Development and Use of a Robust Portrait of a Graduate

The webinar will begin momentarily.

December 11, 2018
Welcome

Jenny Curtin
Senior Program Officer
Barr Foundation

Presenters

Jalen Epps
Recent college graduate

Andy Calkins
Director
Next Generation Learning Challenges

Cynthia Leck
Partner
Transcend Education

Matt Brunell
Co-Executive Director
Springfield Empowerment Zone
WEBINAR INTERACTION

• This webinar is being recorded.

• All attendees are automatically on mute.

• Have a question or comment? Chat with us by using the chat function. Select “All panelists and attendees” so that everyone can see your comment and question.

• Experiencing technical issues? Chat with us!
PARTICIPANT POLL

A window will pop up on your screen.
Why We Are Here
Reflections on high school education and preparation for postsecondary options

Jalen Epps
Recent college graduate from Duet
Success for some
Success for All
Too many New England students graduate high school without being prepared for what’s next. They often struggle as adults to participate fully in the economy and community where they live.
Many of our current high schools are not designed to prepare today’s students for tomorrow.

Schools need to expand their definition of student success.
• Provides a collective vision that articulates the community’s aspirations for all students.
• Serves as a north star for a system transformation. Providing strategic direction for the redesign of the overall educational experience for students, this collective vision reinvigorates and re-engages students, teachers, and community stakeholders.

Why a portrait of a graduate?

Source: portraitofagraduate.org
WHY the urgent need for fundamental change?

WHAT competencies must students develop to succeed in a world of accelerating change?

HOW can they measure progress, in ways that support the learning?

HOW can schools enable students to build this broader, deeper set of competencies?

Source: myways.nextgenlearning.org

Portrait of a Graduate Change Process
What Learners Need To Know

Andy Calkins
Director
Next Generation Learning Challenges

How to Design Schools

Cynthia Leck
Partner
Transcend Education

How one school approached this work

Matt Brunell
Co-Executive Director
Springfield Empowerment Zone
Challenges facing today’s “apprentice adults”:

- An **unstable labor market** tilting toward high skills, experience, and on-demand employment — and undergoing *huge* disruption from automation & globalization

- A **tremendously complex work/learn landscape** of new and ever-changing post-secondary options

- A **widening opportunity gap** in employability, postsecondary attainment, and social capital
Problem-solver

Communicator

Collaborator

Self-directed lifelong learner

Creative & critical thinker

Entrepreneur

Contributing community and global citizen

What should be.
What is.

English (4 years)

Math (3 years)

Science (3 years)

Social studies (2 years)

P.E.

Required Attendance: # days in school
“What’s so wrong with the ways we were taught?”

“It’s not the game the colleges are playing.”

“This isn’t what we’re being held accountable for.”

“This is all just a front for (name your favorite conspiracy theory).”

“Our schools are top-ranked. Our teachers are effective. Why change?”

“Every discussion about how to change education, based soundly on history and experience, grinds up against an enormous rock of systemic inertia.”

-- Grant Lichtman, Moving the Rock

“[Those kids] don’t need deeper learning. They need basic skills.”
Understand **WHY** change is urgent

Determine **WHAT** skills, knowledge and habits of success our students need to develop if they are to thrive in a world of change

Envision **HOW** our learning experience design can help students develop the broader, deeper competencies

Explore **HOW** we might gauge student progress in developing these competencies
What should be driving what schools are all about?

**Goal: Human Development**
- Everything we now know about how people learn, develop, identify, and self-actualize

**Context: Work**
- The complex and rapidly changing demands of the 21st century economy

**Strategies: Education**
- Envisioning the learning experiences and environments that best help all students meet the Goal, within the current Context
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<th>Education</th>
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<td>Four Keys to College and Career Readiness **</td>
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<td>Council of Chief State School Officers, ILN</td>
<td>Knowledge, Skills, and Dispositions **</td>
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<td>Hewlett Foundation</td>
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<td>UChicago Consortium on School Research</td>
<td>Foundations of Young Adult Success **</td>
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<td>UChicago Consortium on School Research</td>
<td>Teaching Adolescents to Become Learners **</td>
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<td>Forum for Youth Investment</td>
<td>Preparing Youth to Thrive</td>
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<td>Forum for Youth Investment</td>
<td>Ready by Design: Science (and Art) of Youth Readiness Core SEL Competencies</td>
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<td>CASEL</td>
<td>40 Developmental Assets for Adolescents</td>
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<td>Search Institute</td>
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<td>Character Lab</td>
<td>Measuring MESH (Mindsets, Essential Skills, Habits)</td>
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<td>Framework of Outcomes for Young People</td>
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<td>National Career Development Association</td>
<td>National Career Development Guidelines **</td>
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<td>National Work Readiness Council</td>
<td>National Work Readiness Credential Profile</td>
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<td>Nat. Network of Business &amp; Industry Associations</td>
<td>Common Employability Skills</td>
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<td>National Association of Colleges and Employers</td>
<td>Definition of Career Readiness and Competencies</td>
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<td>Microsoft/Cisco/Intel (ATC215)</td>
<td>Defining 21st Century Skills</td>
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<td>U.S. Department of Education</td>
<td>Employability Skills Framework</td>
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<td>Employment &amp; Training Administration, USDOL</td>
<td>Building Blocks for Competency Models</td>
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<td>OECD (Education 2030 Framework Project)</td>
<td>Global Competency for an Inclusive World</td>
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** See table on page 9

Roots of the MyWays Framework:
All other major success definitions and NGLC practitioners
Academic Behaviors
Self-Direction & Perseverance
Positive Mindsets
Learning Strategies
Social Skills & Responsibilities

English Core
Math Core
Science, Social Studies, Arts, Language
Career-Related Technical Skills
Interdisciplinary & Global Knowledge

Critical Thinking & Problem Solving
Creativity & Entrepreneurship
Communication & Collaboration
Information, Media & Technology Skills
Practical Life Skills

Surveying the College, Career, & Life Landscape
Identifying Opportunities & Setting Goals
Developing Personal Roadmaps
Finding Needed Help & Resources
Navigating Each Stage of the Journey
A Whole-Student Competency Plotting Tool

Using MyWays to map a more complete profile
Tia’s competency profile today (black) and goals at graduation (purple)

This plot illustrates a shortcoming that plays out every day in schools using the traditional, narrow academic metrics for student success. Tia (a composite of two real students in the Boston area) is a complex learner whose natural gifts and competencies in Habits of Success and Creative Know How are neither recognized nor developed. Using a visual tool with broader, deeper competencies enables Tia and her advocates to visualize her strengths and set goals for her future success.
Where would your students say they’re playing on the MyWays field of learning?
Where would your students say they’re playing on the MyWays field of learning?
Where would your students say they’re playing on the MyWays field of learning?
98% of HTH's graduates have gone on to college, with approximately 75% attending four-year programs.

86% of High Tech graduates are either still in or have graduated from college (the national rate is about 59%).

About 35% of HTH graduates are first-generation college students. 60% are students of color. 34% are Pell-eligible.

Over 30% of HTH alumni enter math or science fields (vs. 17% nat’l rate).

HTH’s African-American students outperform district and statewide peers by a wide margin vis-à-vis test scores, percentage who take chemistry, physics, and advanced math (100%), and college entry (100%). Overall, HTH places at the 94th percentile on the CA state tests.
What’s available at the MyWays website?

**THE BIG QUESTIONS**
Discover how MyWays helps you create a through-line to success.

**MINDSETS**
Learn the mindsets of next generation educators.

**IN PRACTICE**
Explore how schools are using MyWays to redefine student success and improve learning.

**REPORTS**
Tap the MyWays Student Success Series for research, actionable strategies, and resources.

**TOOLS**
Start using MyWays with your leadership team, faculty, or community.

**ABOUT**
Learn about Next Generation Learning Challenges (NGLC) and the visionary educators contributing to MyWays.
Speakers

What Learners Need To Know

Andy Calkins
Director
Next Generation Learning Challenges

How to Design Schools

Cynthia Leck
Partner
Transcend Education

How one school approached this work

Matt Brunell
Co-Executive Director
Springfield Empowerment Zone
CHALLENGE

How many “features” of school can you find that are consistent across the three time periods?
Transcend supports communities in fostering more holistic outcomes through design activities focused on:

- **Defining** high-quality graduate aims
- **Designing** experiences and environments that foster these aims
Defining graduate aims is informed by three key inputs:

### The Local Context
- Aims reflect values, needs, and goals of the community.
- **Activities**
  - Empathy interviews
  - Stakeholder surveys
  - Community convenings

### Future Trends
- Aims take into account current economic, social, and political trends.
- **Activities**
  - Future trends analysis

### Learning and Development
- Aims reflect knowledge about how learning happens.
- **Activities**
  - Designing for learning analysis
The Valor Compass

Valor Collegiate Academies
After defining aims, school teams apply existing research, as well as surfacing new insights, to inform the experiences learners have and the design of the environment that supports these experiences.
Citizens of the World Charter Schools defined **systems thinking** as a key outcome for its middle school learners.

The team used insights from research regarding the experiences that foster systems thinking to design an **interdisciplinary problem-based course**.

**Systems thinking**: Sees the connections and relationships between things (people, places, and ideas) over time. Identifies and predicts complex patterns of behavior. Connects ideas to solve problems and innovate.

To foster system thinking, learners:
- Explore the concept of change over time
- Analyze real-world systems relevant to their lives and run simulations to test assumption and iteratively improve the design of a system
A variety of resources are available online to support communities everywhere in defining and designing toward more holistic definitions of student success.

**Defining Graduate Aims Paper**
Helps design teams clarify graduate aims by presenting current thinking on the competencies needed for success in the 21st century and providing insight into how to define aims with your community.

**Graduate Aims Database**
Outcome-specific research summary that include information to help define and measure the outcome, insights into how the outcome develops, potential design implications, and debates or nuances related to the outcome.

**Designing for Learning Resource**
Summarize what is known about how learning happens into a digestible and actionable set of resources and tools. Current resources include a research primer and design cards.

http://www.transcendeducation.org/knowledge
How one school approached this work

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Our Three Stages:

I. Discover and Dream: Who are our students? What do they aspire to? What do we aspire for them?

II. Diligence and Test-Drive: What are existing/emerging school models most aligned? How do we engage stakeholders in iterations?

III. Distill and Declare: What specifically emerges from diligence process? What communication/socialization strategy will best inform and generate enthusiasm?
### I. Discover and Dream: Who are Our Kids?

<table>
<thead>
<tr>
<th>Profile of the High School of Commerce</th>
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<tbody>
<tr>
<td><strong>Total Enrollment</strong></td>
<td>1,058</td>
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<tr>
<td><strong>Enrollment by Race/Ethnicity</strong></td>
<td></td>
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<tr>
<td>Latino – 69%</td>
<td></td>
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<tr>
<td>African-American – 20%</td>
<td></td>
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<tr>
<td>White – 8%</td>
<td></td>
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<tr>
<td>Other – 3%</td>
<td></td>
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<tr>
<td><strong>Four-Year Graduation Rate</strong></td>
<td>58.2%</td>
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<tr>
<td><strong>English Learner Enrollment</strong></td>
<td>25%</td>
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<tr>
<td><strong>Economically Disadvantaged Enrollment</strong></td>
<td>74%</td>
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<tr>
<td><strong>SPED Enrollment</strong></td>
<td>26%</td>
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<tr>
<td><strong>Average Math Grade Level for Entering 9th Grade Students (based on cross-walked NWEA MAP RIT score)</strong></td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Grade Level</td>
</tr>
<tr>
<td><strong>Average ELA Grade Level for Entering 9th Grade Students (based on cross-walked NWEA MAP RIT score)</strong></td>
<td>5&lt;sup&gt;th&lt;/sup&gt; Grade Level</td>
</tr>
<tr>
<td><strong>Percentage of Entering 9th Grade Students Who Are On Grade Level in Math (based on advanced/proficient score on 8th grade MCAS)</strong></td>
<td>9%</td>
</tr>
<tr>
<td><strong>Percentage of Entering 9th Grade Students Who Are On Grade Level in English (based on advanced/proficient score on 8th grade MCAS)</strong></td>
<td>12%</td>
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</tbody>
</table>
I. Discover and Dream: Who are Our Kids?

Quantitative Surveying:
• Attitudes Toward Current School Model
• Aspirations for a New Student Model

Qualitative Fact-Finding:
• 20-Focus Groups
  • SPED
  • EL
  • Chronic Absentees
  • Top 10%
  • Bottom 10%
  • Extracurricular-Focus
  • Student-Groups (i.e. 100 Black Males to College)
II. Diligence and Test-Drive: What Aligns/Influences Our Values?

Our Team’s Membership

Core team members:
- Consistent Student/Parent Members
- 11 Commerce Educators
- Community representatives added over time
- Diverse by Design:
  - 67% of Design Team Members are People of Color

Advisory members:
- School Administration
- SEZP Co-Executive Directors
- Union Leadership
- Community College Administrator
II. Diligence and Test-Drive: What Aligns/Influences Our Values?

Casting Nets

Wide….

• Personalized Learning, Career-Centered, Off-Track/Transfer, Public/Private/Charter/Virtual

….and Far.

• Over 40 schools visited in places like Chula Vista, Escondido, Boston, Providence, Manhattan, Marlboro, Oakland, Queens, San Diego, San Francisco, & San Jose
III. Distill and Declare:
What Grad Profile Stems from Values? How do we Communicate it?

Distilling Roses (positive takeaways), Thorns (challenging components) and Seeds (possible fit for Commerce) into…

CORE VALUES

What we believe: fundamental values that are central to the instruction, the culture and the structure of our school, and reflect how we want to move toward our mission

Core Values of:
- Relationships
- Agency
III. Distill and Declare:
What Grad Profile Stems from Values? How do we Communicate it?

Core Values translated into:

MISSION
Why we exist as a school: enduring truths about our school that have no expiration date

...and...

VISION
A look into the future: What our school will be doing 5 years from now

...and finally...

GRADUATE PROFILE
What we seek for our graduates and how we will measure our success
The mission of the High School of Commerce is to engage all students in the development of their chosen personalized pathway. Harnessing the support of a diverse and collaborative group of school stakeholders – including students, families, educators, the community, industry and institutes of higher education – Commerce students realize their individual potential to successfully embrace the dynamism of the times in which they live.
Students at the High School of Commerce will strive to reach their fullest academic and personal potential and to be college and career ready, equipped with the skills, knowledge, and expertise needed to succeed in work and life and to become active participants in their local and global communities.
Putting it All-Together: Our Graduate Profile

**GRADUATE PROFILE**

What we seek for our graduates and how we will measure our success

### The Five Habits of Mind

**Knowledge and Thinking**
- Creative & Critical Thinking
- Learning Resources and Information Technology
- Workplace

**Modes of Communication**
- Reading, Writing, Speaking, and Listening

**Relationships**
- Service
- Human Diversity, Citizenship, and Sense of Community
- Growth and Change
- Working Independently and Collaboratively
- Healthy Choices

**Agency**
- Decision Making, Responsibility, and Integrity

**Work Ethic**
- Effort, Persistence, and Reflection
- Self-Worth

### Measurements

**MCAS**

**Capstone Projects**

**Social and Emotional Assessments**
- (i.e. MESH Assessment from TransformEd)

**Early College Completion Rate**
- (including Number of College Credits Earned During Time at Commerce)

**2/4 Year College Placement/Graduation Rates**

**Internships**

**Industry Certifications/Badges Within Career Interest**
Putting it All-Together: Our Graduate Profile in Action

From the Freshman Guidebook

WHAT YOU WILL BECOME

Our Pathways Vision for You at Graduation

By the time that you graduate from Pathways, you will have reached your fullest academic and personal potential. You will also be college and career ready, equipped with the skills, knowledge, and expertise needed to succeed in work and life.

When you walk across the Commerce stage in June of 2022, you will have accomplished the following specific goals:

- Satisfied all of the Habits of Mind,
- Passed the MCAS in ELA, Math and Biology.
- Grown in your social-emotional maturity.
- Completed Early College Courses, and
- Interned in a Workplace.

Everyone connected to Pathways – the teachers, the paraprofessionals, the advisors, the counselors, the coaches, the staff, the custodians and the entire organizational team – believes that YOU will realize this vision.
Questions

Please write your questions in the chat box.
Thank you!
APPENDIX
NGLC supports the educators who are reimagining public education

**Imagine It:** We invite people to apply what they already know about powerful learning to rethink what’s possible in public education.

**Create It:** We invest in field-based innovators through competitive challenge grants and help them design and build next gen schools.

**Live It:** If educators are to bring next gen learning successfully to their students, they need to work within next gen professional learning environments as well.

**Grow It:** The only way next gen learning can grow is when our systems and change processes are designed to enable everyone—students through policy-makers—to do their best work, not by forcing change through mandates.

> $90M

> >150 grantees

> >300 partners

10K educators served

100K “opportunity schools” in the U.S.
Transcend is a national nonprofit that accelerates innovation in the core design of school. We partner with school communities everywhere to build and spread learning environments that better enable ALL young people to thrive in—and transform—the 21st century.

We do this by constantly developing and improving three core R&D assets:

- A rigorous knowledge base,
- A world-class talent force with deep expertise in and capacity for innovation
- A national network that stitches together all of the supports (funding, advocacy, talent, and more) innovation requires.