



The Power of 'All' Sample Outcomes

Dr. Christine Orkisz Lang

International Mindedness Sample Outcomes

From: The Global Competence Matrix (World Savvy)

Behaviors

1. Students seek out and apply an understanding of different perspectives to problem solving and decision making.
2. Students form opinions based on exploration and evidence.
3. Students commit to the process of continuous learning and reflection.
4. Students adopt shared responsibility and take cooperative action.
5. Students share knowledge and encourage discourse.
6. Students translate ideas, concerns, and findings into appropriate and responsible individual or collaborative actions to improve conditions.
7. Students approach thinking and problem solving collaboratively.

Values & Attitudes

1. Students embrace new opportunities, ideas, and ways of thinking.
2. Students engage willingly and openly with others.
3. Students demonstrate self-awareness about identity and culture and sensitivity and respect for differences.
4. Students value multiple perspectives.
5. Students find comfort with ambiguity and unfamiliar situations.
6. Students reflect on the context and meaning of our lives in relationship to something bigger.
7. Students question prevailing assumptions.
8. Students adapt to new situations and are cognitively nimble.
9. Students choose empathy.
10. Students demonstrate humility.

Skills

1. Students investigate the world by framing questions, analyzing and synthesizing relevant evidence, and drawing reasonable conclusions that lead to further inquiry.
2. Students recognize, articulate, and apply an understanding of different perspectives (including their own).
3. Students select and apply appropriate tools and strategies to communicate and collaborate effectively.
4. Students listen actively and engage in inclusive dialogue.
5. Students are fluent in 21st-century digital technology.
6. Students demonstrate resiliency in new situations.
7. Students apply critical, comparative, and creative thinking and problem solving.

www.worldsavvy.org World Savvy is a 501(c)3 not-for-profit corporation.

Diversity, Equity, Inclusion, and Justice Sample Outcomes

From: Social Justice Standards: The Learning for Justice Anti-Bias Framework

Identity

1. Students will develop positive social identities based on their membership in multiple groups in society.
2. Students will develop language and historical and cultural knowledge that affirm and accurately describe their membership in multiple identity groups.
3. Students will recognize that people's multiple identities interact and create unique and complex individuals.
4. Students will express pride, confidence, and healthy self-esteem without denying the value and dignity of other people.
5. Students will recognize traits of the dominant culture, their home culture, and other cultures and understand how they negotiate their own identity in multiple spaces.

Diversity

1. Students will express comfort with people who are both similar to and different from them and engage respectfully with all people.
2. Students will develop language and knowledge to accurately and respectfully describe how people (including themselves) are both similar to and different from each other and others in their identity groups.
3. Students will respectfully express curiosity about the history and lived experiences of others and will exchange ideas and beliefs in an open-minded way.
4. Students will respond to diversity by building empathy, respect, understanding, and connection.
5. Students will examine diversity in social, cultural, political, and historical contexts rather than in ways that are superficial or oversimplified.

Justice

1. Students will recognize stereotypes and relate to people as individuals rather than representatives of groups.
2. Students will recognize unfairness on the individual level (e.g., biased speech) and injustice at the institutional or systemic level (e.g., discrimination).
3. Students will analyze the harmful impact of bias and injustice on the world, historically and today.
4. Students will recognize that power and privilege influence relationships on interpersonal, intergroup, and institutional levels and consider how they have been affected by those dynamics.
5. Students will identify figures, groups, events, and a variety of strategies and philosophies relevant to the history of social justice around the world.

Action

1. Students will express empathy when people are excluded or mistreated because of their identities and concern when they themselves experience bias.
2. Students will recognize their own responsibility to stand up to exclusion, prejudice, and injustice.
3. Students will speak up with courage and respect when they or someone else has been hurt or wronged by bias.
4. Students will make principled decisions about when and how to take a stand against bias and injustice in their everyday lives and will do so despite negative peer or group pressure.
5. Students will plan and carry out collective action against bias and injustice in the world and will evaluate what strategies are most effective.

Learning For Justice 400 Washington Avenue Montgomery, Alabama 36104 Learning for justice.org LFJ-Social-Justice-Standards-September-2022-09292022.pdf

Education for Sustainable Development Sample Outcomes

From: Cross Curricular Themes Learning Outcomes Framework, Malta

Learning to Know

1. Students can explain how the natural, social, cultural, and economic systems work and are interrelated.
2. Students can describe their roles as a citizen within the local, national, regional, and global context.
3. Students can recognize the relationship between understanding others and the well-being of all in the present and the future.
4. Students can identify the root causes of inequality and injustice and actions that lead to a better quality of life, equity, solidarity, and environmental sustainability.
5. Students can justify the importance of identifying problems, reflecting critically, thinking creatively, and having a wider vision in order to plan for the future and become effective agents of change.
6. Students can recognize the importance of life-long learning and use such learning experiences to approach new challenges and be in a better position to take informed decisions and evaluate their consequences.

Learning to Do

1. Students can communicate my ideas and present my opinions in thoughtful and informed discussions and decision making processes.
2. Students can critically assess processes of change in society and envision a more equitable and sustainable world.
3. Students can identify priorities and evaluate potential consequences of different decisions and actions.
4. Students can collaborate with people having different perspectives on dilemmas, issues, tensions, and conflicts from different disciplines/places/cultures/generations.
5. Students can use the natural, social, and built environment that surrounds them, as a context and source of learning.
6. Students can involve themselves and others in real-world issues to bring about a positive difference.

Learning to Be

1. Students are critically reflective people and can evaluate decisions, choices, and actions.
2. Students are responsible for their actions and capable of anticipating, adapting to, and facing change.
3. Students can reflect upon the consequences of my actions on present and future generations.
4. Students are sensitive to divergent disciplines and perspectives, cultures, and minority groups, including indigenous knowledge and worldviews without prejudices and preconceptions.
5. Students are motivated to make a positive contribution to other people and their social and natural environment, locally and globally.
6. Students can creatively and innovatively take considered action and challenge assumptions underlying unsustainable practice.

Learning to Live Together

1. Students can live in harmony with themselves, others, and the natural world at a range of levels from the local to the global.
2. Students respect and value diversity and challenge social injustice.
3. Students have a future-oriented perspective for how I live my life as a citizen of the world.
4. Students actively engage themselves with different groups across generations, cultures, places, and disciplines.
5. Students can actively participate in processes and encourage negotiations for alternative sustainable futures.
6. Students will help others clarify diverse worldviews through dialogue and recognize that alternative frameworks exist.
7. Students will challenge unsustainable practices across educational systems, including at the institutional level.

<https://www.schoolslearningoutcomes.edu.mt/en/pages/education-for-sustainable-development>

21st-Century Sample Dispositions

CEESA Conference 2023

From: Institute for Habits of Mind

- Persisting
- Managing impulsivity
- Listening with empathy
- Thinking flexibly
- Thinking about your thinking (metacognition)
- Striving for accuracy
- Questioning and problem solving
- Applying past knowledge to new situations
- Thinking and communicating with clarity and precision
- Gather data through all senses
- Creating, imagining, and innovating
- Responding with wonderment and awe
- Taking responsible risks
- Finding humor
- Thinking interdependently
- Remaining open to continuous learning

<https://www.habitsofmindinstitute.org/learning-the-habits/>