



Graduate Profile

What do we want our students to know and be able to do?



ENVISION
LEARNING PARTNERS
Inspiring Results

what **do you notice?**

what do you think were **the outcomes?**

Do



Know

Reflect

Hard Drive Scavenger Hunt

Do





SEARCH MAIL

SEARCH THE WEB

Show search options
Create a filter

Mail

Archive
 Report spam
 Delete

 Move to
 Labels
 More

COMPOSE MAIL

Inbox (3)

Starred

Sent Mail

Drafts (2)

Hiking (3)

- Jason Cornwall - Please return my stapler - Hi, You seem to have taken my stapler. Ple
- Paul McDon - esterday! - Thanks for the great hike yesterday, it was awes
- Arielle Rein - weekend - Hi there: I heard you'll be around this weekend and
- JS Bach - concert Friday - Hey man, there's a great concert this Friday e
- Christine Ch - looking for opinion on my diet/fitness app - Hi Hiking, I bump



Open

Look in: My Computer

- My Recent Documents
- Desktop
- Local Disk (C:)
- Shared Documents
- My Documents
- Local Disk (D:)
- Local Disk (E:)
- Local Disk (F:)
- Removable Disk (G:)
- Removable Disk (H:)

Message Send

tr text bbel

Q W E R T Y U I O P

A S D F G H J K L

Z X C V B N M

space enter



SEARCH MAIL

SEARCH THE WEB

Show search options
Create a filter

Mail

Archive Report spam Delete Move to Labels More

COMPOSE MAIL

Inbox (3)

Starred

Sent Mail

Drafts

Hiking (3)

Urgent!
Open
12 more

Look in:

- Hiking Fan
- My Recent
- Call phone
- Documents
- Arielle
- Emily
- Jason
- Desktop
- Michael

- My Computer
- Local Disk (C:)
- Shared Documents
- My Documents
- Local Disk (D:)
- Local Disk (E:)
- Local Disk (F:)
- Removable Disk (G:)
- Removable Disk (H:)



What emails, texts, quotes, clips, or files best represent your highest hopes for your graduates?

Jason Cornwell Please return my stapler - Hi, You seem to have taken my stapler. Pl
Arielle Reinsten July 4th weekend - Hi there: I heard you'll be around this weekend and
Christine Chiu Hi Hiking, Looking for opinion on my diet/fitness app - Hi Hiking, I bump
Yan Tseylin (2), Draft Hey there! - I heard you had a great place to go hiking. Let me

Group dinner? Sushi
Long
This weekend - Hi there. Let's meet up at BPM tonight for burgers and th
dipsea trail - When it stops raining I really want to hike the Dipsea Trail
How are you? - Hey there, We haven't spoken in a while. How are you?
VW Auction in Tacoma - Hi, I was doing a search on Google for VW's in



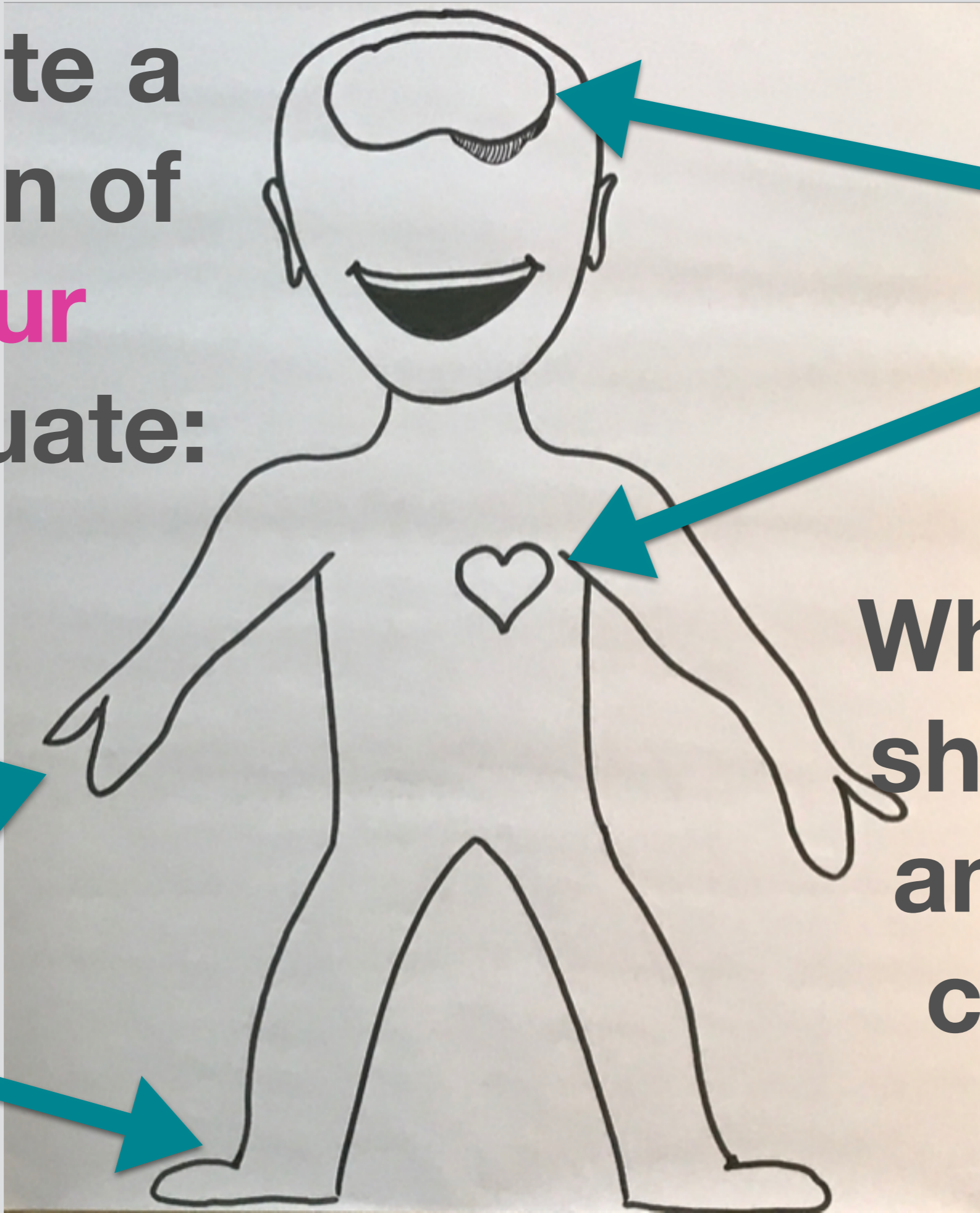
What emails, texts, quotes, clips, or files best represent your highest hopes for your graduates?

What best shows

what graduates should be able to DO?



**Create a
vision of
your
graduate:**



**What does
she know,
and what
can she
do?**



graduate profile

What do we mean?

some working definitions . . .



▶ **mission statement**

- why our organization exists
- (who we are, what we value)

▶ **vision statement**

- what our organization wants to achieve
- (who do we want to become)

▶ **graduate profile**

- what our learners will know and be able to do



Emery Unified is a uniquely diverse PreK–12 Public School District committed to tolerance, respect and engagement with people from different cultures, backgrounds, and beliefs. With highly trained educators, we prepare students for college and career by providing an innovative and challenging education supported by cutting edge technologies. We support the whole child in partnership with the City of Emeryville and its dynamic businesses.

Beliefs

- who we are
- what we value

District Essentials

- who we want
to become

Graduate Profile

- what our
learners will
know and be
able to do

Beliefs

- who we are
- what we value

District Essentials

- who we want to become

Graduate Profile

- what our learners will know and be able to do

Graduate Profile

- what our learners will know and be able to do

Assessment System

- how we measure our degree of success

Pedagogical Strategies

- e.g. Projects & PBL, academic literacy, etc.



graduate profile

**school
mission**

**state
standards**

**deeper
learning skills**



graduate profile



Graduate Profile

Quality Criteria Check



Graduate Profile Quality Criteria Chart

Research shows that the human brain is capable of memorizing 7 units of information at a time proficiently - beyond that it all begins to get blurry.
 (think back to when we actually had to memorize phone numbers)

Form			
	Is your grad profile comprised of 7 or fewer big categories?		
	Does your grad profile fit on one page?		
	Is your grad profile displayed graphically or visually?		
	Is your grad profile organized into an easy to memorize framework?		
	Does your grad profile use inclusive language, especially for students?		Are the skills of the grad profile applicable beyond school, do they extend to college or career? <ul style="list-style-type: none"> • Would you see these skills in a job description? • Are they necessary in the adult world?
	Is the student the subject of the sentences in your grad profile?		Does your grad profile synthesize all of the outcomes for which the school is responsible (Common Core, district, school, pathway, etc.)?
	Do you provide succinct definitions for each of the big categories of the grad profile?		Are the big categories of your grad profile distinct enough that a student can be good in one and struggling in another?
			Does your grad profile challenge the current default setting of education in your context? Is it pushing against "business as usual" in some way?
Notes:		Notes:	

PUSD

GRADUATE PROFILE

PUSD graduate profile is aligned to district and pathway initiatives. Our guidelines address rigor, relevance, relationships, 21st Century Skills and college and career readiness. There are seven major components to our graduate profile

OUR GRADUATES...

CRITICAL THINKER ●

- Analyze and evaluate information critically and competently
- Propose solutions based upon studied data
- Have the ability to quickly and easily adapt knowledge and skills to new environments (cognitive flexibility)
- Demonstrate perseverance
- Effectively solve problems

CREATIVE & INNOVATIVE THINKER ●

- Create original work that demonstrates thoughtful and reflective approaches
- Provide original solutions to problems, analysis, modeling, prototyping, and testing
- Use obstacles and setbacks as opportunities to learn, reflect, and improve

COMMUNICATOR ●

- Acquire multilingual verbal and written skills
- Advocate for their future and communicate personal values
- Write with precision, clarity and coherence appropriate to task and audience
- Listen effectively to decipher meaning, values, attitudes, and intentions
- Deliver information effectively in multiple formats

COLLABORATOR ●

- Share responsibility for collaborative work, and value individual contributions made by each team member
- Practice interpersonal and social skills in order to build positive relationships with peers and adults
- Work effectively on diverse teams
- Build consensus while making decisions

PREPARED FOR COLLEGE & CAREER

- Demonstrate academic and professional excellence (including content mastery and academic skills in reading, writing, and math)
- Gather, filter and synthesize information from a wide variety of sources
- Create new ideas based upon strong content knowledge
- Possess self-discipline and appreciate the importance of goal-setting
- Acquire strong organizational skills to support academic and personal growth
- Have the option to complete courses that satisfy A-G requirements for University of California and California State University eligibility
- Are prepared for the post-secondary program of their choice in college, career, vocation or employment
- Are reliable, punctual and professional with proper etiquette
- Possess financial literacy and basic money management skills
- Are equipped with a range of interpersonal, academic, vocational, and technological skills
- Possess career skills that will enable them to compete locally and globally

EXTERNAL & INTERNAL VALUES- CULTURALLY COMPETENT CITIZEN















- Are contributing members of society
- Understand their own and others' cultural heritage
- Use their cultural knowledge to engage in a diverse world
- Value and use the arts as a fundamental form of human expression
- Behave with integrity; are responsible for their behavior, actions and choices
- Are compassionate and have empathy toward others
- Volunteer and give back to the community
- Value and support family and community
- Connect learning to local, national and global events
- Return to PUSD community

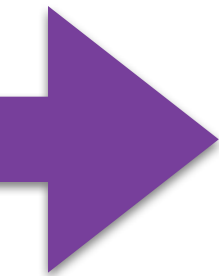
HEALTHY MIND & BODY

- Become lifelong learners and find joy and satisfaction in learning
- Are positively motivated
- Are internally driven and resilient to overcome challenges
- Have respect for themselves and others
- Build self-confidence and pursue their passions
- Are independent and self-sufficient
- Are resourceful and willing to take risks to reach their goals



Graduate Profile Quality Criteria Check

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NTN Graduate Profile



New Tech Network

The New Tech Purpose & Vision

- To ensure all students develop the knowledge and skills they will need to thrive in post-secondary education and careers

Medical Science IV	
PRIDE Outcomes and Learning Targets	
PRIDE OUTCOMES	Assessments
<p>Powerfully Prepared for College:</p> <ul style="list-style-type: none"> I will complete a professional college and career senior portfolio that reflects both my academic and community work I will pass all of my classes with a C or better, including a 4th year of math and 4th year of science I will continue to investigate and understand academic and personal expectations for a future career I will be able to explain a career pathway for a health career I will demonstrate college level research and communication skills through my senior project and other academic work I will meet regularly with the school counselor to review my academic transcripts and college application process I will be a self-advocate by making my own appointments with both high school and college counselors and by seeking help of mentors on and off campus I will write a Personal Statement; finish college applications; complete SAT/ACT testing; and apply for financial aid and scholarships I will be officially enrolled in a post-secondary program (2 yr or 4 yr college; certification program; military, etc.) by the end of the school year 	<ul style="list-style-type: none"> Senior Project Final Portfolio High School and College Transcripts Research Papers In class and Final Senior Project Presentations Career and College Preparation check list College and scholarship applications 
<p>Responsible Citizen</p> <ul style="list-style-type: none"> I will turn all of my assignments in on time. I will arrive on time to class and to WBL experiences and be prepared with all necessary materials I will maintain organization of my Medical Science Binder and my Senior Portfolio I will be accountable for my behavior by acting in a professional and respectful manner to my classmates, instructors, and community mentors I will speak in a professional manner in class and on WBL experiences I will advocate for myself in a mature and appropriate manner I will complete a Civic Advocacy campaign in my senior project that will benefit the community I will explore the world of health care policy and civic participation in a global community I will explore my values, responsibilities, and passions in public health, mental health, and health care policies I can apply ethical behavior in a medical setting I will be culturally competent at school and in health care settings I will investigate the stigma of mental illness and help to end shame and ignorance associated with mental health problems 	<ul style="list-style-type: none"> Classroom Observations Classroom Binder and Senior Portfolio WBL reflections and evaluations Self-Analysis and Value Clarifications Quizzes and Tests Case Studies Community Service Forms Senior Project Advocacy Campaign 

9th Grade

Aware:

Structures that will ensure ongoing awareness and value building about college & career options

- Advisory
- Community Service
- Begin Portfolio Development
- CRA Reflections

Eligible

- Annual offering
- assessment
- to collect
- requirements
- E
- In
- H
- In
- S
- A

11th Grade

Aware:

Structures that will ensure ongoing awareness and value building about college & career options

- Advisory
- Internship
- Continue Portfolio Development
- CRA Reflections

Eligible

- Annual offering
- assessment
- to collect
- requirements
- ACT
- Phy
- Alge
- Inte
- & E

Prepared:

- Annual skill and attribute development and presentations of learning
- 2 CRAs in Each Core Content Area
 - End of Year Exhibition of Learning
 - SWLO-Aligned PBL & PrBL

Prepared:

- Annual skill and attribute development and presentations of learning
- Dual Enrollment
 - Senior Portfolio Defense
 - SWLO-Aligned PBL & PrBL

COOL, NO infections, no atoms, punishment

Graduate Profile Quality Criteria Check








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	Does your grad profile use inclusive language, especially for students?		<div data-bbox="1210 997 2623 1620" style="background-color: #6a3d9a; color: white; padding: 10px;"> <p>District/School mission statements tend to be written with the system or the organization as the actors, whereas Graduate Profiles have the students at the center. The young people are the ones who are the subjects... they are the ones doing the action.</p> </div>		
	Is the student the subject of the sentences in your grad profile?				
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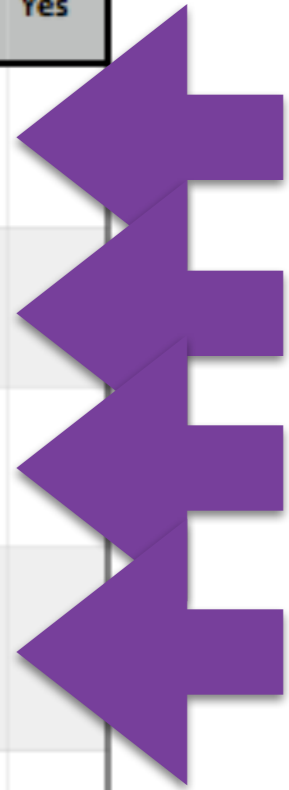
Value: Unity —> Skill: Collaboration

Are the skills:

- teach-able?
- learn-able?
- practice-able?
- measure-able?
- transfer-able?

If a teacher were trying to assess proficiency, she would be pushed to **lean in and look at evidence** in student work rather than lean back and consider her overall impression of the student?

		Content	Yes
		Is the grad profile made up of complex cognitive skills, not values?	
		...proficiency looks like for each ... that description of ... k, and not the person?	
		...file cross-disciplinary?	
		...profile applicable beyond college or career?	
		...in a job description? ... adult world?	
		Does your grad profile use ... especially for students?	
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		...responsible (Common Core, district, school, pathway, etc.)?	
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Motion Graphic Designer Marketing - Contract

Careers Category: [Art & User Experience](#)

Careers Region: [North America](#)

Careers Location: [San Francisco, CA, United States](#)

Motion Graphic Designer – Marketing

The Marketing Creative team is looking for a rockstar Graphic Designer who has a diverse set of skills and experience in online advertising promotions, marketing campaigns, display ads, and emails. Ideal candidate excels at delivering high-quality, thoughtful work that integrates marketing concepts and takes an artistic approach to their craft.

We are committed to developing high quality casual and multi player games! Come join us ... we're having a ball!















Responsibilities:

- Strong conceptual and visual design skills leading to creative and innovative online advertising
- Support Online Marketing team in creating and designing online ads, including animated/motion graphics, standard display ads, emails, and other assorted online advertising media units.
- Work closely with Sr. Creative Manager on brainstorming concepts and able to communicate artistic approach

Required Skills:

- At least 5 years professional experience developing online advertising creative
- Strong knowledge of Adobe CS5 Suite including: Illustrator, Photoshop, and After Effects. HTML chops would be a plus.
- Must be able to work well in extremely fast-paced environment with high volume projects and quick turn-around
- Understanding of online marketing channels including display advertising and email
- Ability to incorporate brand guidelines and adhere to best practices
- Self-starter with ability to thrive under pressure in a fast paced environment
- Exceptional communication skills and with a team-first attitude
- Bachelors Degree in Graphic Design

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Think, Pair, Share



- How does this vision reinforce or push your current thinking?

Why would we create a
**vision of a
graduate?**



KNOW



2020 - A VISION FOR

**FOUNDATIONAL ELEMENT
1.2a**

The school has a written document describing its core values, beliefs about learning, and vision of the graduate.


The school community:


- has a written document describing its core values, beliefs about learning, and vision of the graduate.

Annotate the standards and discuss to make meaning:

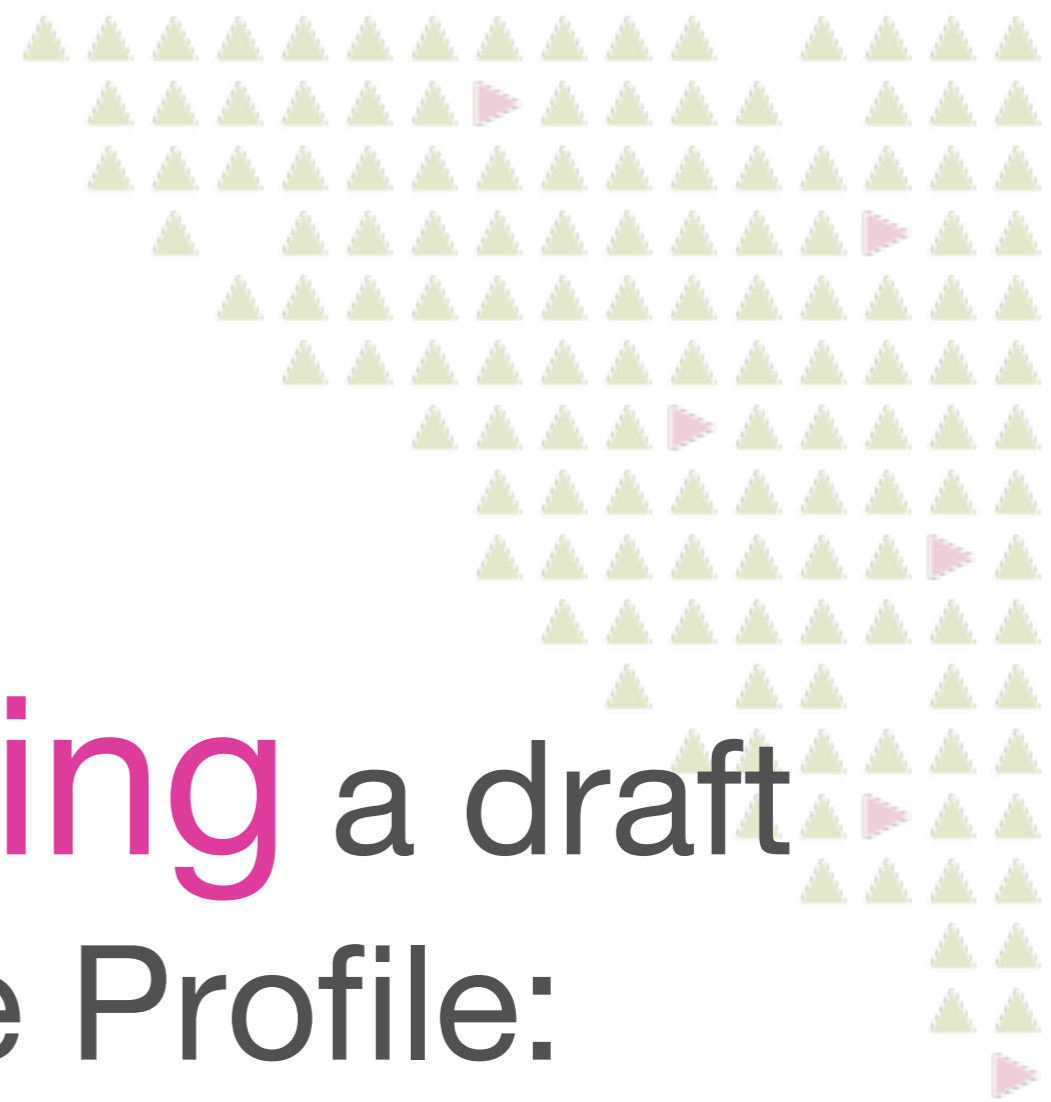
- What feels different? How might these standards shift things in your context?
- Can you fit your vision of a graduate into the systems and structures suggested in the standards?
- How can your vision of a graduate drive your school towards deeper learning?



- 
- If you are **beginning** to draft your Graduate Profile:

- 
1. Analyze the **examples**
 2. Choose one you might you
“**Save as...**”
 3. Identify others from which you
might **copy and paste**
 4. Go back to your **hard drive
scavenger hunt & visual**

- If you are **revising** a draft of your Graduate Profile:



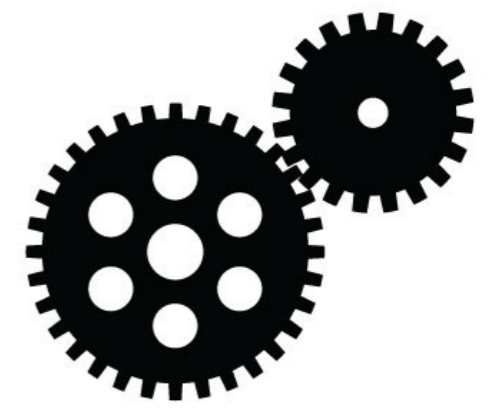
Using the Quality Criteria
tool, assess **your** Grad
Profile (vision of a
graduate) Draft



KNOW



Reflect



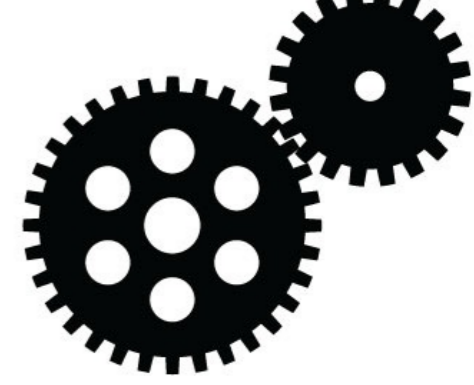
Design Time

Guiding principles? Constraints?
Make some initial decisions.

Do



Make it Visual



Create an icon to accompany each Grad Profile skill that you believe captures the essence of the skill.

Do





Sharing & Feedback

How do these **skills**
line up with the
quality criteria?

What wows and wonders
can you offer?