

Profile of a Graduate

Sample Artifacts and Instructional Strategies

Profile of a Graduate Competency	Student Success Indicators	Sample Artifacts	Sample Teacher Actions/ Instructional Strategies
Accountable Self-Starter	<ul style="list-style-type: none"> ● Asks clarifying questions as needed to assure complete understanding of tasks ● Accepts and acts upon constructive criticism and feedback ● Able to prioritize work to meet designated timelines ● Takes initiative to independently complete tasks 	<ul style="list-style-type: none"> ● Products from project-based learning ● Evidence of questioning to understand and responses to improvement feedback ● Work-based learning reflections and documentation ● Student goals 	<ul style="list-style-type: none"> ● Group projects that require student regulation of time, goals/outcomes ● Project-based learning ● Opportunities for student-led discussion, questioning, and feedback ● Student-led initiatives ● Student self-assessment opportunities ● Self-paced learning
Collaborative Problem Solver	<ul style="list-style-type: none"> ● Capitalizes on the strengths of self and the group ● Demonstrates responsibility and contributes purposefully to goal setting, planning, and tasks ● Evaluates and applies credible sources and accurate data to solve problems 	<ul style="list-style-type: none"> ● Products from student discussions (reflections, videos, discussion boards) ● Products from Project-based learning ● Discussion boards 	<ul style="list-style-type: none"> ● Assign meaningful roles for discussion ● One common writing surface for the group and/or discussion boards ● Rich tasks are open-ended with multiple solutions ● Socratic Seminar ● Kagan strategies ● Project-based learning
Innovative Critical Thinker	<ul style="list-style-type: none"> ● Demonstrates originality and inventiveness ● Practices sound reasoning/analytical thinking ● Effectively reflects and evaluates the impact of solutions ● Explores, adapts, and employs technology to enhance critical thinking or communication 	<ul style="list-style-type: none"> ● Products created through student choice ● Evidence of productive struggle (ex. Feedback from others and student actions) ● Student-created products ● Evidence of student questioning ● Writing products that explain reasoning and problem solving ● Prototypes 	<ul style="list-style-type: none"> ● Project-Based Learning ● STEAM challenges/activities ● Passion projects ● Scientific lab analysis ● Student projects from groups/clubs based on student interests (STLP, Robotics) ● Student choice ● Productive struggle

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	and demonstrates a basic understanding of technology		
Empathetic Communicator	<ul style="list-style-type: none"> • Demonstrates informed, formal verbal and written expression with little to no grammar and mechanics mistakes • Listens to understand through patience and provides appropriate feedback • Employs respectful communication that values all backgrounds and cultures 	<ul style="list-style-type: none"> • Products that demonstrate an active role in school or community • Products that demonstrate writing, speaking, body language, and listening appropriately (videos, reflections, student-to-student feedback tools) • Products utilizing multimedia tools to communicate effectively and respectfully 	<ul style="list-style-type: none"> • Frequent opportunities for students to work together to demonstrate <ul style="list-style-type: none"> ○ respect, ○ empathy, ○ cultural awareness, ○ appropriate social skills, ○ listening skills, ○ appropriate voice levels and tone, ○ feedback, and ○ appropriate vocabulary • Project-based learning that affects the school, community, and world to include diverse groups. • Discussions and curriculum that include diverse perspectives in all content areas • Interviews and oral presentations/speeches • Socratic Seminar • Student mentoring
Adaptable Learner	<ul style="list-style-type: none"> • Sets a personal or professional goal and implements a plan of action • Keeps up with current trends in field(s) of interest and makes adjustments in understanding and practice • Independently seeks out opportunities to learn about 	<ul style="list-style-type: none"> • Student goal setting • Student collected data with analysis • Self-paced learning • Students utilizing multiple strategies to get through struggle • Student presentations of their individual learning • Evidence of using available resources 	<ul style="list-style-type: none"> • Use of digital portfolios • Student self-assessment • Students set goals, graph, and keep track of their own data • Exhibition of learning • Student-led conferences • Passion projects (project-based learning) • Student choice in learning decisions

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	<p>personal or professional interests</p>		<ul style="list-style-type: none"> • Productive struggle
<p>Career- and/or Work-Ready Professional</p>	<ul style="list-style-type: none"> • Builds effective working relationships and clearly supports others' contributions to the team and organization • Demonstrates integrity and highly ethical behavior • Exhibits a growth mindset • Good to perfect attendance; appropriate attire; positive approach to the work • Has a viable post-secondary plan for work and life 	<ul style="list-style-type: none"> • Evidence from professional dress days • Interviews • Reflections from career fairs • Professional resume' • Work-based learning reflections/evaluations • ILP and student post-secondary planning • Scholarship applications • Good school attendance/low discipline infractions 	<ul style="list-style-type: none"> • ILP • Career fair • Professional or work dress days • Opportunities for productive struggle • Opportunities to work as a team

