



Montana

Office of Public Instruction

Graduate Profile

December 2024

Office of Public Instruction Staff
Helena, MT



Agenda

- 📄 Welcome/Introductions
- 📄 Graduate Profile- Purpose/Definitions
- 📄 Community Engagement
- 📄 Examples of Graduate Profiles
- 📄 Next Steps

Welcome/Introductions



Crystal Andrews
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Specialist



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Accreditation
Specialist

Standard: General Provisions – Integrated Strategic Action Plan				
	Deficiency (1)	Advice (2)	Regular MD (3)	Regular (4)
<p>L. Integrated Strategic Action Plan - Graduate Profile</p> <p><u>Guiding Question:</u></p> <p>Does the district have evidence of a completed publicly available graduate profile that was created with stakeholder input and feedback and has specific steps to achieve it?</p> <p>(ARM 10.55.601(4a))</p>	<p><input type="checkbox"/> District has no evidence of a completed Graduate Profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p>	<p>The district provided evidence of:</p> <p><input type="checkbox"/> Completed graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Publicly available graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Meaningful stakeholder input and feedback used to create the graduate profile</p> <p>AND</p> <p><input type="checkbox"/> Specific steps to achieve the graduate profile</p>



Rubric

This applies to this year only; you cannot resubmit Rubric C

DEFINITIONS

"**Graduate profile**" means a learner-centered model(s) based on a shared vision of learner attributes that students should have when they graduate.

GUIDANCE

A district may refer to a graduate profile using another term such as: profile of a learner, learner profile, profile of a graduate.

SAMPLE EVIDENCE MAY INCLUDE

A single document may include all of the criteria/sample evidence needed to receive a regular (4) score.

Published Sample Evidence May Include - website link **AND/OR** posted in handbook **AND/OR** published and shared with stakeholders in a manner that the district uses to communicate information.

Shared Vision Sample Evidence May Include - graduate profile planning documents **AND/OR** stakeholder input specific to graduate profile **AND/OR** graduate profile committee document

Steps to Achieve Sample Evidence May Include - meeting notes **AND/OR** schedule and timeline **AND/OR** outline of key steps **AND/OR** GANTT Chart (a project management tool that illustrates work completed over a period of time in relation to the time planned for the work) **AND/OR** implementation plan **AND/OR** work plan with action steps



Graduate Profile

ARM 10.55.602 Definitions

(17) “Graduate profile” means a **learner** centered model(s) based on a shared vision of learner attributes that students should have when they graduate.



Definition of Learning

Who? Everyone is a learner. Learning is not only for students or a select group of people.

What? Learning is an automatic and instinctive process. It involves seeking, acquiring, and applying knowledge and skills in a personally meaningful way. Learning is not all that complicated. It should not be confused with being able to produce the correct answer or earn the highest grade.

Where? Learning takes place in all aspects of our lives and extends beyond school subjects, assignments, and assessments. Learning does not only take place in schools or educational institutions.

When? Learning can occur throughout all the minutes and moments of our lives. Learning is not limited to the school day or year. Learning doesn't naturally occur without a personally meaningful context or in experiences that are unnaturally separated into disciplines.



Definition of Learning Cont'd

Why? People learn to solve problems, to gain insight into complex and diverse challenges, or to improve an existing condition or situation. People learn because they are naturally curious, creative, competitive, and collaborative. Learning enables people not only to become more independent but also to become a valued member of their communities. People do not learn to pass a test, to make it through the school day, to get a grade, to get into college, or to be the best.

How? Learning occurs by taking risks, trying new things, and reflecting on mistakes. Learning occurs when people make connections between their ideas and their world. Learning occurs when creating a meaningful and authentic product. Learning does not occur when simply memorizing facts and figures. It does not happen naturally through receiving, recording and repeating information. Learning is limited by rigid thinking and the pursuit of a single right or safe answer.

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.





Community Engagement

“Community engagement” means the partnership between members of the community and schools that may share resources and volunteer to support student well-being and learning development.

Develop a Graduate Profile Representative of YOUR 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

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



How to Engage with your Community

- Host an in person or virtual event for community to attend.
 - Pick days/times in which people are available.
- Utilize events where community is already involved: Parent-Teacher Conferences, Sports Games, other events.
- Surveys through the use of digital platforms such as Google Forms, Menti, Survey Monkey, etc.
 - Handout with QR code within community businesses that link to survey.
- Think Outside the Box

Specific Guiding Question Examples

- *What are the skills and knowledge our students need to be successful in the modern world?*
- *How important is it for students to be prepared to enter a university, community college, post-secondary technical training, military, or a living wage job?*
- *How important is it that students 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 students 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 students to be prepared for lifelong learning and to enjoy productive and satisfying lives?*

Examples of Graduate Profiles

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

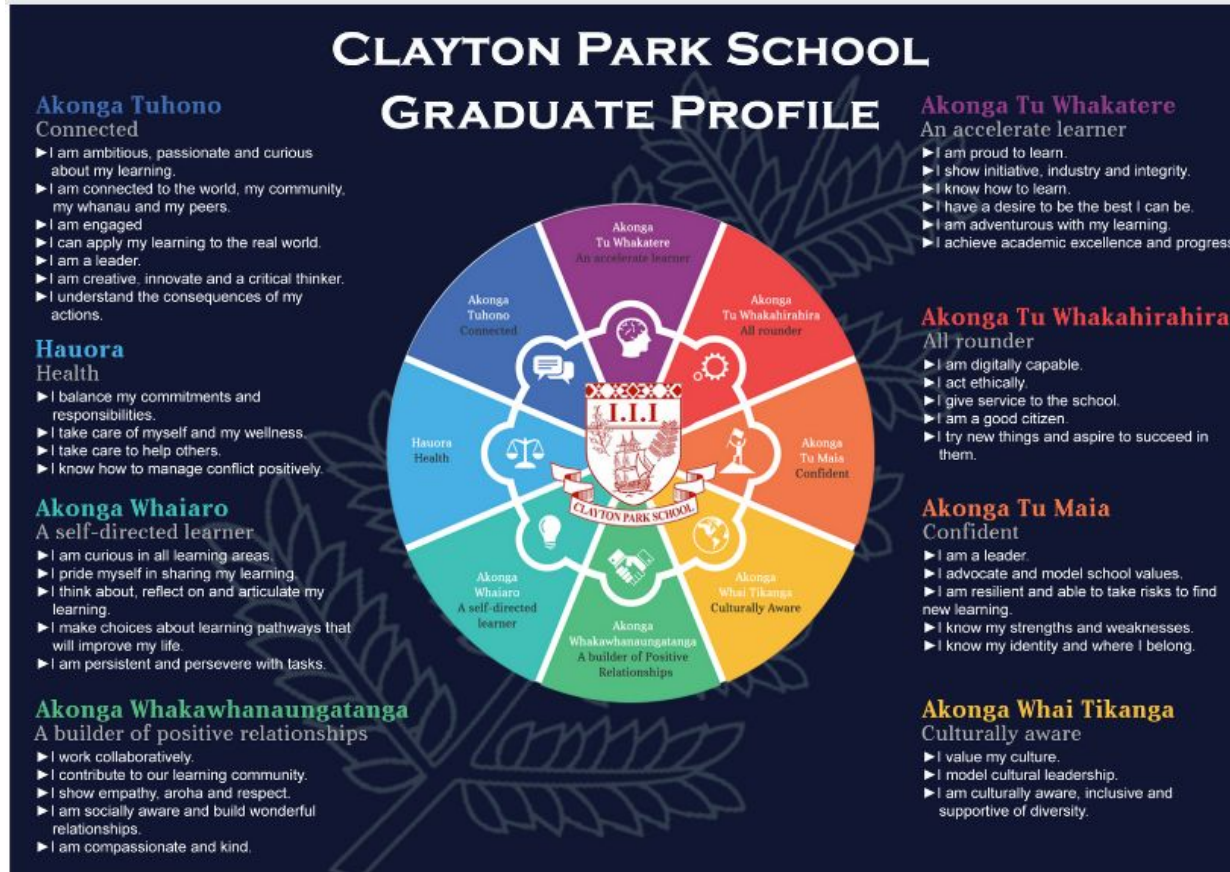
- Respects divergent thinking to engage others in thoughtful discussion.
- Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals.
- Analyzes and constructs arguments and positions to ensure examination of a full range of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



Use simple and easy to understand language that can be translated

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

Example of a Graduate Profile: **Auckland, New Zealand**

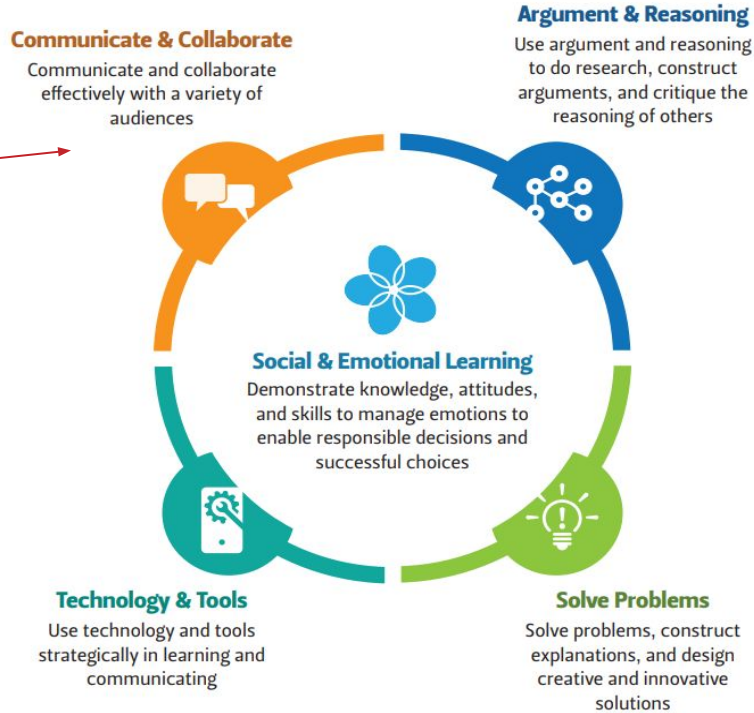


Highlight the most important attributes of your community

Source: [Profile of a Graduate](#), Auckland, NZ

Example Graduate Profile: Michigan


Anchors on “power skills” such as communication and reasoning




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

June 2021

Acknowledges the key of instructional practices

Example Graduate Profile: **Shelby, Kentucky**



Outlines 4-6 critical traits or attributes

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

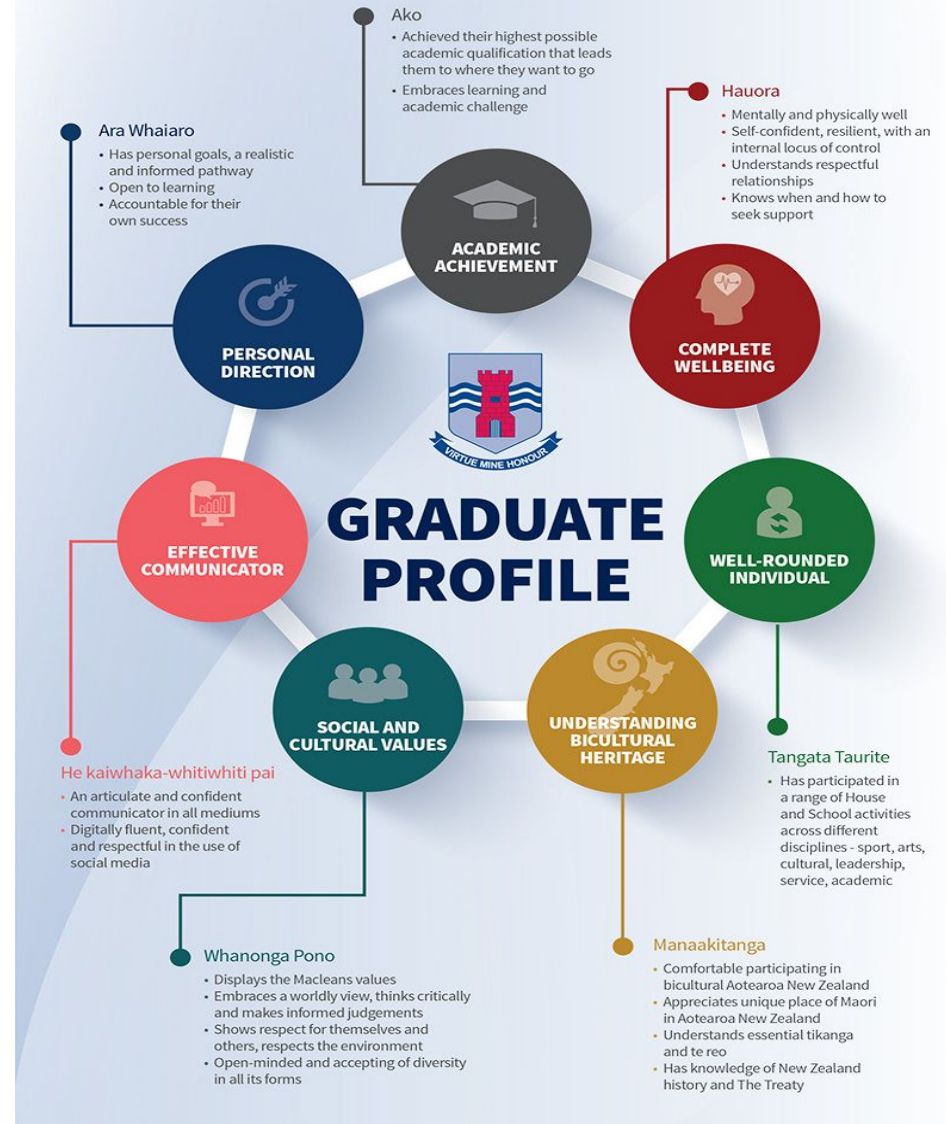


Example Graduate Profile:
Newville, Pennsylvania - Big Springs School District

**Example Graduate Profile: San
Jose, California - Evergreen
School District**



Example Graduate Profile: **New Zealand - Macleans College**



Montana Graduate Profile

[Understanding \(weebly.com\)](#)



ARM 10.55 Standards of Accreditation Referencing the Graduate Profile

- [10.55.602: Definitions](#) (17, 23, 27)
 - (17) "Graduate profile" means a learner centered model(s) based on a shared vision of learner attributes that students should have when they graduate.
 - (23) "Learning model" means the learning experiences students engage in and teachers facilitate that are aligned to the desired attributes of a graduate profile.
 - (27) "Measure" means a way to assess the level of proficiency on a performance indicator aligned to the district graduate profile.
- [10.55.701: Board of Trustees](#) (2a, 4)
 - (2) Each school district shall make available to the staff and public:
 - (a) an integrated strategic action plan that includes a **graduate profile** as outlined in ARM 10.55.601;
 - (4) The local board of trustees shall develop, with stakeholder input, an integrated strategic action plan to which the district **graduate profile** is aligned.
- [10.55.714: Professional Development](#) (1a)
 - (1) Professional development:
 - (a) shall be aligned with the district **graduate profile** and educational goals outlined in the district integrated strategic action plan described in ARM 10.55.601;

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Next Steps

December	2nd 3:00- 3:30	Platform Launch Webinar	RECORDING
	6th 11:00-12:00	Curriculum- Proficiency Based Learning Model Presentation	RECORDING
	13th 11:00-12:00	School Climate Session Presentation	RECORDING
	17th 11:00-12:00	Graduate Profile (For New Admins.- Repeat session from Part 1)	Zoom Link
January	10th 11:00-12:00	Educator Effectiveness (Prof. Dev., Mentorship/Induction, Evaluation)	Zoom Link
	13th	District Work Sessions Begin	Sign Up Coming
February	All month	District Work Sessions	Sign Up Coming

Portal is open to start submissions

Portal closes February 28, 2025

Watch for signups for individualized work sessions

Office Hours 3:00-4:00 every Tuesday, ending after portal closes

Check the Accreditation webpage frequently for scheduled trainings and work sessions!!

Thank you!

For questions or additional information
please contact Accreditation at
OPIAccred@mt.gov.