

UnMOOCed

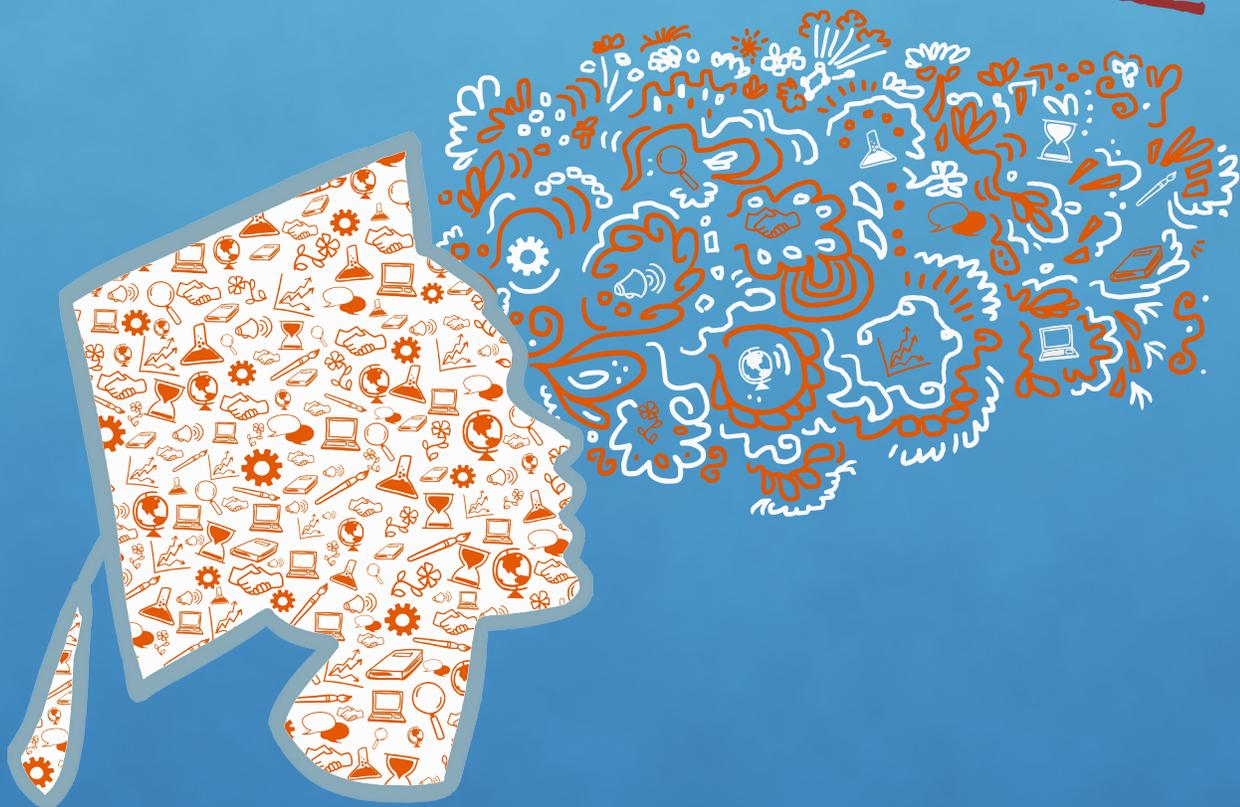


TEACHING SYSTEMS LAB

Envisioning the Graduate of the Future

STARTER KIT

PROTOTYPE



Welcome to the Envisioning the Graduate of the Future Starter Kit!

In this document, we provide a glimpse of the massive open online course (MOOC) Envisioning the Graduate of the Future. Developed by the MIT Teaching Systems Lab and hosted on edX, this MITx course invites educators and others to a collaborative and exploratory design process to develop a **graduate profile**, a shareable document that conveys what a community and/or school believes a high school graduate should know and be able to do.

The purpose of this starter kit is to introduce you to the concept of a graduate profile and how a school might develop one, as well as to encourage you to begin reflecting on what you and your context community expect from high school graduates.

In the EGF Starter Kit, you will find:

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We want to hear about your experiences using the EGF Starter Kit!

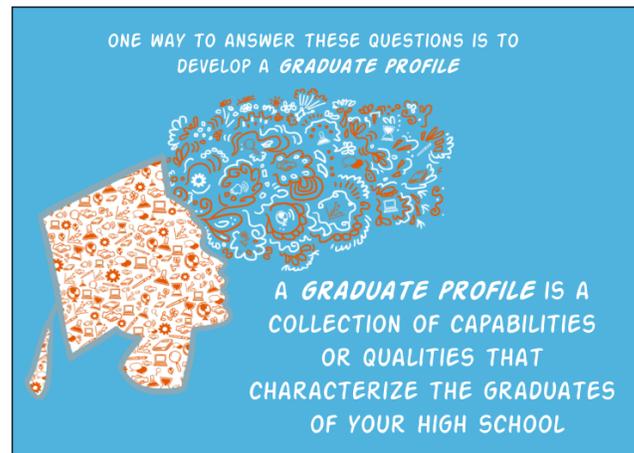
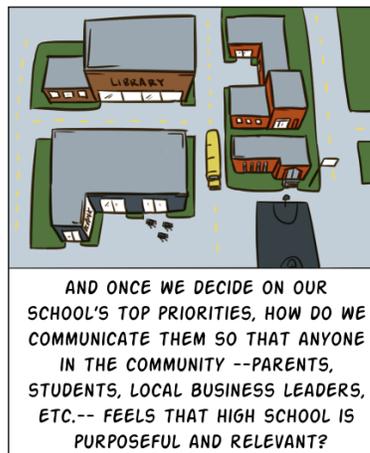
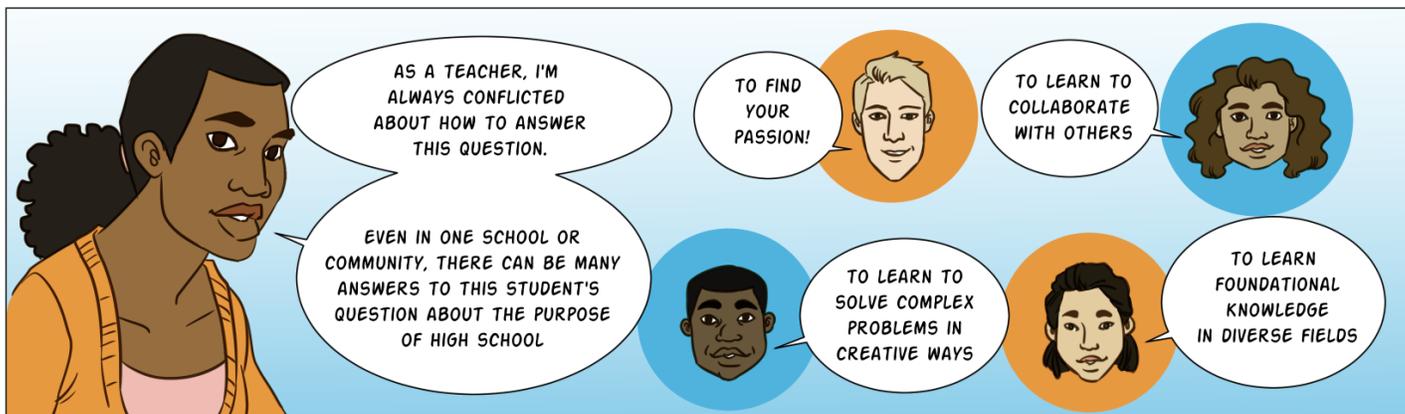
Please share with us how you used the kit, what you found helpful, and how you think it could be improved.

On Twitter, please [@mit_tsl](#) and use [#futuregradsmooc](#) in your tweets!

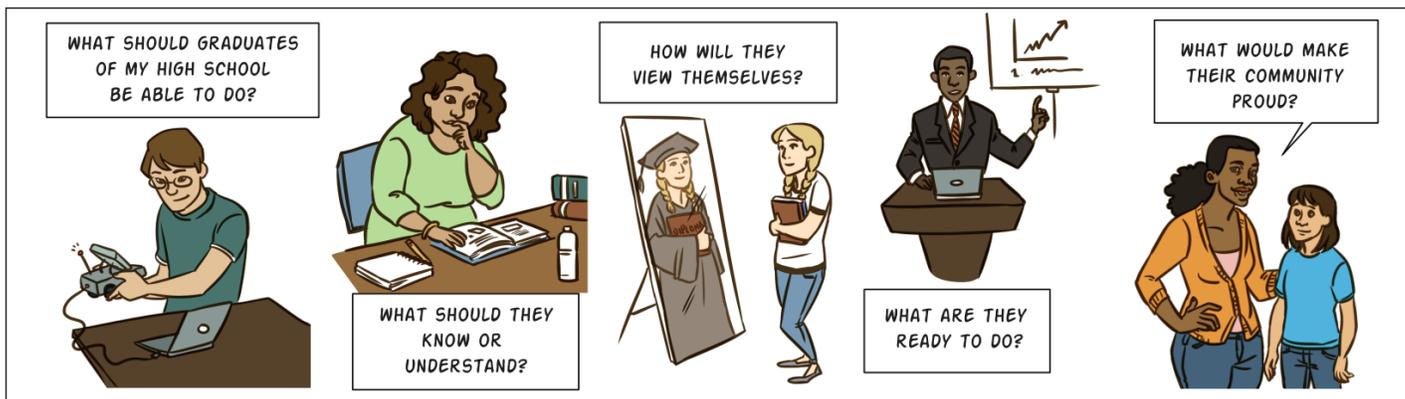


ENVISIONING THE GRADUATE OF THE FUTURE:

WHAT IS A GRADUATE PROFILE?



A GRADUATE PROFILE HELPS ANSWER...



THERE ARE TWO MAIN REASONS WE THINK YOU AND YOUR SCHOOL SHOULD CONSIDER DEVELOPING A GRADUATE PROFILE



1ST

THIS IS A CHANCE TO ASK THE ENTIRE COMMUNITY --FROM STUDENTS, TEACHERS, ADMINISTRATORS, AND SCHOOL STAFF TO PARENTS, LOCAL BUSINESS LEADERS AND GOVERNMENT OFFICIALS-- WHAT THEY EXPECT FROM HIGH SCHOOL GRADUATES



YOU SHOULD ALSO CONSIDER HOW YOUR SCHOOL CURRENTLY COMMUNICATES ITS EXPECTATIONS FOR GRADUATES, EVEN IF IT'S NOT EXPLICIT



FOR EXAMPLE, SPENDING TIME AND FUNDS ON STANDARDIZED TEST PREPARATION MIGHT COMMUNICATE THAT IT'S A PRIORITY THAT STUDENTS ARE GOOD TEST-TAKERS

A CURRICULUM THAT BUILDS UP TO END-OF-THE-YEAR PRESENTATIONS OF INDEPENDENT STUDENT PROJECTS CAN SHOW THAT A SCHOOL VALUES CREATIVITY AND INITIATIVE



THE 2ND BENEFIT OF THIS PROCESS IS THAT ONCE YOU HAVE DEVELOPED A GRADUATE PROFILE, IT CAN SERVE AS A TOUCHSTONE FOR SCHOOL INNOVATION!



WHEN SCHOOLS TRY TOO MANY THINGS TO KEEP UP WITH TRENDS, IT'S OFTEN UNCLEAR TO STAFF, STUDENTS AND PARENTS HOW THE NEW INITIATIVES ARE RELEVANT

YOUR GRADUATE PROFILE CAN HELP YOU FOCUS IMPROVEMENT AND INNOVATION EFFORTS BY PROMPTING THE QUESTION, "HOW DOES WHAT WE'RE PROPOSING, OR WHAT WE'VE ALREADY BEEN DOING, ALIGN WITH WHAT WE'VE PRIORITIZED IN OUR PROFILE?"



"WHAT'S THE POINT?" IS A SCARY QUESTION, BUT IT'S ONE THAT EDUCATORS MUST ASK REGULARLY TO KEEP SCHOOL EFFECTIVE AND RELEVANT

THE GRADUATE PROFILE IS A TOOL THAT WILL HELP YOU COMMUNICATE WHAT YOU THINK THE PURPOSE OF HIGH SCHOOL IS BY COMMUNICATING WHO YOU HOPE YOUR STUDENTS WILL BECOME



TO LEARN MORE, ENROLL IN

ENVISIONING THE GRADUATE OF THE FUTURE

A MOOC FROM MIT ON EDX

[HTTPS://TINYURL.COM/EGFMOOC](https://tinyurl.com/egfmooc)

EMBARK ON A COLLABORATIVE AND EXPLORATORY DESIGN PROCESS TO REFLECT ON THE PURPOSE OF SECONDARY SCHOOL.

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ALYSSA NAPIER

ARTIST: ALYSSA NAPIER

Activity: Considering the Purpose of High School

1. Think back to when you were in high school. Do you remember what you thought the purpose of high school was? What did adults tell you? What is your current opinion on the purpose of high school?
2. Choose someone (could be a current high school student, could be a colleague, friend, or family member who has been out of school for a while) and ask them what they think the purpose of high school is. **Ask for an example of 1 major skill, capability, or area of content knowledge they gained while attending.**

Activity: Glimpse of Expectations for High School Graduates

In this activity, you'll get a glimpse of how expectations for secondary school graduates are currently communicated in your community. To get a truly comprehensive understanding, it would take a great deal more research and time.

1. Spend about 20-25 minutes looking at material related to expectations for graduates of the the high school(s) in your community. Consider websites, graduation requirements, local news stories, and other artifacts. Take a few notes. Is there anything you noticed that surprised you?
2. It is typically easy to find a list of required courses or a school profile containing lists of programs and classes offered. We challenge you to move beyond this and look for clues that indicate emphasis or priorities. Perhaps you find several articles celebrating student achievement in a particular area. Or you might discover that the school is putting a great deal of resources into a particular initiative.
3. As you think about your research and look at your notes, **are there 3 or 4 capabilities or qualities that emerge as especially important for high school graduates in your context?**

Activity: Brainstorm Characteristics

One of the ultimate goals of high school is to prepare students to be successful after they leave. What distinguishing features or qualities should characterize the graduates of your school and/or community? What should they know? What should they be able to do? What should they understand? The answer to these questions is your **graduate profile**: a document that makes explicit the capabilities, competencies, knowledge, and attitudes that you and your community find essential for high school graduates of your local school(s).

- 1. Set a timer for 10 minutes and brainstorm around the following prompts.** (If it's helpful, use the activity template provided in [Google Slides](#) and in [Appendix I](#) of this document. To get a version of the Google Slides templates you can edit, click "File" and then select either "Download as..." or "Add to My Drive.") As you're thinking, consider multiple dimensions of student skills including cognitive, interpersonal, personal, etc:
 - **My graduate has experience with...** Example: Solving multidisciplinary problems
 - **My graduate views themselves as...** Example: A strong communicator who can present ideas clearly and concisely
 - **My graduate will know...** Example: Role and structure of government and opportunities for civic participation
 - **My graduate will be ready to [do]...** Example: Manage and deliver a project on time, in accordance with identified needs
 - **The leadership of my school and my community are especially proud of graduates that are/can do the following...** Example: Can reason thoughtfully about ethical dilemmas in their lives
2. Generate as many ideas as you can. **Don't judge** the ideas, just get them down on paper.
3. We found two graduate profiles that we thought were especially interesting that might help you as you brainstorm.
 - [Centinela Valley Union High School District](#) (California, USA)
 - [Tri-County Early College Graduate Profile](#) (North Carolina, USA)
4. Are there certain characteristics from these profiles that especially resonate with you? Did you find any characteristics that weren't on your list but should be added? Adjust your list as needed.

Assignment: Develop First Graduate Profile Draft

1. Provide a brief description of your school and/or community. You might include information about size, demographics, local culture, etc. Also include one thing your school and/or community is known for or proud of.
2. Keep in mind your work for Activity: Glimpse of Expectations and Activity: Brainstorming Characteristics. Consider the following guiding questions as you **pick 6 characteristics** from the list you brainstormed that seem **particularly relevant for your context**. Include those characteristics on the template we have provided for this assignment (in [Google Slides](#) and [Appendix I](#) of this document. To get a version of the Google Slides templates you can edit, click “File” and then select either “Download as...” or “Add to My Drive.”)
 - **Think about a particular stakeholder (parent, local business leader, community member, etc.)** Which characteristic(s) would they prioritize?
 - When you reflect on your life **professionally, civically, personally** etc., which characteristics do you find are especially important?
3. We are not saying that you must limit your priorities to six; we just wanted to provide boundaries for this assignment to help foster quality discussion. **Define each characteristic, and provide a sentence or two of explanation for each characteristic about why you chose to include it.**

In Conversation: Graduate Profile

[Michele Cahill](#), Chief Education Content and Practice Officer at [XQ](#), joins Justin to discuss using a graduate profile to drive innovation in high schools.

Click [here](#) to watch this video on YouTube.



MIT Perspectives on Future Graduates



MIT professors [Krishna Rajagopal](#) (Physics Professor and Dean for Digital Learning), [David Autor](#) (Economics Professor and Associate Head), [Angela Belcher](#) (Biological Engineering and Materials Science and Engineering Professor), and our instructor [Justin Reich](#) (Comparative Media Studies/Writing Assistant Professor) share what qualities and abilities they think high school graduates should have to face a changing world.

Click [here](#) to watch this video on YouTube.

Washington Leadership Academy: Empowering Students with Technology

[Washington Leadership Academy](#) (WLA) is a new public charter high school in Washington D.C., USA that currently serves 9th and 10th graders, and will eventually serve grades 9-12. WLA is also a member of the cohort of [XQ schools](#). In this video, WLA educators reflect on being a new school with the opportunity to plan innovative learning experiences for their students based on their vision of a graduate.

Click [here](#) to watch this video on YouTube.

For this video, keep the following question in mind.

- Co-founder and Executive Director Stacy Kane says: “I think we have to be a lot more creative about what our definition of a successful graduate looks like” (6:28). **Think of someone in your life (not a public figure) who you consider to be successful. Why do you consider them to be successful, and what qualities or skills do you think contributes to their success?** Consider going beyond qualities and skills related to work.

Note: This video is excluded from our Creative Commons license.



Shrewsbury Public Schools: Engaging Multiple Perspectives

[Shrewsbury Public Schools](#) is a PK-12 public school district in Shrewsbury, Massachusetts, USA. In 2017, Shrewsbury invited community members to participate in a diverse [working group](#) dedicated to developing a portrait of a Shrewsbury High School graduate. That working group was tasked with creating a draft of a portrait of a graduate, which was then presented to the rest of the Shrewsbury community for comment through in-person public forums and by using the online platform [Thoughtexchange](#). Shrewsbury then incorporated the feedback from the community to develop a “final” draft of their [portrait of a graduate](#).

Click [here](#) to watch this video on YouTube.

Note: This video is excluded from our Creative Commons license.

For this video, keep the following questions in mind.

- High school Director of English Liza Trombley says, “Parents are too often left out of the process of education” (2:58). **Does your school involve parents in reflection on teaching and learning?**
- High school student Julia D. says, “I think that Shrewsbury’s actually giving their students a voice, which I think is really helpful” (4:21). **Does your school currently ask students to reflect on their school experience? What do you think students would say if you asked them to reflect on the purpose of high school and what they’re prepared to know or be able to do?**



Community Charter School of Cambridge: Using Vision to Drive Innovation



The [Community Charter School of Cambridge](#) (CCSC) is a 6th grade through 12th grade public charter school in Cambridge, Massachusetts, USA. The overarching vision for a CCSC graduate contains three major parts: what CCSC values for its graduates (i.e. ownership or prioritization), objectives for students that are based on those values and broken down by grade level, and supporting actions that describe what teachers will do to help students meet each objective. CCSC is at the beginning of a long-term iterative process.

Click [here](#) to watch this video on YouTube.

Note: This video is excluded from our Creative Commons license.

For this video, keep the following questions in mind.

- Principal Ali Nomani says, “I think iteration and collaboration have been the two hallmarks of doing this work” (5:25). **Does your school have a mission or vision statement? Was that statement created collaboratively? Has that statement gone through iterations over time?**

What Should Schools Keep?

Justin explains the importance of continuing to reflect on what we include in the school curriculum. For example, grammatical parsing was once considered by some educators to be an essential part of the school curriculum. **Can you think of something else that was once considered extremely important but is now no longer taught?**

Click [here](#) to watch this video on YouTube.

Appendix I: Activity and Assignment Templates

Activity: Brainstorming Characteristics

Set a timer for 10 minutes and brainstorm around the following prompts. As you're thinking, consider multiple dimensions of student skills including cognitive, personal, interpersonal, etc.

<p>My graduate has experience with...</p> <p>Ex: Solving multidisciplinary problems</p> <p>Brainstorm here ...</p>	<p>My graduate views themselves as...</p> <p>Ex: A strong communicator who can present ideas clearly and concisely</p>	<p>My graduate will know...</p> <p>Ex: Role and structure of government and opportunities for civic participation</p>	<p>My graduate will be ready to [do]...</p> <p>Ex: Manage and deliver a project on time, in accordance with identified needs</p>	<p>The leadership of my school and community are especially proud of graduates that are like/can do...</p> <p>Ex: Can reason thoughtfully about ethical dilemmas in their lives</p>
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Assignment: Develop First Draft

In the boxes below, write your six graduate profile characteristics. Include a sentence of explanation for each about why it's especially important. Consider also including an example.

Replace this text with a brief description of your school and/or community.	
Characteristic 1	Characteristic 4
<i>Explanation/example...</i>	
Characteristic 2	Characteristic 5
Characteristic 3	Characteristic 6