

# VBCPS Continuum for 21st Century Skills

*Our Compass to 2020 Strategic Plan for Virginia Beach City Public Schools has been designed to equip students with the skills they need to succeed as 21st century learners, workers, and citizens. So just what are those 21st century skills? Based on our research and our own experience, we believe the following to be key skills for today's world. Therefore, instruction will be designed to foster the development of those attributes.*

## [ Critical and Creative Thinkers, Innovators, and Problem Solvers ]

### Critical Thinking

*Analyze and evaluate information and ideas to determine appropriate actions or develop a point of view.*

#### **Novice**

Respond to information and ideas through prior knowledge, personal experience, or emotional reaction.

#### **Emerging**

Analyze information and ideas within a source, problem, or situation to develop a knowledge base.

#### **Proficient**

Analyze and evaluate information and ideas across a range of sources, problems, situations, and/or contexts to determine appropriate actions and develop a point of view.

#### **Advanced**

Analyze, evaluate, and synthesize information and ideas across a range of sources, problems, situations, and/or contexts to understand diverse points of view, deepen knowledge base, clarify personal perspective, and make reasoned judgments.

### Creative/Innovative Thinking

*Generate original ideas, unique solutions, or new associations of existing ideas for an aesthetic or practical purpose.*

#### **Novice**

Generate ideas without exploring their originality, relevance, or connections to existing knowledge – not limited by accepted truth because they are not knowledgeable of it.

#### **Emerging**

Use knowledge of existing structures to create original ideas, stories, and models.

#### **Proficient**

Generate and elaborate upon ideas to create a unique vision or refinement of a known product.

#### **Advanced**

Create a novel approach, structure, technique, or technological application that provides the opportunity to create a need, to satisfy an existing need, to solve a problem, or evoke an aesthetic response.

### Problem Solving

*Anticipate and identify problems and challenges to develop solutions that effectively address them.*

#### **Novice**

Identify the problem and apply an appropriate procedure to arrive at a solution.

#### **Emerging**

Use prior knowledge to identify the problem, select an appropriate procedure, arrive at a solution, and evaluate its reasonableness given the parameters of the problem or situation.

#### **Proficient**

Use prior knowledge to identify a range of possible problems, root causes, or solution paths, then select an appropriate procedure, arrive at a solution, evaluate its reasonableness given the parameters, and compare strategies with others.

#### **Advanced**

Examine the nature of the problem to determine relevant and irrelevant information, create and implement an appropriate procedure, monitor its effectiveness, and make necessary adjustments to arrive at a viable solution or to deepen knowledge of the problem.

## [ Effective Communicators and Collaborators ]

**Information Literacy**

*Use digital technology (networks, databases, and print materials) in an ethical manner to identify relevant sources, evaluate validity, synthesize, analyze, and interpret information.*

**Novice**

Explore simple questions through the completion of a given procedure that requires location and collection of information through navigation of digital sources and/or text features in order to share information with others.

**Emerging**

Generate questions, locate and evaluate digital and other sources that provide needed information, analyze information to verify accuracy and relevance, categorize information using a given organizational structure, and report findings.

**Proficient**

Use an inquiry-based process that requires the development of questions, identification and evaluation of a range of digital and other sources, analysis of information and point of view, identification of significant information and any conflicting evidence, categorization of relevant information using a self-selected organizational structure, and production and presentation of a verifiable synthesis of research findings that lays the groundwork for conclusion(s) drawn.

**Advanced**

Use an inquiry-based process that requires the generation and refinement of specific questions to focus the purpose of the research, evaluation of digital and other sources from a variety of social or cultural contexts based on accuracy, authority, and point of view; resolution of conflicting evidence or clarification of reasons for differing interpretations of information and ideas; organization of information based on the relationships among ideas and general patterns discovered; and combination of information and inferences to draw conclusions and create meaning for a given audience, purpose, and task.

**Listening**

*Construct meaning and demonstrate understanding from verbal and nonverbal cues.*

**Novice**

Pay attention to the listening experience and refocus when prompted as demonstrated through body language and ability to report out what was said.

**Emerging**

Focus on the content of the listening experience as demonstrated through body language, appropriate verbal and nonverbal reactions, as well as an ability to sustain focus for increasing lengths of time, identify relevant information, summarize what was said, make connections, and pose clarifying questions.

**Proficient**

Focus on the content and purpose of the listening experience while simultaneously monitoring and refocusing internal thinking. This type of listening requires the ability to extrapolate and articulate the train of thought, line of reasoning, and use of techniques/evidence/rhetoric.

**Advanced**

Suspend judgment before and during the listening experience through immersion in the content, purpose, and motivation of the speaker. This type of listening requires the ability to engage with what is being said, extrapolate the train of thought, line of reasoning, use of techniques/evidence/rhetoric, and reengage in using the experience to drive creativity, agile thinking, problem solving, and deeper understanding.

## [ Effective Communicators and Collaborators ]

**Collaboration**

*Interact with diverse groups to achieve an objective while displaying flexibility and willingness to understand alternate points of view.*

**Novice**

Share information and ideas with others to complete a given task.

**Emerging**

Express own ideas and appropriately respond to diverse points of view in order to create a shared plan of action to solve a problem or complete a given task.

**Proficient**

Assume shared responsibility for the creation of a unified product or proposed solution through the exploration of a range of ideas, establishment of a collective plan of action, and completion of individual responsibilities.

**Advanced**

Network locally and remotely with diverse peers, experts, and others to leverage collective expertise in the design and execution of an effective plan of action to solve a complex problem or complete an interdependent task.

**Communication**

*Articulate ideas and information clearly and appropriately for the given context, medium, and audience.*

**Novice**

Use a given medium to express basic information to an audience in an accurate manner.

**Emerging**

Use a given medium to present information and ideas clearly so that main points are relevant to the purpose and evident to an audience.

**Proficient**

Select and use an appropriate medium to effectively engage the target audience in a topic, point of view, argument, and/or creative work through the presentation of information and ideas.

**Advanced**

Deliberately use the features of a medium and knowledge of the audience to achieve a desired result through skillful delivery of content: strategic, flexible, and responsible use of format, tone, rhetoric, information, and technical language.

## [ Globally Aware, Independent, Responsible Learners and Citizens ]

**Social responsibility**

*Understand the importance of acting with integrity, empathy, and compassion and commit to making a meaningful contribution to the local, national, and/or global community by offering time, talents, advocacy, and/or resources to a worthy cause.*

**Novice**

Volunteer personal resources for an established cause or an immediate need.

**Emerging**

Identify a need and take appropriate action based on personal interest, integrity, and commitment.

**Proficient**

Develop and/or contribute to a collective course of action to spread awareness about the nature of the need and solicit resources and volunteers.

**Advanced**

Forge a deep and lasting connection for a cause or social issue as demonstrated through ongoing commitment to communicate about the significance of the cause/issue as well as seek remedies and collective contributions.

[ Globally aware, Independent, Responsible Learners and Citizens ]

## Sustainability

*Foster responsible development and protection of the world's natural environment and resources through individual and collective action.*

### Novice

Take actions to maintain and improve the health of an environment based on information, prompts, and good citizenship.

### Emerging

Demonstrate basic understanding of the impact of human behaviors and natural phenomena on the environment through examination of data and personal actions.

### Proficient

Analyze consumption patterns, energy sources, and economic factors to determine how individuals, companies, and governments work to improve the health of an environment for future generations and use that analysis to create a compelling vision for collective action.

### Advanced

Apply knowledge of the dynamic interdependence of economic, environmental, and societal factors to research and develop new ideas/products that will impact consumption patterns and improve environmental conditions.

## Interdependence

*Recognize and understand the social, economic, and political issues and concerns that connect us on all levels – locally, nationally, and/or globally – and commit, when necessary, to using this knowledge to inform decisions and actions.*

### Novice

Identify the relationships among components that comprise a larger system.

### Emerging

Analyze the impact that change has (or potentially will have) on the components and functioning of the larger system.

### Proficient

Seek out connections amongst systems to identify intended and unintended consequences that become apparent when remedies, courses of action, or policies are pursued/implemented.

### Advanced

Articulate and justify potential/actual impact of different scenarios on systems to inform decision making on issues and concerns that connect the global community.

## Health Literacy

*Make informed decisions based on appropriate sources for a healthy lifestyle.*

### Novice

Identify healthy choices and engage in healthy behaviors based on information, prompts, and examples provided by external sources.

### Emerging

Select strategies based on self-awareness and knowledge of healthy practices that promote physical and emotional well-being.

### Proficient

Evaluate the impact of choices on personal well-being based on self-awareness, life experience, and scientific knowledge to inform decision making.

### Advanced

Make deliberate adjustments to personal behaviors based on current health, self-awareness, external factors, intrinsic motivation, and newly-acquired knowledge to promote well-being and a healthy lifestyle.

