Portrait of A Graduate

A Tool for Shared Visioning

How Can This Look? (within a team structure)

Framing:
Moving from "What are we interested in?" →
"What do our *students* need?"
- What is working for students in our classrooms towards meeting the vision of the graduate profile?
- How do we know?
- What "moves" students?
- Where are we moving them toward?

Vision of an SFC Graduate
Before we get there we need to….
- Vision of student success
  - SFUSD Graduate Profile (review)
  - Graduate profile of ___th grade at SFC
- Start to fill out "Vision For Student Success" doc
- Share out commonalities → chart

Another Possible Frame:

Envision a student you believe you were least able to serve throughout your years as an educator?

Consider the student's needs and consider why those needs were not met.

Picture that same student engaging in rich PBL learning - how might PBL change this student's motivation, excitement for learning, learning trajectory, and/or behavioral trajectory?

Content Knowledge

Mastery of the core knowledge, critical thinking skills, and competencies outlined by the Common Core State Standards (CCSS). Standards-based knowledge and skills will remain the central pillars of every student's learning, creating a deep foundation that enables further inquiry and exploration in a variety of fields and areas of interest. As part of this core learning, SFUSD students will develop global, civil, and environmental literacies, as well as financial, health, and media literacies, throughout their schooling.

Career and Life Skills

The knowledge, skills, and experience to navigate the "real world" and solve problems that arise in everyday life and in the workplace. Students will have been exposed to a spectrum of industries and sectors and had experience working and implementing their learning in a variety of real-world settings. Students will know how to create compelling content in a variety of formats—through writing, speaking, and multimedia—and be able to express themselves digitally, artistically, musically, or with their hands.

Global, Local, and Digital Identity

The ability to navigate and engage in a 21st century global society that is more inclusive and interconnected. Students will be "multilingual," gaining exposure to or fluency in other languages that might range from Spanish and Chinese to sign language and computer coding. They will know how to contribute their voices responsibly in all aspects of daily life, from social media to face-to-face communication. They will display an understanding and a respect for different cultures, and possess the ability to connect across racial, cultural, and linguistic lines.

1   **2**   **3**

KNOWLEDGE AND SKILLS

The Graduate Profile: Developing Students to Compete and Thrive in the 21st Century World
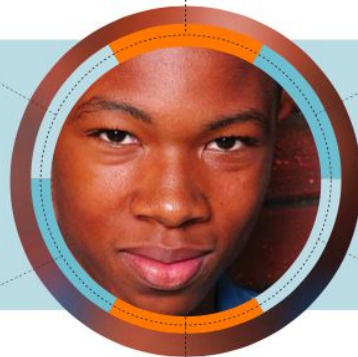
SFUSD is committed to helping all students develop strong academic knowledge and skills, as well as a host of dispositions and behaviors, that increase their curiosity and engagement, activate their full potential for learning, and prepare them for life, work, and study beyond their secondary school years. While the pace and the path toward achieving these outcomes will vary among students and unfold along a set of learning progressions, the goal is for every SFUSD student to possess these capacities by the time they graduate.

DISPOSITIONS AND BEHAVIORS

4   **5**   **6**

Leadership, Empathy, and Collaboration

Strong interpersonal skills and the ability to positively influence and collaborate with others. SFUSD students will have the experience and the knowledge to lead others toward solutions and to manage the resources and decisions entrusted to them equitably and responsibly. Our graduates will display empathy for others and—having had abundant opportunities to work in teams with both peers and adults during their schooling—will be well prepared to lead and collaborate, both inside and outside the workplace.

Creativity

The freedom, confidence, and ability to express their unique selves. Students will have exposure to and experience in a variety of creative and artistic forms and disciplines that serve to ignite their curiosity and enable them to find new pathways for expressing their unique identities and for exploring their own skills and styles. They will know how to integrate creative problem-solving into their work and how to approach problems and challenges creatively and from multiple perspectives.

Sense of Purpose and Sense of Self

Our graduates will see themselves as filled with purpose and value. Having been nurtured to focus on their capacity to grow intellectually, socially, and creatively (sometimes described as having a "growth mindset"), SFUSD graduates will possess the grit to persist in long-term efforts and persevere toward important goals. They will graduate with a strong, healthy sense of self and the confidence that they have a valuable role to play in the world. They will possess self-knowledge and self-esteem, conduct themselves ethically and with integrity, and know how to reflect on and learn from their experiences.

SFUSD Portrait of a Graduate

Content Knowledge

Career and Life Skills

Global, Local, and Digital Identity

1

2

3

KNOWLEDGE AND SKILLS

The Graduate Profile:
Developing Students
to Compete and Thrive in
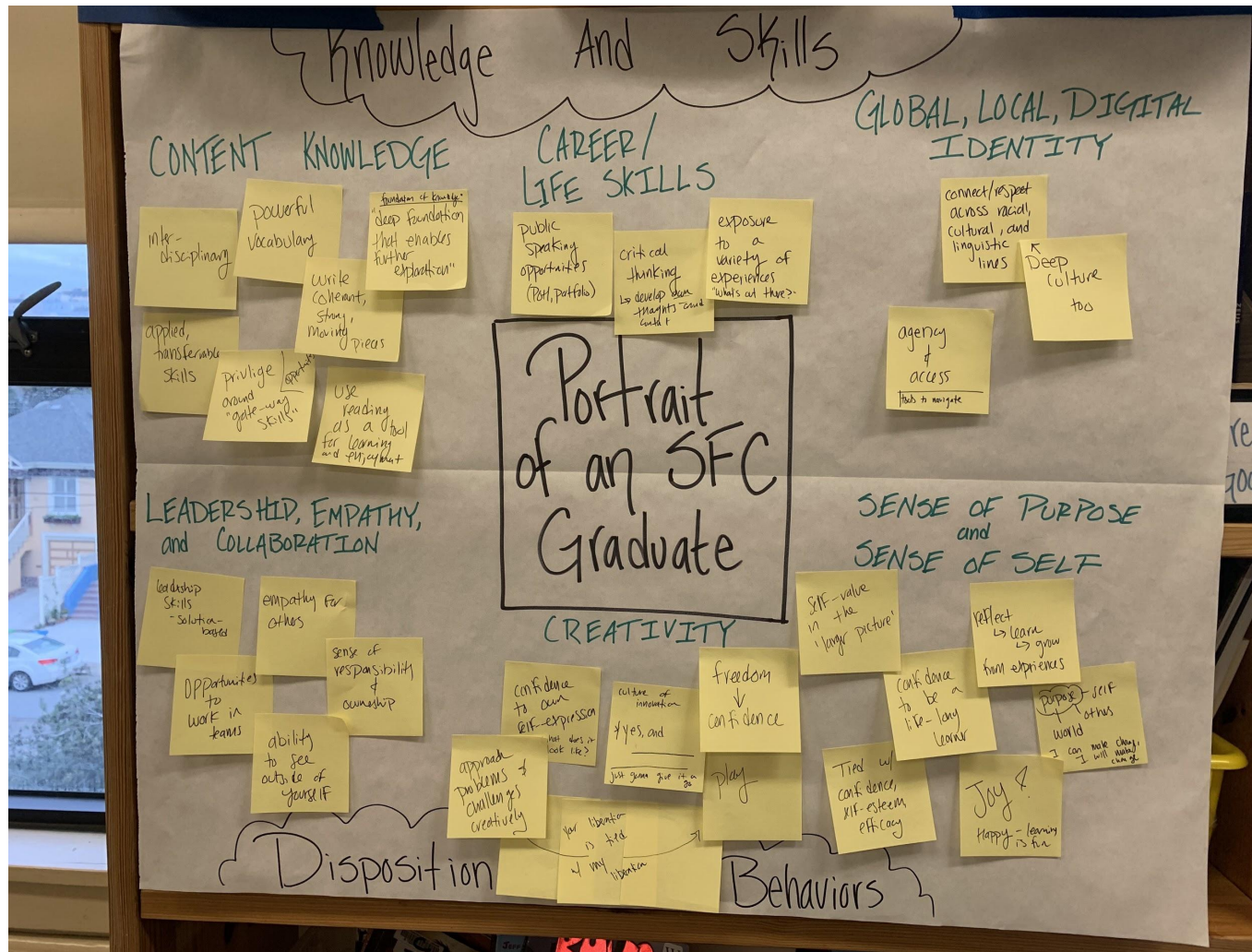the 21st Century World

DISPOSITIONS AND BEHAVIORS

4

5

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Leadership, Empathy, and Collaboration

Creativity

Sense of Purpose and Sense of Self

Blank template used for groups and teams to develop a vision of where we want our students to be at the end of their time at our school

Example of brainstorming from a site-based team

Example of brainstorming from a site-based team

This Process Can Lead To: Vision of Student Success

Ideal	Actual	Gap
Think about the students you serve. What is your ideal vision for them in terms of:	Where are your students currently? Where are they starting from in relation to the ideal?	Compare the ideal to the actual. Name the gaps/areas of growth. Name assets than can lead to long-term success.

Sample Agenda Items

Meeting 1:

7:40		**Framing:** open group discussion
		Moving from "What are *we* interested in?" →
		"What do our *students* need?"
		• What is working for students in our classrooms towards meeting the vision of the graduate profile?
		• How do we know?
		• What "moves" students?
		• Where are we moving them toward?
7:50		**Vision of an SFC Graduate**
		Before we get there we need to....
		• vision of student success
		○ SFUSD Graduate Profile (review)
		○ Graduate profile of ____th grade at SFC
		• Start to fill out "Vision For Student Success" chart
		• Share out commonalities → chart

Meeting 2:

7:25		**Looking at Student Work** - Gallery Walk
		Frame:
		What is working for students in our classrooms?
		• How do we know?
		• What "moves" students?
		• Where are we moving them toward?
		Descriptive rounds: What do you see (evidence based) as it relates to students use of language?
		1) What do we see? What is this student able to do?
		2) What was missing in relation to the learning target?
		3) What questions or wonderings do we have?
		Share-out in rounds
7:40		**Visioning** (Vision for Student Success)
		1. Re-visit 'ideal'
		2. What's the 'gap'?
		a. What areas are we not "there" in yet?
		b. What else are we missing?
		▪ What the work doesn't show us
		3. How will we focus in? Narrow down?
		a. Area(s) of 'ideal'
		b. Content
		c. Skills