



Montana

Office of Public Instruction

Graduate Profile



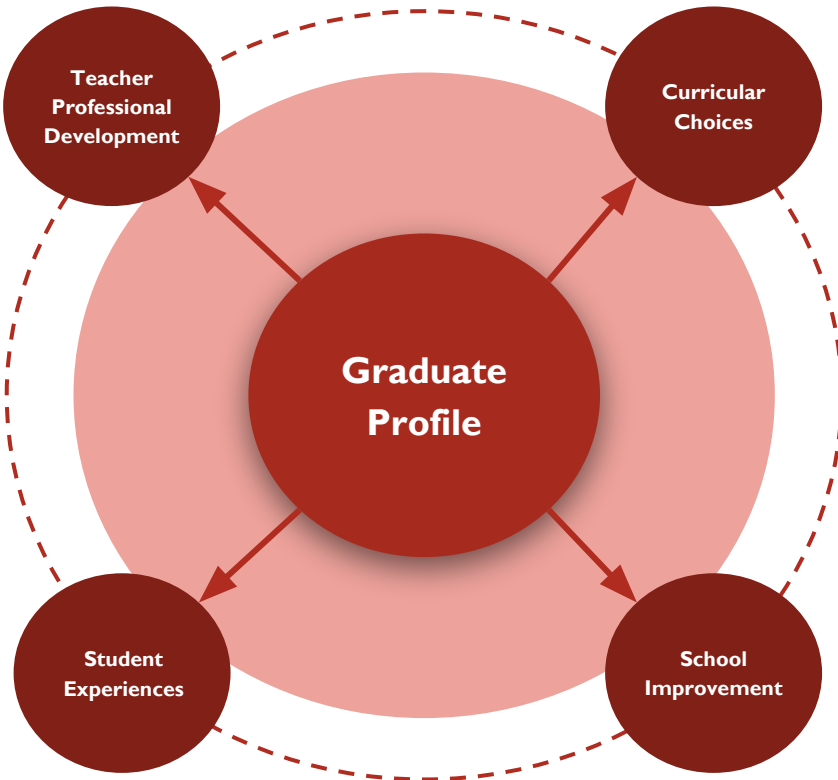
Graduate Profile

- “Graduate profile” means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.
- ARM:10.55.601 ACCREDITATION STANDARDS
 - <https://rules.mt.gov/gateway/ChapterHome.asp?Chapter=10%2E55>

Graduate Profile can serve as an anchor for educational decisions

Graduate Profile typically represents a school or district's vision for the skills, character traits, and social-emotional competencies that students will need to be successful in their adult life.

School districts can use their Profile of a Graduate as a north star, to guide their decisions on:



1. Teacher Professional Development offerings
2. Curricular Choices
3. School Improvements
4. Student Experiences

To effectively guide district decisions, a Graduate Profile should...

- 1 Articulate a north star vision
- 2 Acknowledge the key of instructional practices
- 3 Limit the number of skills and attributes to six or fewer
- 4 Anchor on “power skills” such as communication and reasoning
- 5 Clearly describes what it means for a student to acquire each skill or attribute
- 6 Outline the types of experiences students will need to develop these skills and attributes
- 7 Be vetted by as many community members as possible
- 8 Use simple and easy to understand language and be translated into multiple languages

The following slides include example Graduate Profile from districts and states across the US

Example Graduate Profile: Michigan

Anchors on “power skills” such as communication and reasoning

Communicate & Collaborate

Communicate and collaborate effectively with a variety of audiences

Argument & Reasoning

Use argument and reasoning to do research, construct arguments, and critique the reasoning of others



Social & Emotional Learning

Demonstrate knowledge, attitudes, and skills to manage emotions to enable responsible decisions and successful choices

Technology & Tools

Use technology and tools strategically in learning and communicating

Solve Problems

Solve problems, construct explanations, and design creative and innovative solutions

Michigan’s citizens have high expectations that the state’s K–12 graduates will be prepared for life. Career & college-ready students possess the skills necessary to earn a self-sustaining wage and participate in post-secondary opportunities without remediation.

Michigan’s “Profile of a Graduate” includes characteristics of career & college-ready students that are evident within all of the academic standards, including those in the arts and the Career and Technical Education (CTE) Career Ready Practices.

Students obtain these skills through instruction that includes real-world challenges, cross-content integration, relevancy to student lives, and transfer of knowledge.

CBE-CASS
Competency-Based Education
Competencies and Assessment Structures/Supports

MICHIGAN
Department of Education

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Acknowledges the key of instructional practices

Source: [Profile of a Graduate \(michigan.gov\)](https://michigan.gov/profile-of-a-graduate)

Example Graduate Profile: **Shelby, Kentucky**



Clearly describes what it means for a student to acquire each skill or attribute

Outlines 4-6 critical traits or attributes

Example of a Graduate Profile: **Fairfax, Virginia**

What skills does a student need to become a successful Portrait of a Graduate?

Communicator

- Applies effective reading skills to acquire knowledge and broaden perspectives.
- 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 to convey understanding and concepts.
- Uses technological skills and contemporary digital tools to explore and exchange ideas.



Collaborator

- Respects divergent thinking to engage others in thoughtful discussion.
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints.
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.



¿Qué habilidades necesita un estudiante para convertirse en un retrato exitoso de un graduado?

Comunicador

- Aplica habilidades de lectura efectivas para adquirir conocimientos y ampliar perspectivas.
- Emplea estrategias de escucha activa para avanzar en la comprensión.
- Habla con un propósito para informar, influir, motivar o entretener a los oyentes.
- Incorpora habilidades de escritura efectivas para varios propósitos y audiencias para transmitir comprensión y conceptos.
- Utiliza habilidades tecnológicas y herramientas digitales contemporáneas para explorar e intercambiar ideas.



Colaborador

- Respeto el pensamiento divergente para involucrar a otros en una discusión reflexiva.
- Demuestra la capacidad de trabajar de manera interdependiente dentro de un grupo para promover el aprendizaje, aumentar la productividad y lograr objetivos comunes.
- Analiza y construye argumentos y posiciones para asegurar el examen de una amplia gama de puntos de vista.
- Busca y utiliza la retroalimentación de otros para adaptar ideas y persistir en la realización de tareas difíciles.



Use simple and easy to understand language that can be translated

Source: [Profile of a Graduate \(Fairfax, Virginia\)](#)

Creating your Graduate Profile is a collaborative process with students, families, teachers, and industry partners

Schools and districts can create their unique Graduate Profile through four key phases of work. On average, the entire process should take about three months to complete.

----- *Engage with community members* -----



By engaging with a broad range of stakeholders, Schools/Districts will be better positioned to develop a Graduate Profile representative of their community

Who should we engage with?

- Teachers
- Administrators
- Parents
- Students
- Community and business leaders

Why should we engage the community?

To understand the needs of the community and develop a final Graduate Profile that all students can see themselves in

When should we engage with the community?

Throughout the entire process! Be proactive about community engagement to:

- Generate inputs for your first draft Graduate Profile
- Review and refine the draft with the community

How should we engage with community members?

Through surveys, community forums, and focus group discussions. See example questions on the following page

Start by asking the community to rank the importance of certain characteristics on a scale of 1 to 100...

- How important is it for high school graduates to be prepared to enter a university, community college, post-secondary technical training, military, or a living wage job?
- How important is it that high school graduates be prepared to work well in a team, problem-solve, self-advocate, and contribute to their economic well-being and that of their families and communities?
- How important is it for high school graduates to be prepared for their role as a responsible and respectful global citizen, to explore and understand different perspectives, and to participate in society?
- How important is it for high school graduates to be prepared for lifelong learning and to enjoy productive and satisfying lives?

Schools/Districts do not need to start from scratch! Widely used Graduate Profile skills and attributes include...

Digital literacy/information literacy: Adapt, create, consume, and connect in productive, responsible ways to use technology in social, academic, and professional settings.

Conflict communication: Speaks about thoughts and ideas effectively using oral, written, and nonverbal communication skills in many forms and contexts. Honors and leverages other's strengths to build collective commitment and action.

Self-management/responsibility/self-efficacy: Practices responsible decision-making and considers the impact on others. Creates, monitors, and reflects upon ambitious and realistic goals. Builds and sustains strong, healthy relationships.

Resilience/adaptability: Sets personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks. Works well in a climate of uncertainty and changing priorities.

Enthusiasm: Excited to learn, has an interest in what's new, and a hunger for engaging with the world. Seizes opportunities to grow, explore, and lead by combining hard work and determination with purpose and critical thinking.

Community-mindedness/global citizen: Values and embraces diverse cultures and unique perspectives through mutual respect, open dialogue, and civic responsibility. Understands own biases and reflects on them regularly.

Collaborative/works well in a team: Takes responsibility for self and team through shared, focused leadership. By joining forces with others, makes room for a diverse range of voices, skills, and views.

Systems thinking/critical thinking: examines and challenges assumptions, makes decisions based on evidence, reasons effectively to make logical judgements and explanations.

Problem-solving: Generates original ideas, solutions, and products in imaginative ways. Extracts learning from failure to move ideas forward.

Timeliness/Dependability: Reliably shows up to commitments in a timely manner and completes tasks by the expected timeline.

Ask community members to select the top three skills they believe are important to include in a Graduate Profile



Next Steps

- Summer Institute
 - Accreditation Team will have workshops throughout the summer institute to sit with staff to help them understand the process
- Ongoing Professional Development from OPI staff throughout the year to support schools
 - Stay Tuned!