

START WITH THE END IN MIND

What does it look like to fully operationalize a Graduate Profile?

As a Graduate Profile becomes more than a poster on the wall, it serves as a...

Vision and guide: The Graduate Profile...

- Is recognized as a vision, foundational document, North Star (guide), and a promise to students
- Serves as a rationale to advance programs and initiatives (i.e., pathways, PBL, professional development, performance assessment, internships, maker space, equity work, etc.)
- Is endorsed publicly by community groups (i.e., chamber of commerce, city council, etc.)

Driver for equity: The Graduate Profile...

- Demands equitable outcomes on a broader definition of student success
- Moves beyond the simplistic “college for all” rhetoric
- Expects student voice, choice, and agency, especially among the most marginalized
- Challenges the status quo -- effective implementation demands dismantling structural inequities that for decades have led to systemized racism and oppression (i.e., standardized tests, grading policies, discipline policies, SpEd designations, and more)

Central feature of communications: The Graduate Profile...

- Is omnipresent, publicly displayed in the community (i.e., city buildings, cafes) as well as in school and district offices and classrooms
- Is referenced in day-to-day conversations among all stakeholders, including those among teachers, families, and students
- Is highlighted routinely in district communications collateral, including brochures, website, reports, plans, events, and more
- Is a central driver for decision-making, as evidenced by its role in:
 - Board presentations, with images and words to emphasize its importance / value
 - Ed Svs Dept discussions re curriculum, instruction, assessment, program investments
- Outcomes can be clearly articulated by all stakeholders (students, teachers, administrators, community):
 - Why the Graduate Profile is important
 - What they are doing to support it, and
 - How they have advanced/achieved the outcomes articulated in the Profile

Guide for practice: The Graduate Profile lives in district practice

- Students use “I can...” statements to describe areas of strength, growth, and aspiration
- Students demonstrate progress through exhibitions, defenses, etc., making learning visible/public through high profile, high value events
- Teachers use it to create accommodating classroom environments, plan lessons, and facilitate learning experiences
- Site administrators and teachers unpack the outcomes with benchmarks and rubrics
 - Student demonstration forms a basis for data collection, in addition to standard markers
- Administrators use it to design/arrange teacher professional development and guide walkthroughs
- Site/district administrators and school board use it to set goals and drive decisions

Form of shared accountability: The Graduate Profile defines what all students can demonstrate:

- Students can articulate what they've done to demonstrate competencies
- Teachers teach to and assess competencies, without assuming outcomes based on inputs
- Administrators support adults to build their capacity and establish enabling conditions
- All stakeholders can view tangible evidence of student progress on the outcomes
- Data systems, including "street level" data, enable regular reporting of student progress

Organizer for systems alignment and program coherence: The Graduate Profile...

- Assumes a major presence in the LCAP, school site plans, and district strategic plan
 - As a way to bring coherence and alignment
 - As a technical tool and leverage for resourcing the work
 - With concrete actions aligned with, and intended to achieve, Graduate Profile outcomes
- Is used by decision-makers as the underlying core logic for systems design (i.e., DNA)
 - Develop systems, structures, and features of the institution to translate the Graduate Profile to teacher and student behaviors