

# PROFILE OF A **RAMSEY** GRADUATE



**Ramsey  
School  
District  
(New Jersey)**

# ACADEMIC MINDSET



> Have a positive attitude and belief about themselves as a learner

## SELF-AWARENESS

Understands how they learn, their areas of strength, and areas for improvement.

## COMMITMENT

Shows a commitment to learning.



**A RAMSEY  
GRADUATE**

## GROWTH MINDSET

Believes that their abilities can be developed through dedication and hard work.

## SELF-EFFICACY

Believes in their ability to learn deeply.

*Students will keep considering...*

- How do I learn best?
- How can I think about this more deeply?
- Why am I learning this?
- What else do I want to learn?
- What do I do when learning is hard?
- What motivates me to keep learning?
- What have I learned that I can apply elsewhere?



# ADAPTABILITY



> Makes decisions and takes actions after reflecting

## ADJUSTMENT

Adjusts well to new environments, responsibilities, and expectations.

## COURSE CORRECTION

Changes direction when needed or when things are not going as planned.



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## RESPONSIVENESS

Seeks feedback and responds productively to suggestions.

## PERSISTENCE

Persists when obstacles arise.

*Students will keep considering...*

- What else can I try when I get stuck?
- When and why should I change my thinking and actions?
- In what other ways might I think about this?
- How and where can I get helpful feedback?
- How can feedback productively influence my thinking and actions?
- Is this worth my effort and persistence?
- Would my time and efforts be better applied elsewhere?



# COLLABORATION



> Work effectively with others towards achieving a common goal

## INCLUSION

Is inclusive of others while being responsive to, and respectful of, the needs of the group.

## COOPERATION

Works cooperatively with other group members, is willing to compromise, and adjusts one's role to support the attainment of the group goals.



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## ENGAGEMENT

Engages in dialogue that is productive and takes action to move the group forward towards the collective goal.

## RESPONSIBILITY

Accepts responsibility for assigned tasks.

*Students will keep considering...*

- What makes a group highly productive?
- What makes a good group member?
- What role should I play in this group/situation?
- How can we best work together if/when we have different goals?
- How are my contributions impacting the group?
- How is the group impacting me?
- How do we avoid "groupthink"?



# COMMUNICATION



> Listen effectively and express ideas for a range of purposes and audiences.

## IDEA EXPRESSION

Expresses ideas clearly using precise language suited to their purpose and audience.

## CONVERSATIONS AND DISCUSSION

Dialogues with others respectfully, checks to make sure they understand the communication of others, and checks to see if their message is being understood.



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## LISTENING

Seek to understand and empathize, not only to respond by paying attention not only to the words but also to non-verbal cues of others.

## COMMUNICATION TOOLS

Utilizes specific tools for a variety of purposes and settings.

*Students will keep considering...*

- What makes communication effective?
- What is the best way to get my message across considering my purpose and the audience?
- How will I know if I am being understood?
- Am I correctly understanding the other person's ideas, feelings, and point of view?
- What is the message beyond the words?



# CREATIVITY



> Generate ideas, learn from mistakes, and elaborate and refine ideas to maximize value.

## MINDSET

Is flexible in their thinking, sees mistakes as opportunities for growth, and actively seeks new approaches.

## IDEA GENERATION

Generates multiple ideas when approaching a problem or issue.



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## IDEA REFINEMENT

Continually revises ideas and products after prototyping, testing, and receiving feedback.

## PRODUCTION

Creates original products and ideas that have value to others.

*Students will keep considering...*

- How does creativity occur?
- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- What is possible?
- Am I ever done?
- What is another way of seeing this?
- What feedback do I need?
- What are my opportunities for improvement?
- How can this (product or process) be improved?
- What have I learned from this process?



# CRITICAL THINKING



> Reason effectively using relevant information to make a judgement or solve a problem.

## ARGUMENTATION

Constructs arguments by providing strong claims that are supported by relevant evidence and sound reasoning.

## REASONING

Evaluates claims by weighing the accuracy, validity, and reliability of evidence and the logic of the reasoning used to support the position.



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## RESEARCH

Gathers reliable and valid information from multiple sources and various points of view.

## PROBLEM SOLVING

Makes decisions after considering multiple solutions.

*Students will keep considering...*

- How do I know when to believe in what I see, read, and view?
- Is this a credible source?
- Is the reasoning sound?
- Is the evidence sufficient to make the case?
- Might I be wrong?
- When and why should I change my mind?
- What other perspectives should I consider?
- In what ways might this issue be defined?
- Where do I stand on this issue?



# EMPATHY



> Understand others' views and needs with an open mind

## OPEN MINDEDNESS

Seeks alternate perspectives and viewpoints.

## LISTENING

Listens to try and understand others' situations.



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## UNDERSTANDING

Demonstrates understanding of others' perspectives, feelings, and needs.

## ACTION

Uses their understanding of others to guide actions and change their own perspective and behavior.

*Students will keep considering...*

- How might it feel to be....?
- How might my biases influence how I approach others?
- How might other people's experiences have influenced their perspective?
- How can I better understand another person's thoughts, feelings, and needs?



# REFLECTION



> Reflect on their own learning and experiences; think about their own thinking

## SELF AWARENESS

Is aware of their areas of strength and areas needing improvement.

## IMPROVEMENT

Learns from mistakes and thinks about what they could have done differently.



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## OPENNESS

Seeks and accepts feedback.

## ACTION

Makes decisions and takes action after considering possible outcomes.

*Students will keep considering...*

- What did I learn from this experience?
- What could I have done differently? How might this have improved my experience?
- Where can I apply what I learned?
- How effective is the strategy that I am using?

# RESPONSIBILITY



> Make good choices that reflect integrity and accountable behavior in an effort to promote growth

## HONESTY

Acts honestly  
and with integrity.

## COMMITMENT

Honors their  
commitments.



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## ACCOUNTABILITY

Is accountable for  
their actions.

## CARE FOR GREATER GOOD

Demonstrates care  
for the interests of  
the larger community  
and greater good.

*Students will keep considering...*

- How do my actions and decisions affect others?
- What responsibilities do I have to others and myself?
- How do I meet my commitments?





# SELF DIRECTION



> Set goals, prioritize, and engage in independent and lifelong learning

## INITIATIVE

Takes initiative and proactively seeks opportunities for self-growth and development.

## PLANNING

Designs a plan to accomplish goals based on priorities.



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## TASK MANAGEMENT

Utilizes time, manages workload, and completes tasks efficiently without direct oversight.

## PERSISTENCE

Persists when they encounter anticipated and unanticipated obstacles by employing a variety of strategies.

*Students will keep considering...*

- What does it mean to be self-directed?
- Where do I begin?
- How am I doing?
- What adjustments may be needed?
- What are the consequences if I do or do not complete the task?
- Are there areas where I need to ask for assistance?





# ENGLISH LANGUAGE ARTS TRANSFER GOALS

*Students will be able to independently use their learning to...*

✓ **COMMUNICATE CLEARLY  
AND EFFECTIVELY**

while considering the audience, purpose, and the appropriate use of language.

✓ **DEVELOP A DEEPER  
UNDERSTANDING**

of themselves and the human experience by examining and reflecting upon various perspectives and texts.

✓ **EXPLORE,  
INVESTIGATE,  
AND RESEARCH**

various topics that impact society and themselves.

*Students will keep considering...*

• How do audience and purpose impact communication?

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• What makes communication effective?

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• Why do we read?

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• How do we gain perspective through reading?

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• How does our research impact the choices that we make?

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• How does one gain insight through reading a variety of texts?

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• How can our learning make an impact on society?

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# SCIENCE TRANSFER GOALS

*Students will be able to independently use their learning to...*



## **ASK RELEVANT QUESTIONS AND CONDUCT RESEARCH**

to make informed decisions  
and solve problems.



## **ANALYZE AND INTERPRET DATA**

to make sense of,  
explain, and model  
phenomena.



**CONSTRUCT AND  
COMMUNICATE AN  
ARGUMENT** that  
effectively uses evidence  
and scientific reasoning.

*Students will keep considering...*

• Is it a good scientific question?

• What methods can be followed to conduct  
sound research and collect valid data?

• What scientific ideas are relevant to the  
phenomenon?

• Are there any patterns in the data?

• How does my model compare to the real  
world phenomenon?

• Is there appropriate and sufficient evidence to  
support my argument?

• What scientific ideas are relevant to the  
argument?



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support my argument?

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argument?





# SOCIAL STUDIES TRANSFER GOALS

*Students will be able to independently use their learning to...*

✓ **GENERATE QUESTIONS  
AND PURSUE  
MEANINGFUL ANSWERS**  
in order to solve problems,  
draw conclusions, and make  
reasoned decisions.

✓ **CONSIDER, ANALYZE,  
AND REFLECT** upon  
multiple, diverse  
perspectives to become  
globally aware.

✓ **MAKE REASONED  
DECISIONS AND TAKE  
INFORMED ACTION**  
for the public good as  
members of diverse  
and interdependent  
communities.

*Students will keep considering...*

- How can I find credible sources of information that can inform my decisions?
- Why is there value in analyzing multiple perspectives?
- How can diversity strengthen society?

- How do my rights and responsibilities interact?
- How do my decisions and actions affect others?
- Why is my engagement and participation in my community valuable?





# VISUAL AND PERFORMING ARTS TRANSFER GOALS

*Students will be able to independently use their learning to...*

✓ **ENGAGE IN LIFELONG  
PERSONAL ARTISTIC  
INVESTIGATIONS**

by applying skills and  
knowledge in the creation and/or  
performance of artistic works.

✓ **GENERATE EMPATHY  
AND AWARENESS,  
AND FOSTER  
CONNECTIONS**

with  
ourselves, others, and  
the global community.

✓ **MAKE INFORMED  
ARTISTIC DECISIONS  
AND DEMONSTRATE  
PERSONAL GROWTH**

through critique, reflection,  
and application of the  
creative process.

*Students will keep considering...*

- What conditions, attitudes, and behaviors support creativity and innovative thinking?
- How can I grow and become accomplished in my art form?
- What qualities make a great practitioner in the arts?

- How should artistic works be evaluated?
- How can I go about improving my artistic work?
- How does art reflect history, culture, and society?
- How do the arts enhance our lives?





# WELLNESS TRANSFER GOALS

*Students will be able to independently use their learning to...*

- ✓ **CONFIDENTLY DISCOVER WHO THEY ARE,**  
bravely seek who they want to be, and self-advocate for their wants and needs.
- ✓ **TAKE PERSONAL RESPONSIBILITY**  
in making timely, informed, and healthy decisions and reflect upon the outcomes of their decisions.
- ✓ **BUILD, MAINTAIN, AND DEVELOP HEALTHY RELATIONSHIPS**  
with others and oneself to develop into an adaptable, well-adjusted citizen.
- ✓ **BE AWARE OF THE MENTAL HEALTH OF THEMSELVES AND OTHERS,**  
respond to situations in an appropriate manner, and understand how to connect to support systems in times of need.
- ✓ **CREATE LIFELONG FITNESS AND NUTRITIONAL HABITS**  
by focusing on self-evaluation, personal goal setting, and sustainability.

*Students will keep considering...*

- **How do I balance my responsibilities?**
- **What can help me make healthy decisions consistently?**
- **How can I find resources to reach my goals?**
- **How does interaction with others affect wellness?**
- **What affects my mental health?**
- **How do I develop an effective personal fitness program and find the motivation to commit to it?**
- **What are the qualities of healthy diets?**





# WORLD LANGUAGES TRANSFER GOALS

*Students will be able to independently use their learning to...*

✓ **USE THE TARGET LANGUAGE TO EFFECTIVELY COMMUNICATE**  
in a variety of situations.

✓ **ENGAGE AS GLOBAL CITIZENS** by actively participating in diverse cultures.

✓ **MAINTAIN POSITIVE RELATIONSHIPS**  
across cultures and foster personal and professional goals.

*Students will keep considering...*

- How does knowing multiple languages help me on a daily basis?

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- What is necessary for learning a new language?

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- How can I best make myself understood?

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- How can learning a new language enrich my life?

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- How can I contribute to positive change to those around me and around the world?

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- How can language learning enhance my personal and professional life?

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