

Growing With The End In Mind: Stafford's Portrait of the Graduate



Parent Academy

December 6, 2021



What Does the Data Tell Us?

TOP SKILLS in 2020

2020

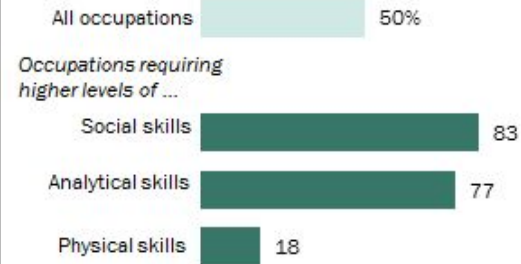
1. COMPLEX PROBLEM SOLVING
2. CRITICAL THINKING
3. CREATIVITY
4. PEOPLE MANAGEMENT
5. COORDINATING WITH OTHERS
6. EMOTIONAL INTELLIGENCE
7. JUDGMENT AND DECISION MAKING
8. SERVICE ORIENTATION
9. NEGOTIATION
10. COGNITIVE FLEXIBILITY

Source: Future of Jobs Report, World Economic Forum



Employment growth is more rapid in occupations requiring higher social or analytical skills

% change in employment, 1980-2015



Note: Based on employed civilians ages 16 and older. Occupations requiring a higher level of a skill set are those with average to above-average ratings in the importance of the skill set to job performance. Because an individual occupation may require higher levels of more than one skill, the three categories of occupations are not mutually exclusive.

Source: Pew Research Center analysis of O*NET and monthly Current Population Survey data (IPUMS).

"The State of American Jobs"

PEW RESEARCH CENTER

THE HUMAN SKILLS MATRIX

24 durable skills
that workers need
to thrive in today's
rapidly evolving
organizations.



Why Craft The Vision?

- Batelle for Kids and EdLeader 21's Portrait of the Graduate website describes it as serving as a "*North Star for system transformation*".
- The PoG provides strategic direction and collective vision for the knowledge, skills and dispositions we want our students to possess by the time they graduate.
- When best utilized, the Portrait should drive every aspect of the district and school's work.
- It is NOT a curriculum!



Why the Portrait of the Graduate?

- Connecticut High School Graduation Requirements and the District Mastery-Based Diploma Assessment requirement are a new graduation requirement.
- The State of Connecticut recommends building the assessment around the District's **Portrait of a Graduate** competencies that schools define for **NEASC accreditation**.
- These competencies are the cross-curricular skills and knowledge that every graduate needs to be successful.
- Schools, districts, and communities work together to collaboratively define the essential skills and knowledge all graduates need to live healthy and productive lives.



Standards for Accreditation	Foundational Elements
Standard 1 LEARNING CULTURE	<div>The school community provides a safe environment.</div> <div>The school has a written document describing its core values, beliefs about learning, and vision of the graduate.</div>
Standard 2 STUDENT LEARNING	There is a written curriculum in a consistent format for all courses in all departments across the school.
Standard 3 PROFESSIONAL PRACTICES	The school has a current school improvement/growth plan.



Vision 2020: Portrait of the Graduate

The Stafford Public Schools is embarking on its development of a framework that will define the skills, dispositions, and knowledge that our graduates will need to be college and career ready citizens.

Goal: Build Administrator, Staff, and Family Capacity

Year: 2020-2021

Steps:

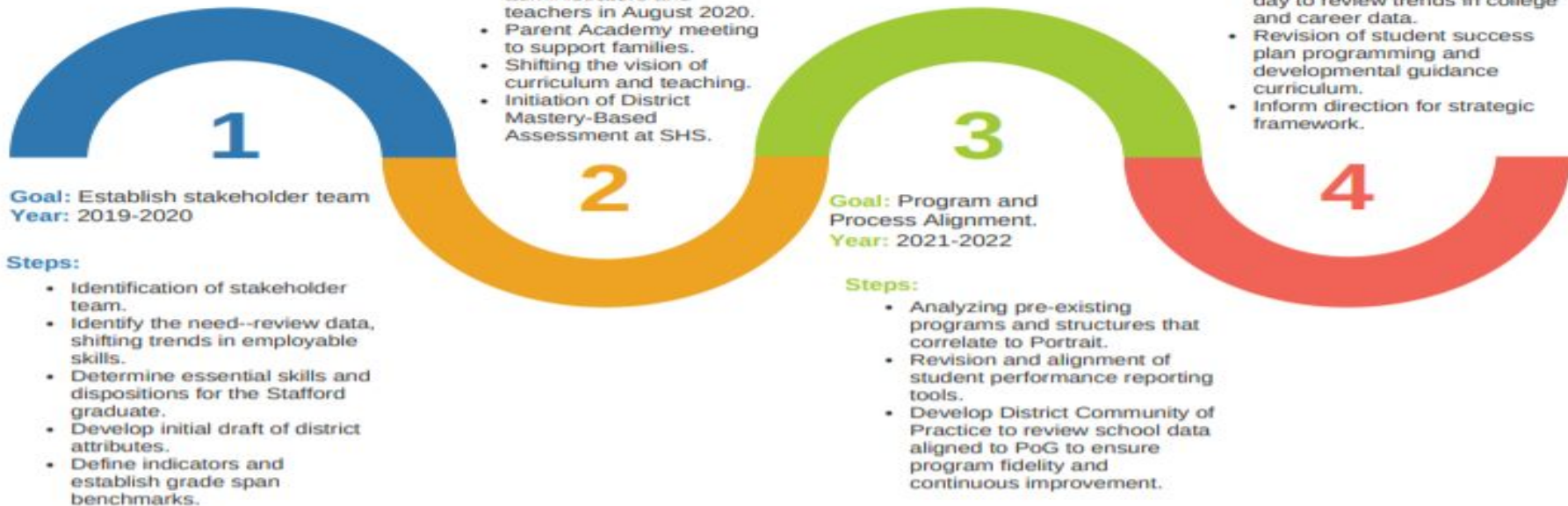
- Professional learning for administrators and teachers in August 2020.
- Parent Academy meeting to support families.
- Shifting the vision of curriculum and teaching.
- Initiation of District Mastery-Based Assessment at SHS.

Goal: Program Outcome and Alignment to Strategic Framework

Year: 2022-2023

Steps:

- District Data Showcase on PD day to review trends in college and career data.
- Revision of student success plan programming and developmental guidance curriculum.
- Inform direction for strategic framework.



Portrait of the Graduate Attributes

Communicator

Collaborator

Creative Innovator

Contributor

Critical Thinker

The Characteristics: What Will Students Be Able To Show and Do?

- Effective oral, written, and digital communication skills.

- Uses a variety of modalities and tools to express and share ideas.

- Engage in active listening and respectful discourse to advance understanding.

- Uses interpersonal skills to learn and work with individuals from diverse backgrounds.

- Write with precision, clarity, and coherence appropriate to the task and audience.

- Work effectively with others to solve problems and accomplish goals.

- Respect and accept diverse perspectives.

- Build consensus when making decisions.

- Participate in thoughtful discussions.

- Seeks and uses constructive feedback to adapt ideas and persist in accomplishing difficult tasks.

- Demonstrates curiosity and creativity through questioning and exploration.

- Takes risks and utilizes failure as a learning opportunity.

- Applies knowledge to new contexts and across disciplines.

- Thinks outside the box by developing original solutions to a problem.

- Actively engages in and takes ownership of learning, school, and extracurricular activities.

- Acknowledges global citizenship through understanding diverse perspectives and cultures when considering local, national, and world issues.

- Acts responsibly and ethically to benefit the broader community.

- Works effectively with people from a range of social and cultural backgrounds.

- Self-reflect and reasons effectively.

- Asks meaningful questions.

- Strategizes how to apply learned knowledge to new situations.

- Evaluates ideas and information sources for validity, relevance, and impact.

- Synthesizes information from multiple viewpoints.

- Reasons through and weighs evidence to form conclusions.

- Reflects and seeks out feedback to review, revise, and refine work.





Communicator:

The Stafford Public School's Learner will:

- Develop effective oral, written, and digital communication skills.
- Use a variety of modalities and tools to express and share ideas.
- Engage in active listening and respectful discourse to advance understanding.
- Use interpersonal skills to learn and work with individuals from diverse backgrounds.
- Write with precision, clarity, and coherence appropriate to the task and audience.

By the end of Grade 5, students will...

- Articulate ideas to communicate clearly through an authentic product (written/digital/visual), reflecting purpose and audience.
- Initiate student-led respectful discourse with individual and group reflection to influence their work
- Participate actively, listening, and demonstrating the ability to adjust their thinking when new ideas emerge
- Communicate clearly and respectfully with diverse teams
- Engage in conversation while demonstrating in whole-body listening
- Demonstrate appropriate digital responsibilities while participating in telecommunications

By the end of Grade 12, students will....

- Select appropriate means of communication for purpose of conversation/discourse
- Engage in respectful discourse when faced with opposing points of view
- Collaborate to work out problems with diverse personalities
- Demonstrate effective interview skills
- Engage in conversation with eye contact
- Utilize technology to fit specific communication needs
- Utilize phones to verbally introduce yourself and hold a conversation (conversational etiquette)
- Utilize appropriate greeting, body and closure with all written communications

What is Next for the PoG?

- Intentional alignment to applications in the classroom--instruction/assessment.
- Specific to individual school sites
- Orientation for staff, students, and families
- Craft into student-friendly language for all learners
- The future...student-led conferences, curriculum nights (literacy, STEM, numeracy)

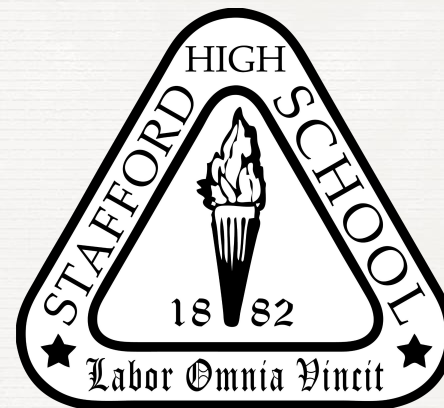


Portrait of the Graduate at SHS?

The new Connecticut High School Graduation Requirements include a District Mastery-Based Diploma Assessment requirement. The State of Connecticut recommends building the assessment around the Portrait of the Graduate competencies that schools define for ongoing accreditation.

Student progress toward the Mastery-Based Diploma is measured through the following ways:

- The school's Active Citizenship Project in 10th grade
- Individual student performance on the Portrait of the Graduate competencies embedded into coursework



First Quarter results at SHS?

Students were able to demonstrate progress toward the attainment of the Portrait of the Graduate competencies while the overall impact on grades was statistically inconsequential:

- **SHS Avg. = 83.25% w/ PoG***
- **SHS Avg. = 82.49% w/o PoG**

*Overall grades were slightly higher with the PoG included in the grading system





Thanks!

Any questions?

Credits

Special thanks to all the people who made and released these awesome resources for free:

- ✗ Presentation template by [SlidesCarnival](#)
- ✗ Photographs by [Unsplash](#)

