ANAHEIM UNION HIGH SCHOOL DISTRICT

CHARACTER and COMPASSION

Character is a combination of a person's mental and moral qualities and actions; compassion means caring for and wanting to help others. A person with strong character and compassion acts with integrity and honesty; treats themselves and others with love and respect; demonstrates concern for and personal commitment to the community; is culturally competent; and acts as a leader by standing up and advocating for others, especially those who cannot advocate for themselves. Character and compassion are crucial to developing relationships, educational and life success, and making the community a better place.

	Students who need substantial **scaffolding** and **guidance** are: **EMERGING**	Students who need moderate **facilitation** are: **PROGRESSING**	Students who need minimal **direction** are: **EXCELLING**
COMMUNITY	Demonstrate civic awareness of social, political, or cultural issues occurring within the community.	Demonstrate some civic engagement in the community (e.g., participating in a volunteer activity or registering to vote).	Demonstrate active civic engagement by responding to needs of the community; volunteer to take action or implement a plan of change.
DIVERSITY	Begin developing an understanding of diversity and participate in opportunities to learn about cultural competency.	Understand the value of diversity and demonstrate ability to interact respectfully with people who have different views.	Value diversity and demonstrate cultural competency by respectfully interacting with people from different cultures; seek to understand different views and examine own views critically.
ADVOCACY	Be an active helper in group situations; may act as a bystander rather than an advocate in situations of conflict.	Be an active and engaged participant in group situations; support others in a non-confrontational way in situations of conflict.	Be a leader in group situations; act as an upstander by actively supporting and advocating for others in situations of conflict.
EMPATHY	Demonstrate sympathy; begin to practice mindfulness; develop awareness of vulnerability of self and others.	Demonstrate empathy situationally; practice mindfulness; reflect on own vulnerability and consider the vulnerability of others.	Demonstrate compassion; practice mindfulness regularly; embrace own vulnerability as a means of connecting with and supporting others.
SELF-AWARENESS	Begin to develop self-awareness including feelings and motives; begin to understand integrity and reflect on moral principles.	Demonstrate self-awareness; understand integrity and display it situationally.	Demonstrate strong self-awareness, self-love, and self-advocacy; display high levels of integrity and support others in doing the same.

CLASSROOMS

THAT PROMOTE CHARACTER AND COMPASSION...

- Give time and create positive opportunities for students to get to know each other and be known as an individual by teachers and peers.
- Explore, respect, and celebrate the diversity (cultural, religious, linguistic, economic, ability, gender identity, family structure, sexual orientation, etc.) of the school community at every opportunity.
- Provide learning environment that allows students to see and understand other points of view and model consistent, positive interactions.
- Establish a student- and teacher-developed social contract that outlines expectations and desired outcomes to create agreement and a classroom culture where students feel a sense of responsibility to and for one another.
- Model leadership and civic inquiry to show open-mindedness both as an attribute and as a value; build positive relationships with community.

COLLABORATION

Collaboration is the ability for people to work with others to achieve a shared goal. Effective collaboration requires sharing leadership and responsibility, working from strengths of self and others, following through on commitments, providing and receiving constructive feedback, and modifying ideas or approaches to benefit the group. It is important to create a sense of shared ownership by making sure each person's voice is heard, working respectfully together, and valuing team members' cultures, languages, and perspectives.

5Cs

CHARACTER & COMPASSION · COLLABORATION · COMMUNICATION · CREATIVITY · CRITICAL THINKING

	Students who need substantial **scaffolding** and **guidance** are: **EMERGING**	Students who need moderate **facilitation** are: **PROGRESSING**	Students who need minimal **direction** are: **EXCELLING**
ROLES	Follow preset or assigned group norms and roles.	Participate in the process of setting group norms and assigning roles.	Set and follow group norms and establish roles aligned with individual strengths in a self-directed manner.
VIEWS	May need prompting to consider different perspectives.	Consider different perspectives.	Seek out, value, and incorporate different perspectives.
DISCUSSION	Practice expressing opinions thoughtfully and interacting respectfully with team members, with guidance.	Express thoughtful opinions related to the topic or discussion; interact respectfully with all team members.	Express thoughtful opinions related to the topic or discussion and encourage others to do the same; create an inclusive, respectful environment; apply positive conflict resolution when needed.
TEAMWORK	Work together to create an action plan with scaffolded support.	Work together to create an action plan to achieve a shared goal.	Work together to build consensus among group members and create a comprehensive action plan to achieve a shared goal.
FEEDBACK	May need guidance to learn how to give and receive feedback and how to reflect on performance.	Practice giving constructive feedback, adapt ideas in response to feedback from others, and reflect on individual and group performance with occasional outside facilitation.	Provide constructive feedback consistently, adapt ideas or approaches in response to feedback while considering the benefit to the group, and reflect on individual and group performance.

CLASSROOMS

THAT PROMOTE COLLABORATION...

- Give intentional Talk Time (approximately 30% of class time) for students to participate in discussions, debates, oral presentations, written assignments, and group projects.

- Provide flexible physical workspaces where desks can be moved to support multiple types of learning (e.g., small groups, fishbowl conversations) and provide digital collaboration opportunities when possible.

- Establish a clear social contract to create a safe, equitable learning environment that invites teamwork and where students feel comfortable asking questions and are excited to learn together.

- Build opportunities that teach students how to be part of a team including the benefits of collaboration, setting of group roles and norms, stages of team building, and protocols for handling conflict or disagreement.

- Encourage, support, and recognize the achievements of the team and the contributions of all individual students.

COMMUNICATION

Communication is the sharing of ideas, information, opinions, or emotions with other people. Communication can be written, spoken, or nonverbal and requires the ability to read and understand text; write and speak with clear purpose, tone, and awareness of audience; and listen effectively to others. As technology changes, communication must constantly adapt in school, work, and everyday life, but remains central to the sharing of knowledge and forming of relationships.

5Cs

CHARACTER & COMPASSION • COLLABORATION • COMMUNICATION • CREATIVITY • CRITICAL THINKING

Students who need substantial **scaffolding** and **guidance** are:

Students who need moderate **facilitation** are:

Students who need minimal **direction** are:

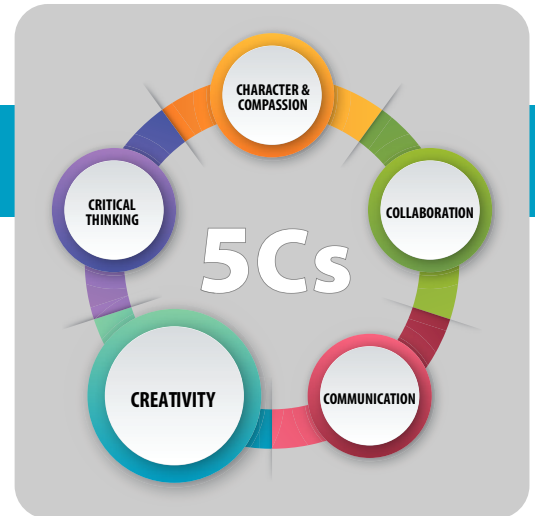|	EMERGING	PROGRESSING	EXCELLING
COMPREHENSION	Demonstrate some understanding of information (subject, purpose, audience, relevance, tone).	Demonstrate understanding of information (subject, purpose, audience, relevance, tone) and identify important ideas.	Demonstrate strong understanding of information (subject, purpose, audience, relevance, and tone) from various sources; identify important ideas and supporting details; make connections between information, past learning, or life experiences.
MESSAGE	May need support to clearly convey message and to adjust approach for different writing or speaking situations.	Convey message clearly; attempt to adapt genre and language to the purpose, audience, and medium when writing or speaking.	Convey message articulately and purposefully; independently adapt genre and language to various purposes, audiences, and mediums when writing or speaking.
SPEAKING	May need reminders and support to demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.	Effectively engage the audience; consistently demonstrate poise, voice, emotion, eye contact, gestures, and appropriate speed when speaking.
LISTENING	Listen with some understanding; may need scaffolding for positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize and restate main points when listening; demonstrate some positive listening behaviors such as sitting up, leaning forward, asking questions, nodding, and tracking the speaker.	Recognize main ideas, make relevant connections, and detect bias when listening; independently employ positive listening behaviors including sitting up, leaning forward, asking questions, nodding, and tracking the speaker.
REFLECTION	Reflect on content of written or oral communication with scaffolding and guidance.	Reflect on content and delivery of written or oral communication.	Reflect on content, delivery, and implications of written or oral communication; identify how learning altered existing knowledge or approach.

CLASSROOMS THAT PROMOTE COMMUNICATION…

- Give assignments that allow students to practice different modes of communication (written, oral, and nonverbal) and ensure approximately 30% of class time is dedicated to providing formal and informal speaking opportunities.
- Provide opportunities for students to communicate with various audience (peers, teachers, outside audiences) to contextualize communications.
- Use technology to develop speaking and listening skills (e.g., create video blogs that allow students to practice speaking then have students develop their aural skills by listening to each other's video blogs, noting the purpose, main points, implications, and tone).
- Ask open-ended questions to facilitate discussion and debate and demonstrate multiple ways to interpret and answer a question.
- Encourage students to develop their independent voice through freedom of choice in mode and topic.

ANAHEIM UNION HIGH SCHOOL DISTRICT

CREATIVITY

Creativity is the ability to think or design in innovative and useful ways. It is a process, rather than a single thought or event, and requires comfort with uncertainty and the unfamiliar, the ability to see from different perspectives, flexibility, and courage to take on the risk involved in creating something new. Creativity is important because it generates new possibilities, innovations, and solutions to problems.

CHARACTER & COMPASSION

CRITICAL THINKING

COLLABORATION

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CREATIVITY

COMMUNICATION

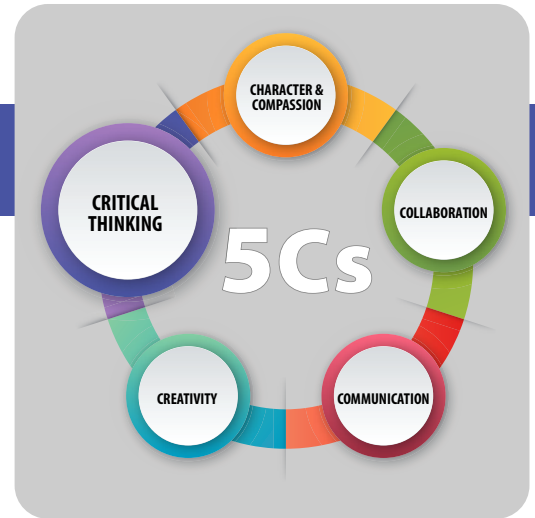| Students who need substantial **scaffolding** and **guidance** are: **EMERGING**	Students who need moderate **facilitation** are: **PROGRESSING**	Students who need minimal **direction** are: **EXCELLING**
INNOVATION — Rely on familiar ideas or solutions and may require guidance to generate innovative thinking.	Attempt to form original ideas or solutions while considering more than one possibility when developing an approach.	Form innovative ideas or solutions that are new or unexpected; consider effectiveness of multiple possibilities before deciding on an approach.
SOURCES — Use typical source(s) of information.	Use several sources of information, some of which are unique.	Use a variety of resources; find unusual ways or places to get information; seek out support and feedback from others.
OPEN-MINDEDNESS — May need encouragement when confronted with ambiguity or different perspectives.	Demonstrate open-mindedness when confronted with ambiguity or different perspectives; modify ideas or approach based on new information.	Demonstrate comfort with freedom of choice, ambiguity, and different perspectives; take risks and modify ideas or approach based on new information.
MATERIALS — Willing to use different media and materials to build understanding or share ideas, with guidance.	Demonstrate interest in and attempt to use different media and materials to express ideas.	Use a variety of materials and media to enhance learning and express ideas; present information in a different way or recreate it from a new perspective.
REFLECTION — May need guidance and support when reflecting on personal performance and the creative process.	Reflect on personal performance and the creative process; identify opportunities for growth.	Independently reflect on personal performance and past/future growth; understand the value of the creative process as well as the end product.

CLASSROOMS
THAT PROMOTE CREATIVITY...

- Value and reward curiosity and innovation by encouraging students to question, explore, and investigate topics and help them understand how doing so contributes to their own or classroom learning.

- Provide opportunities for students to pitch ideas, share work, and gather feedback from peers and experts.

- Create a safe learning environment for students and teachers where originality of ideas is regularly celebrated and uncertainty, taking risks, and learning from failure are encouraged and acceptable.

- Incorporate innovative learning materials such as podcasts or AUHSD Talks and use technology to help students engage more deeply with a topic.

- Provide opportunities for students to facilitate their own learning and the learning of others by exploring areas of interest.

CRITICAL THINKING

Critical thinking is when the quality of thought is improved by analyzing, assessing, and reconstructing information. Critical thinking means asking a question with purpose or identifying a goal, constructing and evaluating arguments, identifying relevant and important ideas, detecting inconsistencies in reasoning, and reflecting on the justification of the conclusions. Being able to think this way is crucial to navigating the world both in- and outside educational settings and to finding solutions to real-world problems.

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RESOURCES Require guidance to find and use appropriate and accurate resources.	Identify and use appropriate and accurate resources.	Identify and use appropriate, accurate, and reliable resources; make connections between disciplines and contexts.
ANALYSIS Begin to analyze new information and perspectives with support.	Demonstrate moderate ability to analyze, synthesize, and evaluate new information and perspectives.	Analyze, synthesize, evaluate, and detect bias in new, complex information and perspectives.
GRIT May need encouragement to develop grit and resilience to persevere.	Demonstrate grit and resilience to persevere situationally.	Demonstrate grit and resilience to persevere consistently, even in novel or unexpected situations.
GROWTH May need to be reminded that some problems require more effort to solve.	Increase effort in response to challenging problems.	Seek out challenging problems and approach failure as an opportunity to improve and increase effort accordingly.
PROBLEM SOLVING Use problem solving process and self-reflection inside a scaffolded classroom setting as directed.	Apply problem solving process and self-reflection in classroom and school settings (e.g., in other classes, on projects, with group work).	Apply problem solving process and self-reflection to real-world problems; consider how the process can be used to find solutions outside of a school setting (e.g., at home, at work, with friends).

CLASSROOMS THAT PROMOTE CRITICAL THINKING...

- Create learning opportunities such as AUHSD Talks, Project Based Learning, DBQs, Civic Inquiry, and performance tasks that are open-ended, intentionally challenging to students, connected to meaningful real-life contexts, relevant to students' lives, and aligned to students' interests.

- Allow students to make independent critical decisions throughout the process of completing an assignment (e.g., students are allowed to formulate their own problems/hypotheses within a topic, instead of being given a prompt or completed hypothesis.)

- Give students time to process material or concepts that require them to manipulate information; to think about, discuss, and evaluate content; and to make decisions based on evidence either individually or in teams.

- Monitor student learning by regularly checking for understanding, adjusting instruction as needed, and providing opportunities for students to reflect on learning.

- Encourage students to ask critical questions and consider diverse perspectives about subject matter to facilitate discussion, clarify, and extend students' thinking.