

INSTRUCTIONAL GOALS AND OBJECTIVES

The Board envisions graduates of the M.S.A.D. #29 schools as individuals who will take pride in their work, adapt positively to change and demonstrate sound judgment. They take an interest in civic affairs, respect the interdependence of humankind, and acknowledge the importance of a healthy global environment.

M.S.A.D. #29 graduates demonstrate a proficiency in a common core of knowledge. As comprehensive thinkers, they approach learning eagerly and solve problems using a variety of acquired skills. They are able to communicate effectively as speakers and writers.

Our graduates also seek physical and emotional well-being and a balance in their personal, professional, and intellectual lives. They are lifelong learners who can apply essential knowledge in an ever-changing world.

To achieve its vision of an educated person, the Board hereby adopts as its instructional goals and objectives the *Guiding Principles* of Maine's system of Learning Results and other goals and objectives consistent with the Board's educational philosophy and the mission of the M.S.A.D. #29 schools.

Each graduate of the M.S.A.D. #29 schools should be:

- A. A clear and effective communicator who:
 - 1. Uses oral, written, visual, artistic, and technological modes of expression;
 - 2. Reads, listens to, and interprets information from multiple sources; and
 - 3. Uses English and at least one other language.

- B. A self-directed and lifelong learner who:
 - 1. Creates career and education plans that reflect personal goals, interests and skills, and available resources;
 - 2. Demonstrates the capacity to undertake independent study; and

3. Finds and uses information from libraries, electronic databases, and other resources.
- C. A creative and practical problem solver who:
1. Observes situations objectively to clearly and accurately define problems;
 2. Frames questions and designs data collection and analysis strategies from all disciplines to answer those questions;
 3. Identifies patterns, trends, and relationships that apply to solutions to problems; and
 4. Generates a variety of solutions, builds a case for the best response, and critically and diplomatically evaluates the effectiveness of this response.
- D. A responsible and involved citizen who:
1. Recognizes the power of personal participation to affect the community and demonstrates participation skills;
 2. Understands the importance of accepting responsibility for personal decisions and actions;
 3. Knows the means of achieving personal and community health and well-being; and
 4. Recognizes and understands the diverse nature of society.
- E. A collaborative and quality worker who:
1. Knows the structure and functions of the labor market;
 2. Assesses individual interests, aptitudes, skills, attitudes, and values in relation to demands of the workplace;
 3. Demonstrates reliability, flexibility, and concern for quality; and
 4. Concentrates and perseveres on tasks until those tasks are completed;

- F. An integrative and informed thinker who:
1. Applies knowledge and skills in and across English language arts, visual and performing arts, world languages, health and physical education, mathematics, science, social studies, and career preparation; and
 2. Comprehends relationships among different modes of thought and methods associated with the traditional disciplines.

[The Board may choose to articulate additional local instructional goals and objectives that reflect the Board’s educational philosophy, the school systems mission/vision statement, and community educational values to supplement the *Guiding Principles*. The following is an illustration; the Board should review its educational philosophy and establish its own local goals.]

Consistent with its educational philosophy, the Board establishes the following local goals for its instructional program. The Board believes these goals are not only relevant to helping students to learn and demonstrate proficiency in this common core of knowledge and skills, but are reflective of its intent to provide a relevant, meaningful and high-quality education.

In addition, each graduate of the M.S.A.D. #29 schools should be:

- A. An independent thinker who:
1. Solves problems using a variety of strategies and resources;
 2. Thinks critically and creatively;
 3. Expresses and supports his/her opinion with facts and logic; and
 4. Considers and respects alternative points of view.
- B. A “well-rounded” person who:
1. Appreciates, seeks, and derives the benefits of a healthy lifestyle;
 2. Balances work and play, personal development, and relationships;
 3. Seeks new personal challenges and learning experiences.

- C. An ethical person who:
1. Demonstrates self-respect and respect for the rights of others;
 2. Is honest in work, academic pursuits, and interpersonal relationships;
 3. Treats others fairly, the way he/she would like to be treated;
 4. Acts with compassion;
 5. Takes responsibility for personal actions;
 6. Acts in concert with his/her beliefs and values; and
 7. Demonstrates courage in the face of ethical challenges.

Legal Reference: 20-A MRSA § 6208-6209

Cross Reference: AD – Educational Philosophy/Mission
ADAA – School System Commitment to Ethical and
Responsible Behavior
ADF – School District Commitment to Learning Results

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