BHM Portrait of a Graduate
Essential Skills: PreK-12 Descriptors

Student Agency: Students believe in themselves and act intentionally to build relationships, persist through obstacles, and activate their academic, social, emotional, and professional knowledge and skills to reach their potential.

A. Building Relationships

1. **Establish and maintain relational capacity with others**.

	Students will:
PreK–K	● Demonstrate awareness of classroom norms by taking turns speaking through active listening strategies ● Engage in collaborative conversations with both peers and adults in whole-group and small-group settings and during play-based learning ● Communicate verbally and nonverbally to resolve social conflict
Grades 1–2	● Demonstrate an understanding of classroom norms by actively listening to others and taking turns speaking in complete thoughts and sentences ● Engage in collaborative discussion with both peers and adults in whole-group and small-group settings and during play-based learning ● Communicate verbally and nonverbally to minimize and resolve social conflict
Grades 3–5	● Apply classroom norms that allow them to engage effectively in a range of collaborative discussions with diverse partners, honoring and building on others' ideas while expressing personal ideas and opinions clearly ● Communicate verbally and nonverbally to avoid, minimize, and resolve social conflict
Middle School	● Deepen relational capacity with classmates through effectively managing conflict
High School	● Work productively and effectively in diverse teams with diverse perspectives

2. **Activate a physical and digital network of support for current and future success**.

	Students will:
PreK–K	● Collaborate with others physically and digitally to build a network within the classroom community to support academic, personal, social, and emotional needs ● Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships
Grades 1–2	● Collaborate with others physically and digitally to build a network within the schoolwide community to support academic, personal, social, and emotional needs in a variety of situations ● Collaborate with a consistent partner, or Study Buddy, to develop and nurture partnerships in both digital and physical learning environments
Grades 3–5	● Collaborate with multiple peers and educators physically and digitally to build a network in a variety of communities to support academic, personal, social, and emotional needs ● Develop ongoing partnerships with peers and others to support success in both physical and digital learning environments
Middle School	● Maintain a strong support network for academic and career success ● Identify mentors who influence, support, and guide future transitions and success
High School	● Develop a support network, including peers and adults, for academic and future success ● Generate and maintain a network of support for current and future success

B. Persisting Through Obstacles

1. Monitor progress toward long-term goals and aspirations.

	Students will:
PreK–K	- Engage in developing short-term behavioral class goals - Monitor short-term class goals - Recognize that goals help to achieve future success
Grades 1–2	- Create personal short-term and long-term goals - Monitor short-term and long-term goals - Identify the steps needed to achieve goals and future success
Grades 3–5	- Create personal short-term and long-term goals - Assess progress toward short-term and long-term goals to foster accountability - Articulate that goal setting helps to achieve future success and identify the steps needed to achieve goals
Middle School	Identify reasons for why progress is or isn't being made towards accomplishing goals
High School	Modify goals and actions appropriately based on progress

2. Seek help and feedback when necessary.

	Students will:
PreK–K	- Identify and acknowledge situations where they need help and seek out the appropriate source (adults and/or peers) - Receive feedback from adults and/or peers within the classroom community network
Grades 1–2	- Seek support from the appropriate network for academic, personal, social, and emotional needs - Accept and start to apply feedback from adults and/or peers within the schoolwide community network
Grades 3–5	- Utilize network members' knowledge to gain ideas for exploration from outside resources (hard copy or digital books, journals, and newspapers) in order to support academic, personal, social, and emotional needs - Seek out and apply feedback from within the network as they self-monitor to diagnose areas of need
Middle School	- Self-monitor to diagnose areas of need (e.g. academic, personal, social-emotional) - Recognize and overcome obstacles that could hinder future success
High School	- Strengthen ability to self-advocate related to areas of need - Leverage support network to assist within areas of need - Demonstrate persistence, flexibility, and adaptability

3. Develop a strong student voice to self-advocate.

	Students will:
PreK–K	Demonstrate awareness of a variety of situations in which they need to speak up for themselves
Grades 1–2	Demonstrate an understanding of a variety of situations in which they need to advocate for themselves by speaking up, both in and out of the classroom community
Grades 3–5	- Apply strategies to a variety of situations in which they need to advocate for themselves and speak up for others, both in and out of the classroom community - Determine motivators that positively impact performance and foster a growth mindset
Middle School	Explore how individual motivators and self-monitoring of motivation impact academic performance

High School	● Apply strategies to support motivation, especially when lacking intrinsic motivation ● Develop, demonstrate, and maintain motivation

C. Activating Knowledge and Skills

1. **Create a strong sense of self-identity by connecting with one's emotions, thoughts, and values.**

	Students will:
PreK–K	● Demonstrate an awareness of basic personal emotions and begin to learn strategies to manage them ● Communicate that individual differences make us unique using words and expressions
Grades 1–2	● Identify and recognize in themselves a range of emotions and use strategies to manage them ● Communicate in complete sentences and expressions that individual differences make us unique and each person's values enrich the learning community
Grades 3–5	● Demonstrate an appreciation that individuals bring diverse and unique thoughts and values to enrich the learning community ● Apply strategies and skills that promote self-awareness in the classroom setting and community
Middle School	● Identify strategies and skills that promote self-awareness ● Identify individual strengths and areas of challenge related to academic skills and performance
High School	● Apply self-awareness strategies and skills with a variety of academic challenges ● Demonstrate self-awareness strategies and skills

2. **Develop and activate leadership traits and behaviors.**

	Students will:
PreK–K	● Contribute to the classroom community's success by participating in classroom community roles and responsibilities ● Reflect on individual and collective contributions toward the success of the classroom community
Grades 1–2	● Contribute to the classroom community's success by taking ownership of personal and classroom community roles and responsibilities ● Reflect on personal strengths and collective contribution toward the success of the classroom community through teacher-led discussions
Grades 3–5	● Contribute to the classroom community and/or schoolwide success by participating in a variety of leadership opportunities ● Reflect on personal strengths and collective contribution toward the success of the classroom community or broader school community through the use of reflective tools ● Take leadership roles in the classroom and broader school community
Middle School	● Identify leadership opportunities and positions across the school and community ● Determine formal and informal leadership opportunities that could be pursued ● Pursue leadership and/or mentorship opportunities across the school and community.
High School	● Pursue leadership and/or mentorship opportunities across the school and community. ● Reflect on conflict situations to strengthen ability to deal with the emotions that accompany conflict in leadership roles

3. **Think critically, behave safely, and participate responsibly in the digital world.**

	Students will:
PreK–K	● Stop, think, and seek adult guidance before making decisions in a digital world. ● Recognize the impact of screen time and respond responsibly ● Demonstrate safe practices when collaborating in a digital world and communicate level of comfort when using technology
Grades 1–2	● Stop, reflect, and seek adult guidance before sharing personal information and making decisions in a digital world ● Demonstrate safe, responsible, and respectful practices when collaborating in a digital world and communicate level of comfort when using technology
Grades 3–5	● Demonstrate the ability to make healthy choices when collaborating with others in a digital world and use empathy when engaging with others ● Think critically and reflect before entering personal information or making decisions in a digital world ● Recognize the feelings of self and others when making decisions about when, where, and how to use technology responsibly
Middle School	● Identify examples of online behaviors that may hurt, embarrass, or offend others ● Identify de-escalation strategies when dealing with digital drama ● Identify traits connected to responsibility, integrity and ethical interactions with others
High School	● Identify ways to be an upstander or ally to someone being bullied ● Assess personal traits connected to integrity and ethical leadership ● Act as a globally and digitally aware, responsible, and contributing citizen

Rigorous Academic Preparedness: Students develop academic skills and can successfully complete rigorous college and career preparatory curriculum and experiences.

A. Writing
1. **Communicate thoughts and ideas through the writing process.**

	Students will:
PreK–K	● Communicate thoughts and ideas using drawings, dictation, inventive writing, and authentic play-based learning
Grades 1–2	● Communicate using academic language through drawings and the writing process to demonstrate ideas ● Communicate thoughts and ideas using the modes of writing (descriptive or narrative) through drawings, dictation, inventive writing, and authentic play-based learning
Grades 3–5	● Communicate using academic language and content-specific vocabulary through drawings and the writing process to clarify thinking and demonstrate ideas and wonderings ● Write as a communication tool to express thinking through the modes of writing (descriptive, narrative, expository, and persuasive).
Middle School	● Plan and structure writing based on the mode (descriptive, narrative, expository, argumentative) ● Write multiple drafts with increased depth, based on feedback and observations
High School	● Compose a variety of text types ● Revise writing to improve clarity and accomplish the writing purpose

2. Write as a tool to demonstrate learning and deepen understanding of content.

	Students will:
PreK–K	• Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know and help remember information • Develop answers or reactions to text (images, songs, pictures, books, infographics, online content, etc.), content, and experiences through drawing, verbally sharing ideas, or authentic play-based learning
Grades 1–2	• Write (note-taking, quickwrites, quickdraw, DLIQ, etc.) to show what they know, remember information that can be used to respond to tasks and assignments, and begin to demonstrate how to use the recorded information • Engage in individual and collective thinking, posing questions to develop answers and reactions to texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences
Grades 3–5	• Write (note-taking, quickwrites, DLIQ, etc.) to connect thinking, to summarize and reflect on learning, and as a resource to apply or demonstrate learning • Develop answers, reactions, and arguments to substantiate a perspective based on individual and collective thinking around texts (images, songs, pictures, books, infographics, online content, etc.) or personal experiences • Write using varied language and vocabulary, as well as evidence from single or multiple sources, to demonstrate obvious, concise, and relevant reasoning based on assigned texts or tasks
Middle School	• Take notes, with an emphasis on identifying and recording the note-taking objective and/or Essential Question • Take notes, with an emphasis on setting up notes, including all required components • Take notes, with an emphasis on recording main ideas and important information • Take notes, with an emphasis on using strategies to organize notes (e.g., indentation, bullets, outlines, skipping lines, color-coding)
High School	• Reflect on how notes help to meet the learning objective and contribute to academic and personal success • Summarize and Reflect to synthesize learning and identify next steps

B. Inquiry
1. Use questioning to demonstrate critical thinking and clarify learning.

	Students will:
PreK–K	• Engage in inquiry-based activities regularly about content, experiences, and tasks in a whole-group setting
Grades 1–2	• Engage in inquiry-based activities regularly using content, experiences, and tasks that deepen thinking • Develop appropriate questions about content, experiences, and tasks. • Respond to questions appropriately to support the learning and higher levels of thinking
Grades 3–5	• Apply inquiry consistently and purposefully about content, experiences, and tasks that deepen thinking • Develop questions at higher levels of thinking about content, experiences, and tasks • Respond to questions using individual or multiple sources to support the learning and higher levels of thinking
Middle School	• Develop inquiry skills through focused observations and analyses • Use questioning techniques to think critically about content and concepts
High School	• Use questioning techniques to engage in discussions and think critically about

	content and concepts

2. Conduct proficient, academic investigation through the research process.

	Students will:
PreK–K	● Explore academic investigations through experiences and authentic play-based learning ● Demonstrate awareness of the research process through informative research projects conducted within whole and small groups
Grades 1–2	● Engage in the initial stages of the research process to explore academic investigations through activities and collaborative learning experiences ● Demonstrate understanding of the research process through informative research projects conducted within whole and small groups ● Identify and collect relevant sources to help the investigative process
Grades 3–5	● Engage in the full research process to explore academic investigations through activities and collaborative learning experiences ● Engage in the three types of research projects: informative, persuasive, and analytical ● Identify, collect, and determine the relevance of each source regarding the investigation
Middle School	● Construct written claims and support them with reasoning and evidence
High School	● Cite evidence and support claims

C. Collaboration

1. Communicate clearly through effective speaking and active listening.

	Students will:
PreK–K	● Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies
Grades 1–2	● Engage in discussions through whole and small groups and at play, using multiple exchanges with different perspectives by practicing active listening strategies, building on others' comments, and asking questions
Grades 3–5	● Engage in various discussions expressing ideas clearly and building on those of others with different perspectives, while using active listening strategies, posing and answering questions, formulating and expressing opinions, and drawing conclusions
Middle School	● Adjust ineffective verbal and non-verbal communication into effective communication
High School	● Clearly communicate verbally and non-verbally, including appropriate usage of technology

2. Work productively and effectively within groups in blended learning environments.

	Students will:
PreK–K	● Work collaboratively within whole and small groups and at play, following identified rules of engagement in learning environments ● Work in various learning environments, engaging in different age-appropriate roles

Grades 1–2	● Work collaboratively with role assignments within whole and small groups, as well as during structured play, following identified rules of engagement in learning environments ● Work in various learning environments, engaging in different age-appropriate roles as assigned, to help students begin identifying various leadership strengths and styles through collaboration
Grades 3–5	● Work collaboratively with gradual release of leadership responsibility within whole and small groups, following identified rules of engagement in learning environments ● Work in various learning environments, engaging in different age-appropriate roles that allow students to self-select how they leverage leadership strengths through collaboration
Middle School	● Utilize technology with the global community to explore topics from multiple perspectives ● Utilize technology as a tool for collaboration both synchronously and asynchronously
High School	● Utilize technology with the global community to explore topics from multiple perspectives ● Utilize technology as a tool for collaboration both synchronously and asynchronously

D. Organization

1. **Manage materials using physical and digital organizational systems and routines.**

	Students will:
PreK–K	● Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or cubbies), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments
Grades 1–2	● Follow the routines of organizing personal belongings (such as backpacks, folders, desks/tables, or supply boxes), as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments with increased independence ● Set goals with organizational systems and routines to determine next steps to increase independence in organization
Grades 3–5	● Apply personalized organization routines (such as spiral notebooks or three-ring binders with a dividing system) and take ownership and responsibility for organizing personal belongings, as well as shared class materials, and engaging in procedures to maintain organization in physical, digital, and blended learning environments ● Set goals and experiment with various organizational systems and become independent in choosing a system to maintain materials
Middle School	● Refine usage of organizational tools (e.g. binders/eBinders, portfolios, or digital folders) and systems that support academic success ● Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance
High School	● Develop efficient, individualized routines related to using organizational tools and planning strategies to enhance academic performance ● Routinely utilize organizational systems to access and archive materials efficiently

2. **Manage time to plan and prioritize appropriately.**

	Students will:
PreK–K	● Follow the classroom routines, as students learn to understand the passage of time to manage engagement in learning ● Follow the classroom routines, as students deepen understanding of the passage of

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Grades 1–2	time to manage engagement in learning ● Use agendas/planners to learn to allocate time and take responsibility for the completion of assignments or upcoming tasks/events
Grades 3–5	● Manage engagement in learning by following the classroom routines ● Allocate time using agendas/planners to show responsibility for the completion of assignments or upcoming tasks/events with greater complexity in order to foster accountability
Middle School	● Understand and demonstrate the concepts and practices of backwards mapping ● Utilize an organizational tool to record obligations and constraints on time
High School	● Organize and allocate time based on priorities and task completion

3. Organize information and thinking.

	Students will:
PreK–K	● Use graphic organizers to manage information within whole and small groups ● Demonstrate awareness of the thought process required to use information to complete activities
Grades 1–2	● Demonstrate an understanding about the differences between graphic organizers and how they are used to manage information ● Demonstrate the thought process required to use information to complete activities
Grades 3–5	● Identify and use the appropriate graphic organizer to manage information ● Apply the thought process, with increased depth and complexity, required to use information to complete activities
Middle School	● Apply visual frameworks to organize language and comprehend key concepts
High School	● Manage varied visual frameworks to organize language, and show relationships between key concepts ● Organize information, indicating relationships between ideas

E. Reading
1. Deepen understanding of a variety of texts by engaging in the critical reading process.

	Students will:
PreK–K	● Activate background knowledge on personal experiences and other provided information around a particular topic or focus ● Engage in the exploration of various texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a particular topic ● Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences
Grades 1–2	● Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions about important topic details ● Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos) to develop new ideas and wonderings based on a particular topic ● Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences to arrive at new or more complex conclusions
	● Activate background knowledge based on personal experiences and other provided information around a particular topic or focus to answer questions, as well as to describe and recall important topic details based on multiple related content resources

Grades 3–5	● Engage in the exploration of increasingly complex texts (such as images, books, infographics, and videos), with gradual release of responsibility, to develop new ideas and wonderings based on a particular topic ● Extend new or expanded understanding of a particular topic for the purpose of applying learning to academic and personal experiences to arrive at new or more complex conclusions, as well as to determine how the focus topic is related to other texts, class content, or historic and current events
Middle School	● Build background knowledge related to the text preview ● Create text dependent questions while reading that align with the reading purpose ● Connect vocabulary within texts to broader concepts of the text ● Extend beyond the text analyzing how to best apply key learning
High School	● Preview text to connect with or build background knowledge ● Interact with the text to process information as it is read ● Examine key academic and content-related vocabulary to deepen comprehension of texts ● Extend beyond the text by using academic thinking skills (applying, analyzing, evaluating, and/or synthesizing key learning)

Opportunity Knowledge: Students research opportunities, set goals, make choices that support their long-term aspirations, and successfully navigate to the next level.

A. Advancing College Preparedness

1. **Explore education and college path based on personal strengths, skills, and interests.**

	Students will:
PreK–K	● Engage in educator-led, whole-group conversations about interests and life experiences ● Identify key personal characteristics for academic and social behaviors needed in the classroom community
Grades 1–2	● Engage in educator-led, whole-group discussions about college, based on interests, community, and the world around them ● Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community
Grades 3–5	● Conduct research, based on personal strengths and interests, to gain awareness about different college pathways ● Demonstrate key personal characteristics for academic and social behaviors needed in middle school/junior high, high school, and college
Middle School	● Refine key personal attributes for academic, social, and financial fit related to college selection
High School	● Develop an awareness of personal abilities, skills and interests related to college selection

2. **Explore college admission requirements, including financing, testing, and application.**

	Students will:
PreK–K	● Demonstrate awareness of the pathway through elementary school ● Demonstrate awareness of the process used to determine academic and social behavior progress
Grades 1–2	● Demonstrate awareness of the pathway through elementary, middle school/junior high, high school, and college

	● Demonstrate an understanding of the process used to determine academic and social behavior progress
Grades 3–5	● Articulate the pathway through elementary, middle school/junior high, high school, and college ● Demonstrate awareness of college requirements, including costs, application, and testing. ● Apply strategies to support making academic and social behavior progress
Middle School	● Reflect on their current GPA and how it relates to college selection criteria ● Compare various college campus structures, services, and opportunities ● Evaluate personal level of readiness for scholarship eligibility
High School	● Research and evaluate scholarship offerings (FAFSA) ● Apply understanding of key college selection criteria to academic performance to determine best-fit colleges ● Understand scholarships and the role they play in college financing

3. **Plan education and college path based on personal goals.**

	Students will:
PreK–K	● Engage in developing short-term academic class goals to develop an awareness of how a strong academic path prepares them for the next level of learning ● Monitor short-term class goals
Grades 1–2	● Create and monitor personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for the next level of learning ● Recognize that goal setting helps to achieve future success and identify the steps needed to achieve goals
Grades 3–5	● Articulate how learning supports progress toward achieving personal goals and being prepared for postsecondary success ● Explore courses offered by the middle school/junior high to determine the best options to support progress toward high school and colleg ● Assess progress toward short-term and long-term goals, articulate that goal setting helps to achieve future success, and identify the steps needed to achieve goals
Middle School	● Reflect on how academic plans and course completion support progress toward desired major ● Determine which courses or opportunities align with college goals and plans ● Explore campus-, district-, or community-based opportunities to earn college credit in high school (dual credit, online learning, etc.)
High School	● Produce long-term academic plans that align with goals ● Plan for a successful transition to the next step in the academic journey ● Gain exposure to pathways offering work opportunities (credentials, certifications, internships, etc.).

B. Building Career Preparedness

1. **Build awareness of personal fit related to career readiness and selection.**

	Students will:
PreK–K	● Engage in educator-led, whole-group discussions to identify a variety of high-interest careers and demonstrate awareness of the jobs within a career field ● Identify key personal characteristics for academic and social behaviors needed in the classroom community
	● Engage in whole- and small-group discussions about the variety of jobs within high-interest

	careers and determine the skills and traits needed to be successful in that field
Grades 1–2	- Demonstrate an understanding of key personal characteristics for academic and social behaviors needed in the schoolwide community - Expand thinking about potential careers based on personal interests and favorite subjects
Grades 3–5	- Articulate career pathways, including the variety of jobs within a career, and determine the skills and traits needed to be successful in that field - Demonstrate key personal characteristics for academic and social behaviors needed in middle school/ junior high, high school, and careers - Identify best-fit career fields based on personal academic and social fit to develop short- and long-term career pathways
Middle School	- Identify personal interests and skills related to future career aspirations - Define key personal attributes for academic, social, and financial fit related to career selection
High School	- Develop an authentic and personal definition of success - Refine key personal attributes for academic, social, and financial fit related to career selection

2. **Plan education and career path based on personal goals.**

	Students will:
PreK–K	- Engage in educator-led, whole-group conversations about how daily learning will be used throughout jobs and careers - Engage in creating and monitoring short-term academic class goals to develop an awareness of how a strong academic path prepares them for careers
Grades 1–2	- Create personal short-term and long-term academic goals to develop an understanding of how a strong academic path prepares them for careers - Engage in activities within career fields of interest (such as virtual field trips, videos, and career days) to gain understanding and start thinking about the connection between academic performance and careers
Grades 3–5	- Explore the feeder patterns and types of electives available at district schools and compare similarities and differences among the programs - Articulate how course selection decisions can lead to career choices - Engage in activities within career fields of interest (such as virtual field trips, videos, career days, and job-related role-playing) to make intentional connections between academic performance and careers
Middle School	Reflect on how academic plans and course completion support progress toward desired career field
High School	- Engage in real-world experiences within career fields of interest, such as service learning projects, job shadowing opportunities, or internship possibilities in career fields of interest - Plan education and career path aligned to personal goals

C. Developing Future Readiness
1. **Develop personal financial literacy to make appropriate financial choices.**

	Students will:
PreK–K	- Identify the similarities and differences among common currency (penny, nickel, dime, quarter, and dollar) - Gain an awareness that money is needed for basic living (food, shelter, clothing, etc.)
Grades 1–2	- Demonstrate awareness that common currency has a value and can be counted - Gain an awareness of how money is earned - Engage in strategies that allow them to make financial choices about how to use money earned (cost of lunch, school supplies, or some type of incentive structure like a school store, awards, dollars, bucks, etc.)
	Articulate the value of money and how it is budgeted and saved for short- and long-term

Grades 3–5	purchases ● Demonstrate understanding that short-term decisions about saving and spending impact future decisions ● Articulate an understanding that postsecondary education costs money ● Articulate an understanding that career paths have different salaries
Middle School	● Increase awareness and apply basic concepts of budgeting, spending, and making responsible financial decisions
High School	● Create a systematic decision-making model for personal financial decisions and circumstances

2. **Develop a professional profile and monitor digital footprint.**

	Students will:
PreK–K	● Engage in teacher-led, whole-group discussions about what a digital footprint is and how it applies to life ● Develop awareness that the Internet contains both fact and fiction
Grades 1–2	● Engage in whole-group and small-group discussions about what a digital footprint is and understanding the permanence of actions in the digital world ● Explore and determine if information comes from a reliable source ● Gain an awareness of what a professional profile is and what its components are, using community helpers (name, career field, title, education level, employer, etc.)
Grades 3–5	● Articulate what a digital footprint is, how to protect personal information, and how to manage actions in the digital world ● Articulate how to determine if information comes from a reliable source ● Apply the components to create an age-appropriate professional profile
Middle School	● Define "digital reputation" and identify examples of social media posts that can have a positive or negative effect ● Identify the elements of a strong digital profile
High School	● Identify ways that digital footprints can make a positive impact on the world ● Develop and maintain a professional digital profile to demonstrate skills and competencies