Redefining Success in K-12 Education: Getting Started with “Profile of a Graduate” Conversations in Your Schools and Communities

September 20, 2017
1:00-2:00 p.m. ET

Presenters:
• Ken Kay, CEO, EdLeader21
• Susan Patrick, President and CEO, iNACOL

www.inacol.org

Irina Bokova, Director-General of UNESCO
Learning to learn and the development of competencies.

- Recognizing and validating learning in a mobile world.
- Education policy making.
- Diverse stakeholders should be brought together to articulate principles in the guidance of policy.
- Cultural responsiveness.
- Role of educators must be a priority.
- Toward networks of learning spaces.

Rethinking curriculum development.

- Ensuring more inclusive education.
- Education as a potential equalizer.
- The transformation of the educational landscape.

Redefining Student Success +
Profile of a Graduate

What are the Opportunities for States and Communities with the Every Student Succeeds Act?
Every Student Succeeds Act (ESSA)
December 10, 2015
State K-12 System Coherence

- Rethink Accountability for Continuous Improvement
- Redesign Systems of Assessments to Align with Student-Centered Learning
- Transform Systems for a Next Generation Educator and School Leader Workforce
- Redefine Student Success
Redefining Student Success

• Opportunity for local stakeholders to come together across communities to ask:
  • What do we want students to know and be able to do to be successful and fulfilled in college, career, and civic society?
• Opportunity to develop “profile of a graduate” to meaningfully drive system redesign conversations
Example:
Profile of a Virginia Graduate
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will, During His or Her K-12 Educational Experience:

- Achieve and apply appropriate academic and technical knowledge
- Align knowledge, skills, and personal interests with career opportunities
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Build connections and value for interactions with diverse communities
- Community Engagement & Civic Responsibility
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual:

**CONTENT KNOWLEDGE**
- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

**WORKPLACE SKILLS**
- Attains and demonstrates productive work ethic, professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

**COMMUNITY ENGAGEMENT & CIVIC RESPONSIBILITY**
- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

**CAREER EXPLORATION**
- Understands knowledge, skills, and abilities sought by employers for career opportunities.
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school, and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

**Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship**
Example:
Profile of the South Carolina Graduate
## Profile of the South Carolina Graduate

### World Class Knowledge
- Rigorous standards in language arts and math for career and college readiness
- Multiple languages, science, technology, engineering, mathematics (STEM), arts and social sciences

### World Class Skills
- Creativity and innovation
- Critical thinking and problem solving
- Collaboration and teamwork
- Communication, information, media and technology
- Knowing how to learn

### Life and Career Characteristics
- Integrity
- Self-direction
- Global perspective
- Perseverance
- Work ethic
- Interpersonal skills

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Approved by SCASA Superintendent’s Roundtable and SC Chamber of Commerce

**transformSC**

tomorrow won’t wait for our students

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**New Carolina**
Tom Rooney: “A Superintendent’s job becomes fulfilling the will of the community.”

Key elements:

- The community identifies the profile of a graduate and what students need to know and be able to do upon graduation.
- Personalized Learning Plan
- The community — driven by teachers, students, families as well as workforce — are involved in the strategic design process and ongoing monitoring.
Profile of a 21\textsuperscript{st} Century Graduate

Ken Kay, CEO, EdLeader21
Why do we need a Profile of a Graduate?
"We’re less concerned about grades and transcripts and more interested in how you think. Show us how you would tackle the problem presented—don’t get hung up on nailing the ‘right’ answer.”

- GOOGLE

Source: www.google.com/about/careers/lifeatgoogle/hiringprocess/
TOP SKILLS in 2020

1. COMPLEX PROBLEM SOLVING
2. CRITICAL THINKING
3. CREATIVITY
4. PEOPLE MANAGEMENT
5. COORDINATING WITH OTHERS
6. EMOTIONAL INTELLIGENCE
7. JUDGMENT AND DECISION MAKING
8. SERVICE ORIENTATION
9. NEGOTIATION
10. COGNITIVE FLEXIBILITY

Source: Future of Jobs Report, World Economic Forum
STUDENT A
MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

STUDENT B
CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY
GLOBAL
COMPETENCE
SELF-DIRECTION
What is the Profile of a Graduate campaign?
ProfileofaGraduate.org

Communication

Collaboration

Creativity & Innovation

Global Awareness

Productivity & Accountability

Critical Thinking & Problem Solving

PROFILE
OF A GRADUATE
BUILDER
What are examples of Profiles of a Graduate from around the country?
# Portrait of a Graduate

**Student Achievement Goals:** Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

<table>
<thead>
<tr>
<th>Communicator</th>
<th>Collaborator</th>
<th>Global Citizen</th>
<th>Creative and Critical Thinker</th>
<th>Goal-Directed and Resilient Individual</th>
</tr>
</thead>
<tbody>
<tr>
<td>Applies effective reading skills to acquire knowledge and broaden perspectives</td>
<td>Respects divergent thinking to engage others in thoughtful discussion</td>
<td>Acknowledges and understands diverse perspectives and cultures when considering local, national and world issues</td>
<td>Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes</td>
<td>Engages in healthy and positive practices and relationships to promote physical and mental wellness</td>
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<tr>
<td>Employs active listening strategies to advance understanding</td>
<td>Demonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goals</td>
<td>Contributes to solutions that benefit the broader community</td>
<td>Uses information in novel and creative ways to strengthen comprehension and deepen awareness</td>
<td>Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals</td>
</tr>
<tr>
<td>Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners</td>
<td>Analyzes and constructs arguments and positions to ensure examination of a full range of viewpoints</td>
<td>Communicates effectively in multiple languages to make meaningful connections</td>
<td>Demonstrates divergent and ingenious thought to enhance the design/build process</td>
<td>Uses time and financial resources wisely to set challenging goals, complete tasks, and manage projects</td>
</tr>
<tr>
<td>Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts</td>
<td>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks</td>
<td>Promotes environmental stewardship</td>
<td>Expresses thought, ideas, and emotions meaningfully through the arts</td>
<td>Shows strong understanding and belief of self to engage in reflection for individual improvement and self advocacy</td>
</tr>
<tr>
<td>Uses technological skills and contemporary digital tools to explore and exchange ideas</td>
<td></td>
<td></td>
<td>Evaluates ideas and information sources for validity, relevance, and impact</td>
<td>Acts responsibly and ethically to build trust and lead</td>
</tr>
</tbody>
</table>
Profile of a VBCPS Graduate

Problem Solvers and Value Creators

Cross-Culturally Competent

Communicators and Collaborators

Balanced

Resilient Learners

Knowledgeable

Thinkers and Inquirers

Personally and Socially Responsible
Profile of a Career and College Ready Graduate

- Critical Thinker
- Communicator
- Tech Skilled
- Creative
- Innovative
- Collaborative
- Initiative
- Global Citizen
- Academically Skilled

DYSART Unified School District
COLLEGE, CAREER, LIFE READY
Boone County Schools
Skilled Communicator & Collaborator
- Speaks and writes for authentic purposes
- Communicates in multiple formats
- Listens actively to understand
- Designs communication for target audiences

Effective Problem Solver & Decision Maker
- Exhibits curiosity
- Evaluates ideas based on evidence
- Considers multiple points of view
- Seeks new solutions

Ethical & Open-minded Global Citizen
- Embraces unique perspectives of others
- Disagrees respectfully
- Exhibits integrity, honesty, empathy, fairness, and respect
- Demonstrates personal, civic, social, and global responsibility

Determined & Empowered Individual
- Accepts feedback and grows from it
- Works persistently to reach goals
- Embraces change with confidence
- Seeks balance in life
In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:

**JEFFCO 2020 Vision**

Content Mastery | Civic & Global Engagement | Communication
Critical Thinking & Creativity | Self-Direction & Personal Responsibility
In order for students to pursue their life goals, by 2020 all Jeffco graduates will be able to successfully apply the following competencies:

<table>
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<tr>
<th>Content Mastery</th>
<th>Critical Thinking &amp; Creativity</th>
<th>Civic &amp; Global Engagement</th>
<th>Communication</th>
<th>Self-Direction &amp; Personal Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Language Arts</td>
<td>Problem Identification</td>
<td>Leadership</td>
<td>In all Forms</td>
<td>Perseverance</td>
</tr>
<tr>
<td>World Languages</td>
<td>Problem Solving</td>
<td>Community Service</td>
<td>Collaboration</td>
<td>Emotional Intelligence</td>
</tr>
<tr>
<td>Science</td>
<td>Analysis &amp; Decision-making</td>
<td>Citizenship</td>
<td>Active Listening</td>
<td>Integrity</td>
</tr>
<tr>
<td>Mathematics</td>
<td>Innovation &amp; Imagination</td>
<td>Cultural Proficiency</td>
<td>Conflict Management</td>
<td>Personal Accountability</td>
</tr>
<tr>
<td>Financial &amp; Economic Literacy</td>
<td>Adaptability</td>
<td></td>
<td>Humor</td>
<td>Health and Wellness</td>
</tr>
<tr>
<td>Technology</td>
<td></td>
<td></td>
<td>Respectfulness</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>Social Studies</td>
<td></td>
<td></td>
<td></td>
<td>Self-advocacy</td>
</tr>
<tr>
<td>Global Understanding</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Arts</td>
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<td></td>
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<tr>
<td>Physical Education</td>
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</table>
Katherine Smith School
DESIGNED FOR THE 21ST CENTURY LEARNER

THINK
- Critically. Ask questions and use evidence to describe and support claims. Be flexible and innovative to design solutions to complex problems. Reflect and critique ideas.

LEARN
- Continuously. Develop strong foundational skills to master significant content. Make mistakes. Build on knowledge and apply to new situations.

WORK
- Intentionally. Be persistent and self-directed. Manage impulsivity and set goals. Strive for accuracy and apply effort to continuously improve. Take risks and create beautiful work.

COMMUNICATE
- Effectively. Speak and write with clarity. Listen actively. Know your audience, understand the purpose, and choose precise language. If appropriate, incorporate media to enhance ideas.

COLLABORATE
- Constructively. Take responsibility for yourself and your team. Listen with empathy and understanding with a commitment to shared success. Give and receive feedback.

CONTRIBUTE
- Globally. Apply your work to real world situations to serve an authentic purpose. Be kind to others and empowered to make a difference. Recognize your place in the community.
How do you encourage community involvement in the Profile of a Graduate process?
Begin a Community Advisory Group
What overall observations do you have about the Profile of a Graduate?
There isn't a cookie cutter for 21st-century competencies...
There also isn’t a cookie cutter for community engagement...
Parents and community members want to engage...
The work is inspiring...
The use of visual imaging is powerful...
The Profile of a Graduate is only the beginning...

1. Adopt Your Vision
2. Create a Community Consensus
3. Align Your System
4. Build Professional Capacity
5. Focus Your Curriculum and Assessment
6. Support Your Teachers
7. Improve and Innovate
What impact is the Profile of a Graduate having in districts that adopt one?
The 4Cs

- **STUDENTS** → 4Cs COMPETENCIES
- **EDUCATORS** → 4Cs PEDAGOGY
- **CULTURE** → 4Cs CULTURE
- **ADMINISTRATORS** → 4Cs LEADERSHIP
- **OPERATIONS** → 4Cs POLICIES
**Critical Thinking Rubric**

<table>
<thead>
<tr>
<th>PERFORMANCE AREA</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem Solving/ Solution Finding</td>
<td>Is hesitant to share ideas about how to best solve the problem, meet the challenge, or answer the inquiry question.</td>
<td>Shares ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. The explanation is somewhat unclear.</td>
<td>Clearly explains ideas about how to best solve the problem, meet the challenge, or answer the inquiry question. Clearly describes why their ideas make sense.</td>
<td>Ideas about how to best solve the problem, meet the challenge, or answer the inquiry question are very convincing.</td>
</tr>
<tr>
<td></td>
<td>Is beginning to use systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part, but is unable to predict what will happen if a part is missing.</td>
<td>Uses systems thinking in problem solving. Describes the function of the whole system; names all of the parts; and describes the function of each part and predicts what would happen if a part is missing, but is unable to describe the subsystems.</td>
<td>Uses systems thinking in problem solving. Describes the function of the whole system, describes the subsystems, and describes how a change in the subsystems influences the entire system.</td>
<td>When using systems thinking in problem solving, defines if the system is in equilibrium or is changing, explains how the system interacts with another system.</td>
</tr>
<tr>
<td></td>
<td>Shows an inability to test ideas, assess the outcome, and decide if a new solution is necessary.</td>
<td>Tests ideas. With assistance, assesses the outcome, but the explanation may be somewhat unclear. Is beginning to show ability to assess results and decide if a new solution is necessary.</td>
<td>Tests ideas. Carefully assesses outcome and draws logical conclusions about next steps.</td>
<td>Tests ideas with patience, precision, and accuracy; carefully assesses outcome and draws logical conclusions about next steps.</td>
</tr>
</tbody>
</table>
What piece of advice do you have for a district trying to begin this work?
CONTENT MASTERY
CRITICAL THINKING
COMMUNICATION
COLLABORATION
CREATIVITY
GLOBAL COMPETENCE
SELF-DIRECTION

STUDENT A
MATH
SCIENCE
ENGLISH
SOCIAL STUDIES

STUDENT B

EdLeader21
Q and A
QUESTIONS?
Contact us.

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Join Us at the iNACOL Symposium

Swan & Dolphin Resort
Orlando, Florida
October 23-25, 2017

Learn more:
inacol.org/symposium

Pre-Conference Workshop
Using a Profile of a Graduate to Become a 21st Century District
October 23, 8:00-11:00 a.m.
Presenters: Ken Kay, Valerie Greenhill, EdLeader21