



# The Process of Building a Graduate Profile and it's Considerations

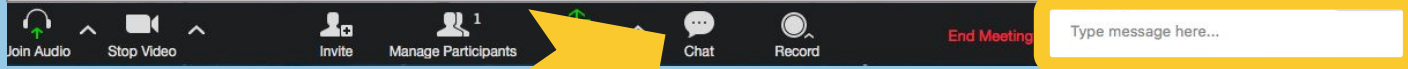
With Jesse Harper and Laura Greene

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September 27, 2022



Share your name,  
district, and role





# Welcome



Marisa Garverick Herrera  
[marisa@edelements.com](mailto:marisa@edelements.com)



Drew Schantz  
[drew@edelements.com](mailto:drew@edelements.com)



# Welcome



Jesse Harper  
Superintendent of Arkport  
Central School District, NY



**Stamford Public Schools**  
EXCELLENCE IS THE POINT.



Dr. Laura Greene  
Coordinator of Alternative Education  
Stamford Public Schools, CT





# Schools grow when people grow.



**Mission:** Shaping a more equitable and just future by changing how people design for each student's potential

**Vision:** Bringing out the best in people and their communities by designing school systems that are adaptable



# Our approach to serving you

And why districts stick with us

## **We listen.**

We listen for context and to create belonging.

## **We adapt.**

We adapt for the context of your community and evolve as we learn.

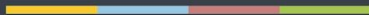
## **Our process.**

Our processes lead to sustained change.





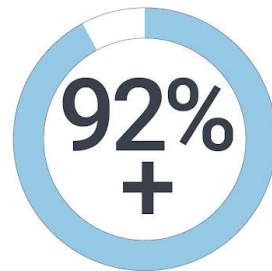
# Hi! We are Education Elements



WE ARE AN EDUCATION CONSULTANCY, THAT HELPS TRANSFORM SCHOOLS AND DISTRICTS



**1000+**  
Schools  
and Districts



of attendees find our  
workshops excellent  
or very good



# What is a Graduate Profile?

Oftentimes when we think of a graduate profile we think of graduating seniors or high school students only. A graduate profile can be defined, as it is in the book Street Data, as “**an accessible, succinct description of what every graduate must know, understand, and be able to do,**” and thus can be applicable to every age.

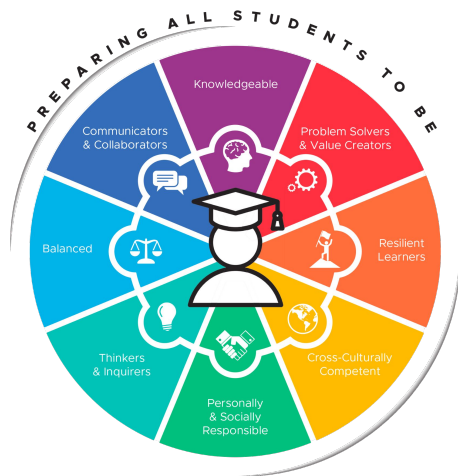




# Graduate Profile vs Learner Profile

Graduate profiles are focused on the **outcomes of an educational experience.**

*What knowledge, skills, and abilities will students walk away with?*



Learner profiles are focused on the **process of learning.**

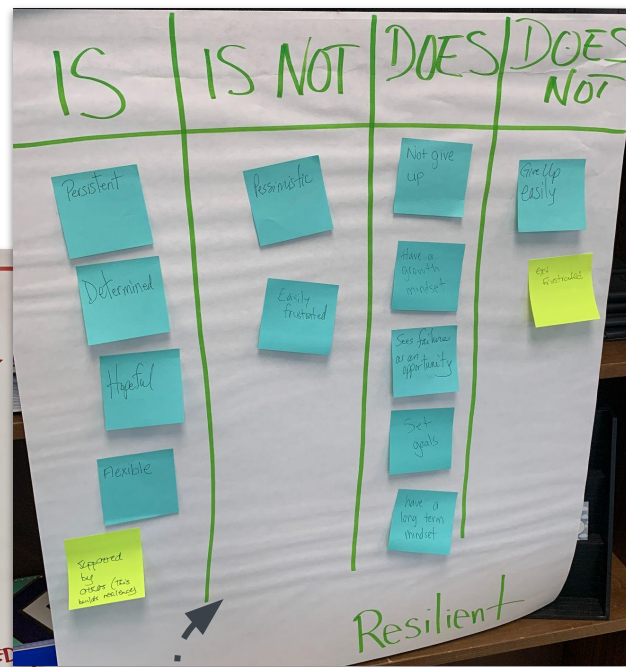
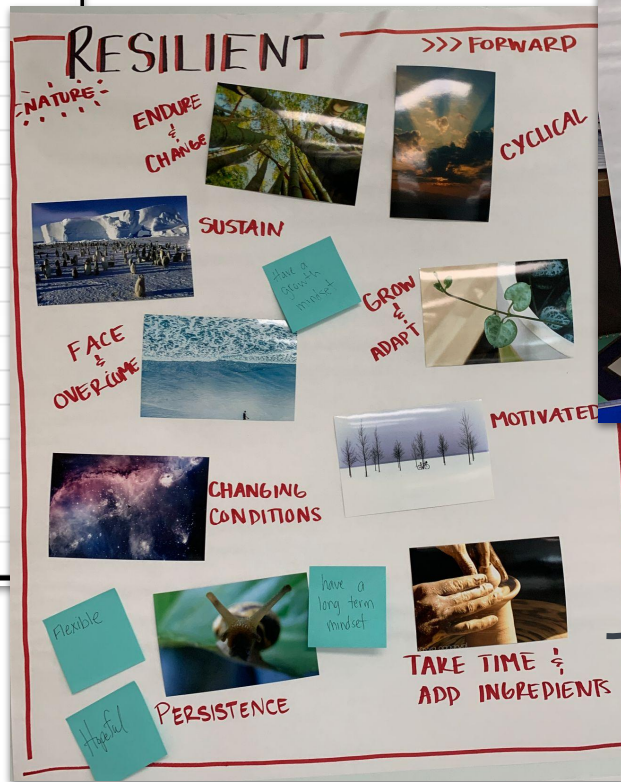
*How might we ensure the necessary supports our provided to each learner to ensure they can live out the graduate profile?*

SAMPLE STUDENT PROFILE - ELEMENTARY		
Name: _____	Age: _____	
Grade: _____	Score: _____	
School: _____	Date: _____	
<b>Sources of Information</b> <small>(Identify sources of information and assessments to be conducted. Check box and write date when a source has been reviewed or a new assessment completed.)</small>		
Review of OSR, including current and previous report cards (Sept. 11, 2011) (reviewed Early Development Instrument (EDI), assessment of readiness, social skills, and...) <input type="checkbox"/> Consultation with parent (Sept. 22, 2011) <input type="checkbox"/> Consultation with previous and current teachers (Jan. 2011) <input type="checkbox"/> Consultation with support team (Sept. 22, 2011) <input type="checkbox"/> (Bridges) (2011) <input type="checkbox"/> Classroom observation checklist (Oct. 2, 2011) <input type="checkbox"/>	Educational assessments (e.g., projects related to particular curriculum expectations) (Oct. 2, 2011) <input type="checkbox"/> Internal and/or learning style inventory (Sept. 10, 2011) <input type="checkbox"/> Work samples, assignments, projects <input type="checkbox"/> Portfolio <input type="checkbox"/> Teacher student conference <input type="checkbox"/> Peer and self assessments <input type="checkbox"/> Other (specify) <input type="checkbox"/>	
<b>Findings from Information Sources and Assessments - Strengths and Areas of Need</b>		
<b>General observations about learning skills, work habits, and attitudes to learn</b> <ul style="list-style-type: none"> <li>• average and expressive language</li> <li>• recognizes own space and needs to respect</li> <li>• is it and knows that the first letter is "a"</li> <li>• counts to 20 by rote</li> <li>• recognizes most uppercase letters and some lowercase letters of the alphabet in isolation</li> <li>• is able to follow simple picture books</li> <li>• is able to follow personalized picture schedule</li> </ul>	<b>Learning style preferences and needs, interests, and individual strengths and needs</b> <ul style="list-style-type: none"> <li>• is a visual learner - responds well to pictures</li> <li>• is a social learner - responds well to group</li> <li>• enjoys writing, sorting, and sequencing</li> <li>• enjoys working with puzzles</li> <li>• responds well to consistent routines in the classroom - needs well when learning materials and toys are arranged in an orderly fashion</li> <li>• enjoys cartoons and drawing cartoon characters</li> <li>• is sensitive to loud noise</li> <li>• can easily become overstimulated</li> <li>• likes books</li> <li>• often plays on his own</li> <li>• benefits from positive reinforcement</li> </ul>	<b>Other relevant information</b> <ul style="list-style-type: none"> <li>• transition plan needs to be updated</li> </ul>
<b>Assessment and Instruction</b>		
<b>Strategies for Instructional Strategies</b> <ul style="list-style-type: none"> <li>• provide frequent breaks and opportunities for movement</li> <li>• break information and tasks into small chunks</li> <li>• use individual picture schedule throughout the classroom</li> <li>• use visual prompts and provide preparation</li> </ul>	<b>Guidelines for Assessment</b> <ul style="list-style-type: none"> <li>• show and clearly learning goals</li> <li>• provide timely and descriptive feedback</li> <li>• conduct self and peer assessment where appropriate</li> <li>• provide a quiet space and extra time for task completion</li> <li>• allow for frequent breaks</li> </ul>	<b>Available Resources and Supports</b> <ul style="list-style-type: none"> <li>• teacher support team</li> <li>• special education resource teacher</li> <li>• Board of Education Transition team</li> </ul>



# Journey of a Learner Evolution

Top 19	Top 12	Top 5
Advocate, 2	Confident, 4	Independent, 6
Confident, 4	Determined, 3	Open/Open-Minded, 6
Determined, 3	Independent, 6	Prepared, 6
Eager, 2	Motivated, 3	Respectful, 11
Empathetic, 2	Open/Open-Minded, 6	Responsible, 6
Independent, 6	Prepared, 6	
Kind, 2	Problem Solving, 3	
Motivated, 3	Resilient, 3	
Open/Open-Minded, 6	Respectful, 11	
Prepared, 6	Responsible, 6	
Pride, 2	Smart, 3	
Problem Solving, 3	Tolerant, 3	
Resilient, 3		
Respectful, 11		
Responsible, 6		
Smart, 3		
Social, 2		
Strong, 2		
Tolerant, 3		





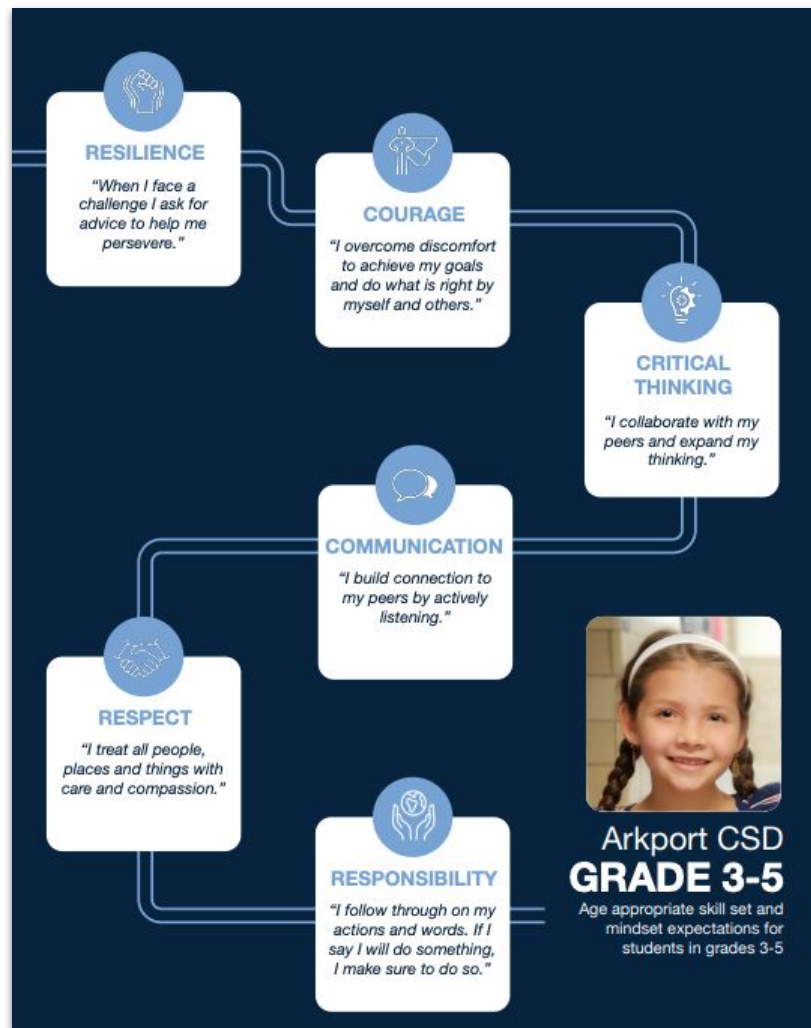
# Journey of a Learner Evolution



	Resilience	Courage	Respect	Critical Thinking	Responsibility	Communication
Pre K - 2	I keep trying and I don't give up, even if things are hard.	I try something new when I am able to.	I will show kindness to my classmates and teachers.	I am a problem solver. I use the tools around me to do so.	I own my words and actions.	I listen to others and share my thinking.
3-5	When I face a challenge, I use the phrase, "I am not there yet"	I know that I can overcome discomfort to achieve my goals and do what is right.	I will treat people, places, and things with respect and integrity.	I collaborate with my colleagues and my team. I am a team player.	I follow through on my actions and words. If I say I will do something, I make sure to do so.	I build connection to my peers by actively listening.
6-8	When I face a challenge, I use my skills and knowledge to help me. I know I have support around me.	Even if I don't know 100% of the answers or what might happen next, I still decide to try.	I respond in a constructive manner during a disagreement.	I work to solve problems in multiple ways. When one way doesn't work, I try something else.	I know that I am in control of myself and when I make a mistake I hold myself accountable.	I contribute to my team by listening, staying motivated and learning from others.
9-12	I see mistakes as an opportunity to learn.	I share things I need to share, even when it feels scary.	When I feel mistreated I respond with a calm tone and I help my classmates do the same.	When finding a solution, I consider multiple sources and points of view. I use logic and evidence to make a strong argument.	I set an example for my peers and younger classmates.	I build strong relationships by sharing with emotional constancy.



# Journey of a Learner Evolution





# SPS Anchor Graduate Profile Development

**Group 2**

Knowledge	Skills	Dispositions
<ul style="list-style-type: none"> <li>Three R's</li> <li>Basic understanding of U.S. history and culture</li> <li>Understanding of the scientific method</li> <li>Basic tech proficiency</li> </ul>	<ul style="list-style-type: none"> <li>Critical thinking</li> <li>Writing</li> <li>Making inferences</li> <li>Reading directions</li> <li>Working independently and timely</li> <li>Organizational skills</li> <li>Compromise</li> <li>Responsible social media/internet</li> <li>Executive Function</li> </ul>	<ul style="list-style-type: none"> <li>polite/professional discourse</li> <li>Grit</li> <li>Lifelong learning</li> <li>Realistic/Confidence in abilities</li> <li>Works well with others</li> </ul>

Education Elements

## Group 4

Knowledge	Skills	Dispositions
<ul style="list-style-type: none"> <li>Required for good citizenship.</li> <li>Scientific Concepts</li> <li>Connect to the past</li> <li>Cultural awareness</li> </ul>	<ul style="list-style-type: none"> <li>Innovative Problem Solver.</li> <li>Communicator</li> <li>Explorer</li> <li>Critical Thinker</li> <li>Financially literate</li> </ul>	<ul style="list-style-type: none"> <li>Empathetic</li> <li>Confident</li> <li>Community Minded</li> <li>Curious</li> <li>Future thinking</li> </ul>

**Norming:** What common themes are coming up?

**Brainstorming:** What qualities do we want to see in our graduates?

**Clarifying + Testing Assumptions:** What does our school community think?

## Our Grad Profile

SPS Anchor at Harbor Landing is an alternative education program with a mission to meet the unique academic, social and emotional needs of all students through learning that connects student's lives to their future in a safe, supportive and nurturing environment in order to empower and inspire all students for middle school, high school and college and career readiness. As graduates of Anchor, our students will be...

Collaborative Team Members	Characteristic 4
<b>Teamwork and Social Skills</b> Being able to work with others is a skill we will use continuously in our adult lives. Within families, at our place or work and with our friends teamwork is a necessary skill.	<b>Confidence/Leadership skills</b> Confidence is important so students are empowered to take risks and explore the world.
Characteristic 2	Characteristic 5
<b>Resilience</b> ability to overcome obstacles and hardships	<b>Critical Thinking/Problem Solving</b> We utilize our critical thinking skills to problem solve independently and with others.
Characteristic 3	Characteristic 6
<b>Motivation for Lifelong Learning</b> Setting goals and accomplishing them through intrinsic motivation.	<b>Kindness/Empathy</b> Fosters understanding among relationships and promotes positive, healthy environments
Management	

## SPS Anchor Portrait of a Graduate



SPS Anchor at Harbor Landing is an alternative education program with a mission to meet the unique academic, social and emotional needs of all students through learning that connects student's lives to their future in a safe, supportive and nurturing environment in order to empower and inspire all students for middle school, high school and college and career readiness. As graduates of Anchor, our students will be...



### Collaborative Contributors

We add value wherever we go. We are self-aware team members who celebrate and utilize our unique talents and strengths while empowering others to unleash their own.



### Confident and Resilient Leaders

We feel empowered to take risks and explore the world. We have ability to overcome obstacles and hardships and turn them into opportunities for growth — for ourselves and for others.



### Capable Managers of Knowledge

We are curious people who are knowledgeable about the world. We know how to apply knowledge to achieve our personal goals as well as contribute to the betterment of society.



### Critical Thinkers and Problem Solvers

We thrive in ambiguous situations. We make sense of conflicting knowledge, create ideas in new situations, and reframe problems from different perspectives.



### Motivated, Lifelong Learners

We are self-driven, self-directed, and curious learners — about ourselves and about the world. We invent our own learning paths, careers, and lives.



### Kind and Empathic Human Beings

We grow and sustain relationships with others through a spirit of mutual respect and understanding. We strive to create and promote positive, healthy environments for interaction.



# SPS ANCHOR'S PORTRAIT OF A GRADUATE

## COLLABORATIVE CONTRIBUTORS



We add value wherever we go. We are self-aware team members who celebrate and utilize our unique talents and strengths while empowering others to unleash their own.

## MOTIVATED LIFELONG LEARNERS



We are self-driven, self-directed, and curious learners — about ourselves and about the world. We embrace our own learning paths, careers, and lives.

## MANAGERS OF KNOWLEDGE



We are curious people who are knowledgeable about the world. We know how to apply knowledge to achieve our personal goals as well as contribute to the betterment of society.

## CONFIDENT & RESILIENT LEADERS



We feel empowered to take risks and explore the world. We have ability to overcome obstacles and hardships and turn them into opportunities for growth — for ourselves and for others.

## KIND & EMPATHETIC HUMAN BEINGS

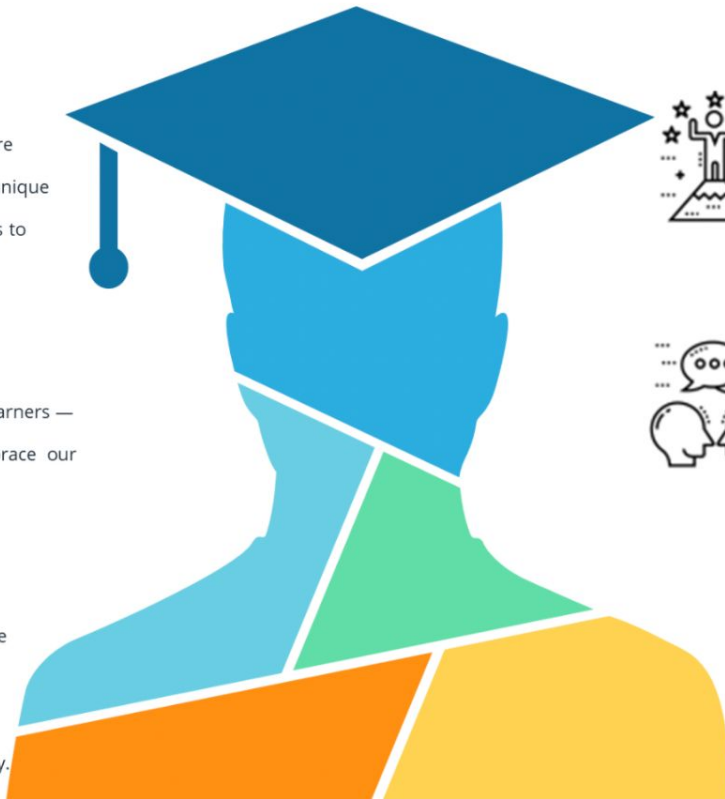


We grow and sustain relationships with others through a spirit of mutual respect and understanding. We strive to create and promote positive, healthy environments for learning and all interactions.

## CRITICAL THINKERS & PROBLEM SOLVERS



We thrive in ambiguous situations. We make sense of conflicting knowledge, create ideas in new situations, and reframe problems from different perspectives.





# Unpacking: Operationalizing the POG



*Graduate-Level Competencies*



**Collaborative Contributors**

*Supporting Competencies*



Creating an Empowering Community			
1	2	3	4
I identify Anchor's contributions to our community.	I work with other Anchor students to celebrate positive contributions to empower my group work.	I work with other Anchor students to lead positive contributions to empower my community.	I work with other Anchor students to celebrate positive contributions to empower the Anchor community as a whole.
I can identify Anchor's community events and groups.	I participate in Anchor's community events and are respectful of the hard work of others.	I am a part of student council or School Governance Council where I can work with other Anchor community members to make positive changes for our community.	I am involved in at least one Anchor community organization where I actively participate in events or committees to make positive changes in our building.

*Proficiency Scales*



# Questions to ask

## WHY (10 mins)

- Why did you decide to create a graduate profile in your school/district?

## HOW (10 mins)

- What did the process of building a graduate profile look like for your district?
  - Why was having an external partner helpful?
  - What roadblocks, if any, did you run into?
  - What advice would you give to another district who wants to embark on this process?
  - How did you involve your school community in the process?

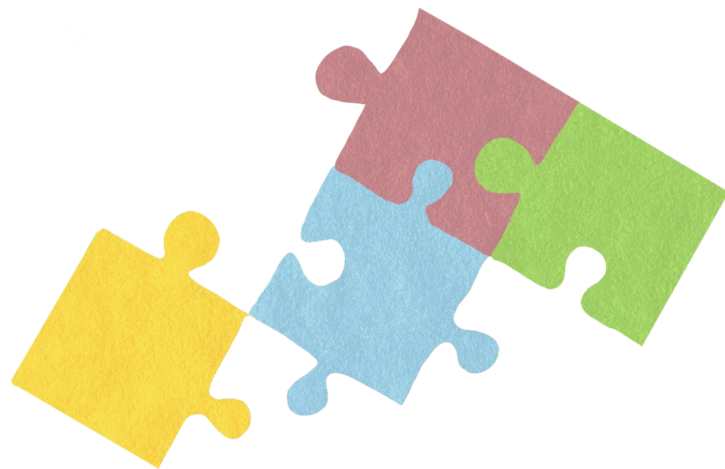
## WHAT (10 mins)

- Now that you have a graduate profile - what are you doing with it/ what do you intend to do with it?
  - In what ways have you communicated your graduate profile to members of your school community?
  - How will your school community continue to be involved?



# Q & A

*Please submit any questions you  
have in the chat.*





# Tell us what you thought!

[edelements.com/webinar-survey](https://edelements.com/webinar-survey)

## Thank you!





# Resources

## Graduate Profile

- [5 Tips for Building a Profile of a Graduate](#)
- 

## Strategic Planning

- 

## PL Resources

- [The Core Four of Personalizing Learning](#)
- [The Impact of Personalized Learning and Strategic Planning in Auburn, New York](#)
- [Camp Competency Video Series](#)



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STRATEGIC PLANNING

## The Importance of Involving Stakeholders Throughout the Strategic Planning Process



By: [Kelly Freiheit](#)

November 29, 2021

To see students and community members in action - that is the stuff we, as educators, dream about.





# More Upcoming Events & Webinars



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# Thank You!

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