

## **Ends 5: Personal Awareness and Expressions**

**Students will understand and develop their personal gifts and strengths.**

Students will:

- 5.1 identify personal passions and create a vision for life;
- 5.2 express themselves through personal development in one or more physical, intellectual, or artistic modes;
- 5.3 understand and value the historical content and cultural significance of different art forms;
- 5.4 be able to create and innovate to develop higher-level thinking skills.

### **Interpretation**

**“Students will understand and develop their personal gifts and strengths”**

- We interpret *students* to mean current students in our educational system
- We interpret *understand* to mean that students will identify/recognize their personal gifts and strengths through participation in and exposure to required courses and electives and extra and co-curricular activities
- We interpret *develop* to mean that students will demonstrate their personal gifts and strengths and show growth over time through participation in and exposure to required courses and electives and extra and co-curricular activities
- We interpret *personal gifts* to mean the things that students are naturally good at—“talents”
- We interpret *strengths* to mean the things that students like to do—“interests”

**Reasonable progress:** We have confidence that students are meeting the targets of E-5 when they navigate our educational system to earn a diploma and are exposed to and participate in extra- and co-curricular activities. To graduate from the Issaquah School District, every student is exposed to and must demonstrate proficiency/growth in a variety of academic, artistic, and athletic coursework—which progress in a natural sequence—including completion of a culminating project that outlines their postgraduate plan for life.

### **Limitations inherent in E-5**

In terms of evidence, the Superintendent acknowledges that he will never be able to offer definitive proof of a student’s actual discovery of personal gifts or passion; the only type of data that he can offer is inferential. Completion of our PreK-12 educational system—with all of its requirements and expectations—is a strong indicator of compliance with E-5; it is not a guarantee. Much of what contributes to the superintendent’s confidence of E-5 compliance is not easily quantified. It is observance of the entire school environment, which is best expressed

through a contextual and systemic conversation. It is not clear that our community members value having their students participate in activities they are not good at because that may present an academic or personal risk. A finite number of class periods and school days, combined with graduation and post secondary education entrance requirements, may limit students' ability to explore a wide variety of elective classes.

### **Evidence**

Promotion and Graduation Requirements— how our system aligns with this end so that students with a diploma necessarily have had exposure to and participation in a wide variety of classes and activities

Curriculum alignments—a list of actual required credits and course/elective offerings and participation

Extra- and Co-Curricular Opportunities and Participation

ASB membership

Exit Interviews/culminating project—Bridges interest inventory

Survey Data from Healthy Youth Survey

PTSA listing of programs

### **Capacity Building**

Possible survey on attributes of E-5

Time for more opportunities to explore personal passions