of organizations in society. [s. 118.01(2)(c)4.]</p> <p>Knowledge of the role and importance of biological and physical resources. [s. 118.01(2)(c)5.]</p> <p>Knowledge of state, national and world history. [s. 118.01(2)(c)6.]</p>
<p>COMPETENCY: A HEALTHY PERSON</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ▪ Demonstrates physical wellness. ▪ Is emotionally resilient. ▪ Uses self awareness and willpower. ▪ Practices social responsibility. ▪ Is passionate. ▪ Is emotionally and physically healthy. ▪ Discovers a motivating purpose, characterized by meaningful personal goals and dreams. ▪ Consistently plans and takes effective actions in 	<p>Knowledge of the human body and the means to maintain lifelong health, including:</p> <p>a. Knowledge of the theory and practice of physical education, including the development and maintenance of physical fitness;</p> <p>b. Knowledge of the true and comparative vitamin content of food and food and health values of dairy products and their importance for the human diet; and</p> <p>c. Knowledge of physiology and hygiene, sanitation, the effects of</p>

<p>pursuing their goals and dreams.</p> <ul style="list-style-type: none">▪ Exhibits heightened self-awareness, developing empowering beliefs, attitudes and behaviors that will keep them on course.▪ Exhibits emotional maturity characterized by optimism, happiness and peace of mind.	<p>controlled substances under ch. 961 and alcohol upon the human system, symptoms of disease and the proper care of the body. [s. 118.01(2)(d)2. a.,b. and c.]</p> <p>An appreciation of artistic and creative expression and the capacity for self-expression. [s. 118.01(2)(d)3.]</p>

<p>COMPETENCY: AN EFFECTIVE COMMUNICATOR</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ▪ Receives information through various ways: i.e. active listening, observing, reading. ▪ Clearly and responsibly conveys ideas, feelings, and beliefs in a variety of ways. ▪ Communicates with a variety of audiences. ▪ Communicates in different modes for varied purposes. ▪ Relates in a positive and constructive manner with family members and other members of the diverse world community. ▪ Masters the communication skills of speaking, writing, listening and reading. 	<p>Basic skills, including the ability to read, write, spell, perform basic arithmetical calculations, learn by reading and listening and communicate by writing and speaking. [s. 118.01(2)(a) 1.]</p> <p>Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively. [s. 118.01(2)(a) 1.]</p> <p>The skills needed to cope with social change. [s. 118.01(2) (d) 1.]</p> <p>An appreciation and understanding of different value systems and cultures. [s. 118.01(2) (c) 7.]</p>
	<p>An understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics. [s. 118.01(2) (c) 8.]</p> <p>Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in article I, section 22, of the constitution insofar as such qualities and principles affect family and consumer education. [s. 118.01(2)(d) 5.]</p>
<p>COMPETENCY: A COLLABORATIVE WORKER</p> <p><u>Characteristics:</u></p> <ul style="list-style-type: none"> ▪ Uses effective communication skills. ▪ Utilizes effective interpersonal skills. ▪ Performs a variety of roles within a group/team. ▪ Works within a group toward the achievement of 	<p>Analytical skills, including the ability to think rationally, solve problems, use various learning methods, gather and analyze information, make critical and independent judgments and argue persuasively. [s. 118.01(2)(a) 1.]</p>

<p>group goals.</p> <ul style="list-style-type: none"> ▪ Is ready for world beyond formal schooling. ▪ Demonstrates leadership capacity. ▪ Cooperates and collaborates with others in work, social and family settings. ▪ Is a productive member of a diverse world community. ▪ Builds mutually supportive relationships that assist in pursuing goals and aspirations. 	<p>The skills and attitudes that will further lifelong intellectual activity and learning. [s. 118.02(2)(a) 4.]</p> <p>An understanding of the range and nature of available occupations and the required skills and abilities. [s. 118.01(2)(b) 1.]</p> <p>Preparation to compete for entry level jobs not requiring postsecondary school education. [s. 118.01(2)(b) 2.]</p> <p>Preparation to enter job-specific vocational training programs. [s. 118.01(2)(b) 3.]</p> <p>Positive work attitudes and habits. [s. 118.01(2)(b) 4.]</p>
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COMPETENCY: A SOCIALLY RESPONSIBLE CITIZEN

Characteristics:

- Makes meaningful contributions and participates in social improvement.
- Maintains a positive work ethic.
- Understands the importance and value of ethics, democracy and justice.
- Demonstrates social and cross-cultural skills.
- Is productive and accountable.
- Demonstrates leadership and responsibility.
- Is civically inspired.
- Demonstrates respect for self, others, and ones surroundings.
- Respects cultural diversity.
- Is engaged in the arts.
- Understand the rights and responsibilities that allow us to function as contributing members of our democracy.
- Takes responsibility for one’s own actions and acts supportively and compassionately towards others.
- Is an informed participant in a democratic government.
- Respects the dignity and worth of others.
- Exhibits core values such as honesty, respect, responsibility, courage, punctuality, and self-discipline.
- Accepts personal responsibility for creating outcomes and quality of life.

The ability to construct personal ethics and goals. [s. 118.01(2)(d) 4.]

Positive work attitudes and habits. [s. 118.01(2)(b) 4.]

An understanding of the basic workings of all levels of government, including the duties and responsibilities of citizenship. [s. 118.01(2)(c)1.]

A commitment to the basic values of our government, including by appropriate instruction and ceremony the proper reverence and respect for and the history and meaning of the American flag, the Declaration of Independence, the U.S. constitution and the constitution and laws of this state. [s. 118.01(2)(c)2.]

The skills to participate in political life. [s. 118.01(2)(c)3.]

Knowledge of morality and the individual's responsibility as a social being, including the responsibility and morality of family living and the value of frugality and other basic qualities and principles referred to in [article I, section 22](#), of the constitution insofar as such qualities and principles affect family and consumer education. [s. 118.01(2)(d) 5.]

An appreciation and understanding of different value systems and cultures. [s. 118.01(2) (c) 7.]

An appreciation of artistic and creative expression and the capacity for self-expression. [s. 118.01(2)(d) 3.]

An understanding of human relations, particularly with regard to American Indians, Black Americans and Hispanics. [s. 118.01(2) (c) 8.]

<u>Principles for measurement of the characteristics of a successful student</u>	

- (1) You can't determine success unless there is a way to measure progress.
- (2) Efforts should be made to find a way to assess each characteristic.
- (3) All students should be evaluated using common standards.
- (4) Measurement should be connected to efforts in other states.
- (5) Measures should be relevant to the prescribed competencies.
- (6) Measures should be developmentally appropriate.
- (7) Measures should inform both practice and development of the student.
- (8)** Measures and results should be timely