Salisbury Township School District
Profile of a GRADUATE

Knowledge + Literacies
- Global Competence
- Core Curriculum
- Digital Literacy
- Financial Literacy
- Health Literacy

Dispositions
- persistent
- curious
- risk-taker
- caring
- compassionate
- entrepreneurial
- resilient
- tolerant
- accepting

Skills
- Think Critically
- Communicate Effectively
- Create Bravely
- Collaborate with Others

#YourSalisbury

Christy Brennan
KNOWLEDGE & LITERACIES

Global
World Language
Competence
CODING
Digital---
CODING
<HTML>
---Literacy

CORE
CURRICULUM
Financial

Health
Wellness
Literacy

Do you know...

Your Salisbury
SKILLS

CREATE BRAVELY

find problems

Think Critically

TAKE RISKS

Collaborate with others

Empathize with others

Solve Problems

Communicate effectively

LEARN THROUGH ITERATION

Can you...

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Are you...

Persistent
Resilient
an ethical decision maker
Entrepreneurial
Caring
Compassionate
Tolerant and accepting of others
Curious?
A risk-taker
A responsible citizen
#YourSalisbury

Christy Brennan
Salisbury Township School District Believes that LEARNING is...

Competency-Based Life-Long Learning

Learner Agency

Personalized Relevant & Contextualized

Fibrous

Open-Walled

Socially Embedded

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THE PURPOSE OF A SALISBURY EDUCATION

To enable all learners to fulfill their full potential as empowered individuals, constructive members of the Salisbury community, productive participants in a changing economy, and engaged citizens of the United States and the world.

COMPETENCY-BASED LEARNING

When the learner works toward competency and strives for mastery in defined domains of knowledge/literacies, skills, and dispositions.

- The learning environment should foster the development of the whole child, including skills and dispositions needed for success after graduation.
- Teaching methods should be grounded in constructivist and constructionist learning theories.
- Learner progress is measured in multiple ways, with feedback to enhance future growth.

PERSONALIZED, RELEVANT, AND CONTEXTUALIZED LEARNING

An approach that uses such factors as the learner’s own passions, strengths, needs, family, culture, and community as fuel for the development of knowledge, skills, and dispositions.

- Learning is personalized to learner’s passions and inquiry, in both content and teaching methods.
- Project-based learning allows students to utilize their natural talents and interests for authentic, interdisciplinary learning.
- The learning environment is characterized by rigor - work that is complex, purposeful and connected to real-world contexts.

Learning that is characterized by LEARNER AGENCY recognizes learners as active participants in their own learning and engages them in the design of their experiences and the realization of their learning outcomes in ways appropriate for their developmental level.

- All learners are active participants in lifelong learning, engaging personal choice and voice as they progress through competencies.
- Learners should have opportunities to develop entrepreneurial attitudes and skills.
- Co-curricular and extracurricular activities provide valuable opportunities for building character and developing cooperation.

For additional information, contact Randy Ziegenfuss, Ed.D. at rziegenfuss@salisburysd.org or Lynn Fuini-Hetten at lfuinihetten@salisburysd.org
SOCIALLY EMBEDDED LEARNING
Rooted in meaningful relationships with family, peers, qualified adults, and community members and is grounded in community and social interaction.

- All of our learners are active, important members of a variety of communities (e.g. family, school, ethnic cultures, multimedia and friendship groups), and their understanding of the world develops through these social and cultural interactions.
- Student achievement is positively affected by the active involvement of engaged parents/guardians and caring adults in a supportive, safe environment.

OPEN-WALLED LEARNING
Acknowledges that learning happens at many times and in many places and intentionally leverages its expansive nature in the learner’s development of competencies.

- The most successful learning environments engage community resources and involve real-world experts in real projects.
- The learning environment requires the integration of ever-evolving technologies.