Creating a Vision of the Graduate

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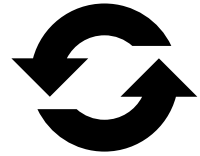June 2019

Who is your Graduate?

- Our driving question:

  - How do we know that our graduates are leaving with the skills they need to succeed?

When we focus on:
Skills:

- Deeper Learning ⟳ Deeper Assessment

Committee on Technical & Career Institutions

2015 Standards for Accreditation

- Standard 1: Core Values and Expectations

  Effective schools/centers identify their mission, core values, and beliefs about learning that function as explicit foundational commitments to students and the community. Mission, core values and beliefs manifest themselves in age appropriate, research-based, school-wide 21st century learning expectations. Every component of the school/center is driven by the mission, core values, and beliefs and supports all students' achievement of the school/center's learning expectations.

Creating and implementing core values, beliefs and learning expectations:

- Indicator 1: The school/center community engages in a collaborative, and inclusive process to identify and commit to its mission, core values, and beliefs about learning.

- Indicator 2: The school/center has challenging and measurable learning expectations for all students which address career, academic, social and civic competencies.

Learning Expectations = Skills/Competencies

- Driving Question:

What are the career, academic, social and civic skills or competencies all of our graduates will need to be successful in their lives?

- Driving Question:

How will we know (what is our definition of proficiency) when each student has acquired these skills?

What does an exemplar look like?

WE ARE BHS!

Academic Learning Expectations:

Active Learners

engaged in the quest for knowledge and understanding

1a. understand and use what they learn
1b. read actively and purposefully
1c. engage in inquiry and self-directed learning
1d. use feedback and reflection to extend learning

Resourceful Thinkers

engaged in solving problems, making meaning, and developing understanding

2a. employ creative thinking skills
2b. employ critical thinking skills
2c. evaluate frames of reference
2d. make meaningful connections
2e. conduct analytical research

Effective Communicators

engaged in sharing information, insights, and ideas

3a. present in oral and written form with clarity, purpose, and understanding
3b. express knowledge and skill creatively using a variety of media, technology and the arts
3c. engage effectively in discussion

Social and Civic Expectations:

1 act with integrity, respect, and responsibility towards themselves, others, and the environment
2. value cultural diversity and recognize global interdependence
3. practice the democratic principles of tolerance, activism, responsibility for and service to one's community
4. think independently and work cooperatively to achieve goals and resolve issues

Standard 1: Guidebooks

- [CTCI Guidebook: Developing and Implementing Core Values, Beliefs, and Learning Expectations - Standard 1 (pdf)](#)
- [CTCI Guidebook: Core Values, Beliefs, and Learning Expectations - Standard 1 (pdf)](#)

Identifying your school/center's Vision of the Graduate

What do your graduates know and what are they able to do?

Vision of the Graduate

what do we mean?

Vision of the Graduate includes:

- **Core Values**

  foundational commitments a school/center makes in order to support students

  unique values of the school/center community

- **Beliefs About Learning**

  essential, researched-based ideas that the school/center uses to define learning in support of students

- **Graduate Profile**

  the skills that our learners will know and be able to <u>do</u>

A Vision of the Graduate

The school has a vision of the graduate that includes the attainment of transferrable skills, knowledge, understandings and dispositions necessary for future success and provides feedback to learners and parents on each learner's progress in achieving this vision.

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Sample Core Values & Beliefs About Learning

CORE VALUES

- Honesty
- Perseverance
- Respect
- Personal integrity
- Collaboration

BELIEFS ABOUT LEARNING

- All students have the potential to achieve, although at different paces
- Each student has something unique to offer their school and community
- Students learn best when instruction provides them with the opportunity to solve authentic problems
- Students should experience equal opportunities to work alone and to work collaboratively with others
- Students must feel safe, both physically and emotionally, in their center/school and their classrooms

Mission Statements

Many schools/centers have retained a statement of their mission as an educational institution

MISSION STATEMENT

Millennial Technical High School/Career Center is a community of adult and student learners who believe that a career and technical education is a vital link in preparing students for life in the remainder of the 21st century. We commit to working with families and community members to support the personal, academic and career growth of every student. We believe that students must have a common core of knowledge, a set of skills to effectively utilize that knowledge, and an understanding of our responsibilities to our self and others in order to participate effectively in a global society.

Bedford High School Mission Statement

The mission of Bedford High School is to educate all students in a nurturing, democratic, challenging, and inclusive environment. Bedford High School, in partnership with parents and the community, helps students attain the knowledge and develop the skills and intellectual curiosity to become independent and self-sufficient adults who will contribute responsibly in a global community. By providing opportunities for students to create meaning and to develop understanding in a variety of contexts, Bedford High School prepares students to grow and to act in a well-informed, creative, ethical and compassionate manner.

GRADUATE PROFILE
aka
LEARNING EXPECTATIONS

3 Phases of the Vision Journey

- Phase 1: Define a graduate profile for the learner

- Phase 2: Design a performance assessment system that measures that graduate profile

- Phase 3: Implement pedagogies and school structures that lead to success on that performance assessment system

Academic & Career

- Students will be able to solve problems in both conventional and innovative methods
- Students will communicate effectively through oral, written, visual, artistic, and technical modes of expression
- Students will demonstrate the acquisition of core knowledge in defined subject areas
- Students will read for comprehension and to effectively analyze arguments and opinions
- Students will be able to think critically as an individual and in collaboration with others
- Students will use data from multiple sources to inform decision-making

Civic

- Students will demonstrate community involvement
- Students will demonstrate an awareness of their global responsibility to others and the environment

Social

- Students will demonstrate appropriate personal, interpersonal, and professional skills and behaviors
- Students will demonstrate a respect for diversity
- Students will demonstrate community involvement ⬚ Students will demonstrate an awareness of their global responsibility to others and the environment

Definition of Proficiency

- Standard 1, Indicator 2

"…Each expectation is defined by specific and measurable criteria for success, such as school/center-wide analytic rubrics, which define targeted high levels of achievement."

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Phase 2 – Developing an Assessment System

- What type of system(s) do you want to build toward, e.g., capstone, portfolio & defense, senior project, etc.?

- Could it be part of a larger system of assessment within the district? What assessments do you currently use that require students to demonstrate these skills?

- How can student self-assessment play a role?

Small Starts for Phase 2

- Identify existing assessments in each course that align to the skills of the graduate profile

- Determine whether there is a current senior project or portfolio system to assess students' skills before they graduate that the school could build on

- Think about using student-led conferences as a beginning step for students to learn to talk about their work

Phase 3 – Pedagogies and Structures

Driving Question: *What opportunities will students have to practice and receive feedback on the skills and dispositions in the profile during their classes and school experience?*

Phase 3 – Pedagogies and Structures - Examples

- Exhibitions and public demonstrations of learning
- A growth mindset culture in the school
- Consistent opportunities for student reflection on and revision of their work
- A school-wide advisory program
- Social and emotional support/interventions
- Shared rubrics that include specific and measurable criteria for success on each skill
- Regular, collaborative analysis of student work

VISION OF THE GRADUATE

incorporates:
Core Values and Beliefs
Knowledge and Understandings
Transferrable (deeper learning) skills

Activity

- Individually
  - Think of a student you have
  taught in the last few years.
  When that student walks across the stage at graduation, what skills and dispositions will they need to have to be successful after high school?

- With a partner
  - Share your list of skills and dispositions that your student will need to be successful after high school
 - Are there any skills or dispositions you have in common?

SAMPLE VISIONS AND PROFILES

Some schools and centers have chosen to create a graphic organizer to represent their Vision of the Graduate (incorporating, to a greater or lesser extent, the school/center's Core Values, Beliefs About Learning, Mission, and Graduate Profile (Transferrable Skills)

VISION

Vitality influences and transforms our instruction to meet the needs of every child through collaboration, focus, and determination in a high quality school system passionate about student achievement.

RIGOR

FOCUS

LEADERSHIP

COLLABORATION

CARING

PASSION

DIVERSITY

VITALITY
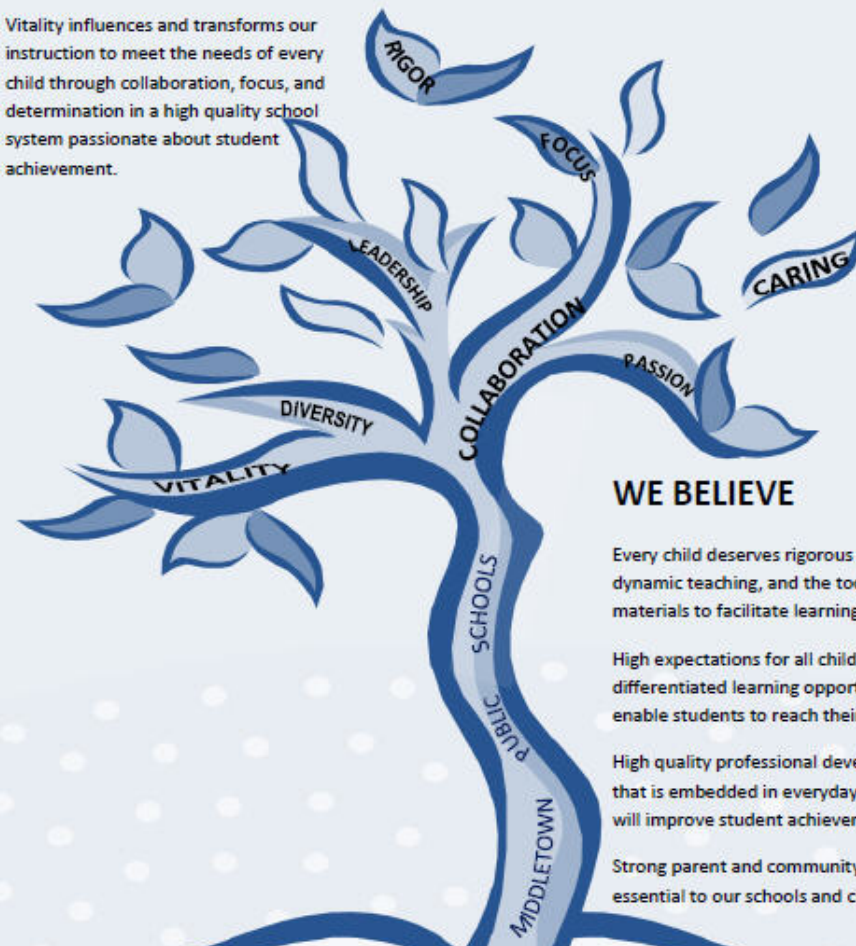
WE BELIEVE

Every child deserves rigorous curriculum, dynamic teaching, and the tools and materials to facilitate learning.

High expectations for all children and differentiated learning opportunities will enable students to reach their potential.

High quality professional development that is embedded in everyday practice will improve student achievement.

Strong parent and community support is essential to our schools and city.

SCHOOLS

PUBLIC

MIDDLETOWN

GOALS

1. Increase student achievement and reduce gaps between subgroups by creating a culture of vitality and high performance.

2. Provide the resources necessary to ensure educational excellence in a safe and healthy learning environment.

3. Hire and nurture high quality personnel in all positions.

4. Promote our schools and build public support and pride in our educational system.

Cultivating Student Potential

COMMUNICATION

Students articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts

CRITICAL THINKING & PROBLEM SOLVING

Students collect, assess, and analyze relevant information, reason effectively, use systems thinking, and make sound judgments and decisions

COLLABORATION

Students demonstrate the ability to work effectively and respectfully with diverse teams

RESILIENCE

Students persist to accomplish difficult tasks and to overcome academic and personal barriers to meet goals

EMPATHY

Students demonstrate understanding of others' perspectives and needs and listen with an open mind to understand others' situations

INITIATIVE & SELF-DIRECTION

Students set goals with tangible and intangible success criteria, while balancing tactical (short term) and strategic (long term) goals

NATICK

CREATIVE

LEADER

PROFILE OF A NATICK GRADUATE

CITIZEN

Pioneering Student Achievement

Johnston Senior High School
The Vision of the Graduate

We engage students in authentic learning that prepares them with the skills to be lifelong learners. The JSHS graduate will be...

- Uses digital technology and communication tools appropriately in varied contexts for a variety of purposes
- Communicates clear messages, appropriate to the audience
- Works collaboratively

An Effective Communicator
communicates appropriately, effectively, and respectfully with others.

A Global Citizen
transfers and applies the values and ethics gained to cultural understanding and global awareness.

- Impacts community responsibly
- Promotes respect and acceptance among people of diverse backgrounds, cultures, and abilities
- Advocates for ideas, causes, and actions appropriately

- Values quality work and persistence
- Strives for improvement
- Sets goals and monitors progress

A Self-Directed Learner
works to overcome obstacles, reflect, and persevere.

A Healthy Being
works to maintain a state of complete physical, mental, and social well-being while achieving his/her full potential.*

- Builds self-confidence and pursues passions
- Respects mind and body
- Is independent, self- sufficient, and resilient

* The World Health Organization

- Thinks flexibly by analyzing and synthesizing knowledge to connect learning to real life situations
- Performs and applies numeracy skills and computational thinking for a variety of purposes
- Utilizes a wide variety of resources for research in order to create authentic tasks

An Informed Thinker
demonstrates academic accountability and responsibility.

updated 12/11/18

Evergreen School District
Profile of a Learner

We engage students in authentic learning that prepares them with the skills to be global minded citizens.

Learner	Communicator	Collaborator	Critical Thinker	Innovator	Advocate
● Demonstrates academic literacy: Reading, Writing, Math, Science, and Social Studies. ● Is self-directed. Perseveres through difficult tasks. ● Overcomes academic and personal barriers to set and meet goals. ● Communicates effectively to share knowledge and thinking. ● Uses content knowledge to lead ethically and responsibly.	● Acknowledges multiple perspectives and conveys empathy in various exchanges. ● Employs active listening strategies to advance understanding. ● Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners. Incorporates effective writing skills for various purposes and audiences. ● Uses technological skills and digital tools to exchange ideas ● Expresses thoughts, ideas, and emotions meaningfully and creatively.	● Works interdependently and inclusively to promote learning, increase productivity, and achieve common goals. ● Seeks and uses feedback to adapt ideas and implement decisions. ●Respects divergent thinking and engages others in thoughtful discussion. ● Analyzes and constructs arguments to ensure examination of a full range of viewpoints. ● Persists in accomplishing difficult tasks and shares the credit.	● Demonstrates open-ended thought to enhance learning. ● Seeks new knowledge. ● Constructs arguments. ● Evaluates ideas and information sources for validity, relevance, and impact. ● Reasons through and weighs evidence from multiple perspectives to reach conclusions.	● Engages in problem solving, inquiry, and designing solutions to overcome obstacles to improve outcomes. ● Demonstrates open-ended thought to enhance the design/build process. ● Take risks to build resilience through setbacks. ● Creates new ideas/products with value and meaning. ● Uses information in new or creative ways to strengthen comprehension and deepen awareness.	● Ensures equitable conditions for underserved. ● Engages in healthy and positive practices to promote and model physical and mental health. ● Reflects on continuous self-improvement and self-advocacy. ● Acknowledges, understands, and contributes to solutions that benefit the community on a local, national, and world level. ● Promotes environmental conservation and sustainability.

What does your school/center need to do to create your Vision of the Graduate?

- Step 1: Begin a collaborative and inclusive process of having conversations around the driving question: "What are our school/center's Core Values and Beliefs about Learning that define us and influence all our decision-making?"

- Step 2: Begin a collaborative and inclusive process of having conversations around the driving question: "What do our students/learners know and what are they able to do upon graduation?" [identify Learning Expectations/Graduate Profile]

- Step 3: Map the Learning Expectations throughout curriculum and school practices {pedagogies and practices} to identify opportunities for students to practice attainment of these learning expectations.

- Step 4: Create a formative assessment that identifies levels of skill attainment for each Learning Expectation
- Step 5: Communicate to students and parents when students have attained a level of Proficiency for each Learning Expectation

What is the value of doing this work????

- By moving from separate and, usually, unconnected documents that state a school/center's Mission, Core Values, Beliefs, and Learning Expectations to a more holistic conceptual understanding of a school/center's Vision of the Graduate – which incorporates Core Values, Beliefs about Learning, and Graduate Profile (LE) – we can arrive at a deeper understanding of a school/center's unique identity, and faculty/administration can teach/work more strategically to ensure that all students will, in fact, graduate with the transferrable skills and dispositions of mind and habit needed for success in the years ahead

Thank you for your time and attention!

NEW ENGLAND ASSOCIATION OF SCHOOLS AND COLLEGES, INC.
COMMISSION ON PUBLIC SCHOOLS

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