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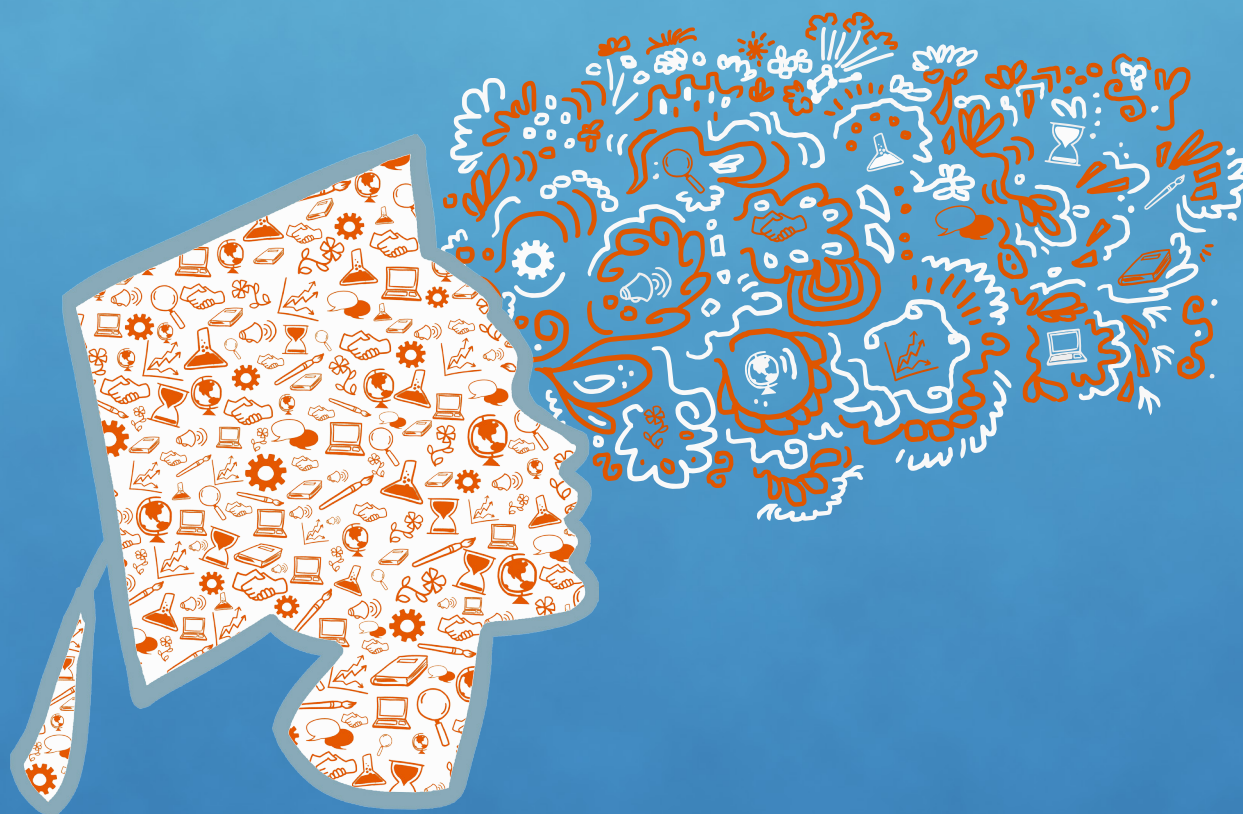
TEACHING SYSTEMS LAB

Vision of a Graduate Workshops

PROTOTYPE

Adapted from the MOOC

Envisioning the Graduate of the Future



Interested in reimagining your school to meet the needs of 21st century learners? A **graduate profile** is a great place to start. It is a document that makes explicit the capabilities, competencies, knowledge, and attitudes that a school or community finds essential for their high school graduates. This document can help to focus your vision of success and drive innovation efforts. How can you make sure your students' high school experiences are meaningful and purposeful? What routines, classes, and opportunities should you keep? Change? Your graduate profile can help you answer these questions.

In 2017, the [MIT Teaching Systems Lab](#) ran [Envisioning the Graduate of the Future](#), a MOOC that aimed to give course participants the opportunity to explore the purpose of high school and to develop a draft graduate profile that, by course end, would be ready to share with participants' communities. We have now created the Vision of a Graduate Workshops—flexible workshops designed to help you develop a graduate profile that reflects your community.

We have designed several different workshop structures: two half-day workshops, seven one-hour weekly meetings, and a one-hour concept introduction. The one-hour concept introduction is intended to introduce participants to the notion of graduate profiles, whereas the other workshops will result in a graduate profile first draft ready to share with your community for feedback. All workshops are a mixture of individual, small, and large-group activities with videos interspersed to give examples of real schools in action. You should feel free to modify the activities to best suit your needs.

We would love to hear from you if you decide to use these materials!

We encourage you to use social media to share any of the materials; your responses to the activities, and your general thoughts on the experience of using the workshops. On Twitter, please [@mit_tsl](#) and use [#futuregradsmooc](#) in your tweets!

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Overview

What is a Graduate Profile?

One goal of high school is to prepare students to be successful after they leave. The meaning of “successful” changes depending on the school and community. Each high school should ask themselves, “What should our graduates know and be able to do?” One way to communicate how a school answers this question is with a graduate profile, a document that makes explicit the capabilities, competencies, knowledge, and attitudes that a school or community finds essential for their high school graduates.

Navigating the Envisioning the Graduate of the Future Workshops

These workshop materials are comprised of three main documents to help you organize, run, and evaluate your workshop. First, there is this document, the Workshop Facilitator’s Guide. This contains information about how to recruit participants, possible workshop structures, and the activities that make up the workshop itself. Second, there are the Workshop Slides, a series of slides that accompany the activities outlined in the Workshop Facilitator’s Guide. Finally, there is the Participant’s Guide, which is a tool to help participants navigate the workshop by giving them a place to record their thoughts and ideas.

What is the purpose of these workshops?

These workshops are designed to help participants develop a graduate profile draft that is specific to your context. We will begin by introducing what graduate profiles are and asking participants to think about the purpose(s) of high school before reflecting on their own school community’s needs. After collaborating with fellow workshop participants to develop a graduate profile draft, participants will discuss how to solicit feedback from the community and how a graduate profile can inform next steps for school innovation. These workshops are designed to be flexible; we encourage you to adapt activities to fit your needs.

Before the Workshops

- 1. Decide how you would like to run your workshop.** We have suggestions for running the workshop as two half-day workshops, as a series of 7 1-hour workshops, and an abbreviated 1 hour introductory session. Consider the interest level of your colleagues, the amount of time available (could be different depending on the semester or season), as well as limitations.
- 2. Recruit a diverse pool of potential participants.** This workshop works best when a range of stakeholders takes part, from students, parents, and teachers, to school committee members, administrators, and members of the community. Pages [25](#) and [26](#) have resources to help gather workshop participants, such as flyers, email drafts, phone call messages, and suggested places to advertise. This workshop is designed for approximately 20 participants, but can be run with as few as 8 and as many as 40.
- 3. Find a location.** The location you choose should ideally have tables or desks for groups of four people, walls to post chart paper on, and a projector.
- 4. Confirm member participation and organize a seating chart.** We highly encourage you to arrange seats such that a diverse pool of participants is present in each group.
- 5. Gather necessary materials.** You will need:
 - Chart Paper
 - Sticky Notes
 - At least one computer per group (or ask participants to bring a computer. If necessary, participants could use their phones, but it is not ideal).
 - One participant guide per person
 - Name tags
 - Projector, computer with speakers (or with the capability to connect to a sound system) and access to the Workshop Slides.



Possible Workshop Structures

2 Half-Day Workshops

[Workshop Slides](#)

[Participant Guide](#)

Day 1

Duration	Activity	Purpose	Instructions
15 minutes	Introduction	Introduce workshop goals, the agenda, and participants to one another	<u>Page 14</u>
45 minutes	Fantasy Graduate Profile	Develop a community of learners and a common understanding of a graduate profile	<u>Page 14</u>
45 minutes	What is the Purpose of High School?	Delve into one's own conception of high school and begin to consider relevant skills for today's students	<u>Page 15</u>
15 minutes	Video: Washington Leadership Academy	Examine one school's experience with brainstorming characteristics for their specific population	<u>Page 17</u>
10 minutes	Break!		
1 hour, 15 minutes	Characteristics of a Graduate Brainstorm	Begin to consider your own context and the goals for your specific students	<u>Page 17</u>
15 minutes	Debrief	Reflect on today's workshop	<u>Page 18</u>

Day 2

Duration	Activity	Purpose	Instructions
15 minutes	Recap of previous day's work and agenda	Review the agenda and goals for the day; summarize previous day's work	Page 18
30 minutes	Considering Examples	Develop an understanding of other schools' work to inform your own graduate profiles	Page 18
10 minutes	Video- Shrewsbury Public Schools: What is Leadership?	View an example of incorporating specificity when creating graduate profiles	Page 19
30 minutes	Revise and Clarify	Add additional detail to group graduate profile drafts	Page 19
30 minutes	Building Your Graduate Profile Using a Carousel Part 1 or Building Your Profile Using a Google Doc Part 1	Look for commonalities between profile drafts across groups	Page 20 or 21
10 minutes	Break!		
1 hour	Building Your Graduate Profile Using a Carousel Part 2 or Building Your Profile Using a Google Doc Part 2	Consolidate profile using a Google Doc and develop a shareable draft	Page 20 or 21
10 minutes	CCSC Video	Show an example school using their graduate profile to inform their next steps	Page 22
30 minutes	Next Steps	Discuss next steps as a group	Page 22
10 minutes	Debrief	Reflect and Receive Feedback	Page 18

1-Hour Weekly Meetings

Workshop Slides

Participant Guide

Meeting 1

Duration	Activity	Purpose	Instructions
15 minutes	Introduction	Introduce workshop goals, the agenda, and participants to one another	Page 14
45 minutes	Fantasy Graduate Profile	Develop a community of learners and a common understanding of a graduate profile	Page 14
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 2

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
40 minutes	What is the Purpose of High School?	Delve into one's own conception of high school and begin to consider relevant skills for today's students	Page 15
10 minutes	Video: Washington Leadership Academy	Examine one school's experience with brainstorming characteristics for their specific population	Page 17
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 3

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
50 minutes	Characteristics of a Graduate Brainstrom	Begin to consider your own context and the goals for your specific students	Page 17
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 4

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
40 minutes	Considering Examples	Develop an understanding of other schools' work to inform your own graduate profiles	Page 18
10 minutes	Video - Shrewsbury: What is Leadership?	View an example of incorporating specificity when creating graduate profiles	Page 19
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 5

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
25 minutes	Revise and Clarify	Add additional detail to group graduate profile drafts	Page 19
30 minutes	Building Our Graduate Profile Using a Carousel Part 2 or Building Your Profile Using a Google Doc Part 1	Look for commonalities between profile drafts across groups	Page 20 or 21
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 6

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
50 minutes	Building Your Graduate Profile Using a Carousel Part 2 or Building Your Profile Using a Google Doc Part 2	Consolidate profile using a Google Doc and develop a shareable draft	Page 20 or 21
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18

Meeting 7

Duration	Activity	Purpose	Instructions
5 minutes	Agenda and previous meeting Recap	Review goals for that day and recap previous work	Page 18
15 minutes	Revisit Graduate Profile Draft	Revisit graduate profile draft for edits before distribution	
10 minutes	CCSC Video	Show an example school using their graduate profile to inform their next steps	Page 22
25 minutes	Next Steps	Discuss next steps as a group	Page 22
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18



One Hour Concept Introduction

Workshop Slides

Graduate Profile Comic

Duration	Activity	Purpose	Instructions
5 minutes	Introduction	Introduce workshop goals, the agenda, and participants to one another	Page 18
30 minutes	What is the Purpose of High School? (Abbreviated)	Delve into one's own conception of high school and begin to consider relevant skills for today's students	Page 23
10 minutes	CCSC Video	Show an example school using their graduate profile to inform their next steps	Page 22
10 minutes	Next Steps (Abbreviated for 1 Hour Introduction)	Discuss next steps as a group	Page 24
5 minutes	Debrief	Reflect and Recieve Feedback	Page 18



Activity Descriptions

Introduction

Before participants enter, make sure that the space is set up to allow groups of four to collaborate. Name tags should be placed to mark assigned seats and each group should be given four participant guides and four copies of the graduate profile comic.

As participants enter the room, direct them to find their name tags. You can project the Do Now Instructions on the whiteboard. Once everyone has entered the room, you can introduce yourself, review the agenda, goals*, and screen the introductory video. You can then invite participants to introduce themselves to the group and review group norms. There are slides that accompany each of these steps.

*The majority of this material is included in the Workshop Slides, but you should add your school's workshop goals to the slides based on conversations with administrators and other stakeholders about what is possible in your context. For example, is your goal to introduce the idea of a graduate profile as a way to foster discussion about possible future innovation? In addition, goals may change and the workshop participants should have a voice about next steps in your school's innovation process.

Fantasy Graduate Profile

Purpose: to introduce the idea of a graduate profile in a fun way that will help group members get to know one another in a low-stakes activity before considering your own context.

Make sure that each group member has a participant guide and instruct them to turn to the Fantasy Graduate Profile activity. Give a brief rationale for the activity, and then give them the following instructions, which are also on the slides:

1. Read the 3 descriptions of high schools from fictional, somewhat fantastical, worlds, and decide which one your group will focus on.
2. Take 5 minutes to brainstorm individually based on the prompts on the handout.
 - Focus on quantity of ideas over quality, and use your imagination!
3. Allow each group member share and explain their brainstorming.
 - Are there major differences in responses within the group? Are there major commonalities?
4. As a group, choose 4-6 especially important characteristics to compile as a graduate profile for the school your group selected. Include a sentence of explanation as to why it's especially important.
5. Elect one member of your group to share the 4-6 characteristics you identified with the whole workshop.

Debrief: After each group shares, there are a few reflection questions on the next slide. The questions are:

1. What similarities did you notice across the different schools? Why do you think those similarities occurred?
2. What differences were apparent? Why do you think this happened?
3. What was challenging about this activity? Why?

You can choose how you would like to discuss these questions: in small groups or as a whole workshop, one question at a time or all at once, or by having participants raise hands. However you decide to structure the conversation, you should decide in advance and inform your group about discussion norms before beginning your first discussion. As there will be a wide range of stakeholders present, try to maintain awareness that all voices are heard.

What is the Purpose of High School?

Purpose: to move away from a fantasy context to begin considering the purpose of high school today in the context of an swiftly-changing climate. This conversation will inform the set of skills, competencies, and knowledge you will identify for your graduate profile.

Materials Needed: Chart paper.

Before this activity begins, you will want to have one piece of chart paper per group. Each piece of chart paper should have one of the following questions on it:

- a. What is the purpose of high school? Should a high school's goals differ from goals in the past? If so, in what ways? If not, why not?
- b. What do you think your school does really well to prepare students for life after high school?
- c. What do you think your school could do better to prepare students for life after high school?

You can post the chart paper questions around the room as the groups work on the first part of the activity.

You should introduce the goal of the activity and open the "What is the Purpose of High School" section of the Participant's Guide.

Then provide the following instructions:

1. Individually brainstorm your answers to the following questions:
 - What is the purpose of high school? Should a high school's goals differ from goals in the past? If so, in what ways? If not, why not?
 - What do you think your school does really well to prepare students for the future?
 - What do you think your school could do better to prepare students for the future?
2. When signalled, your group will move to chart paper with question A, B, or C on it.
 - Take turns writing down your answers to the question on the chart paper.
 - If someone else has written down your answer already, place a check-mark next to the answer to indicate your agreement instead of writing it again
 - When signalled, rotate to the next station and repeat until you've answered all questions

Debrief: There are a couple of different ways to encourage groups to analyze their responses.

Option A- Look at the last question. This might be the better choice if you're short on time. Instructions: Consider the chart paper before you. As a group, discuss the following questions:

- a. Do you see any major themes across the answers?
- b. Are any answers strikingly different? Why might that be?

Then prepare 2-3 observations from your discussion to share with the whole group.

Option B- Meet Up. If you have more time, this option will encourage discussion across groups. Instructions: Find the group(s) who had considered the same question as you. Did they notice the same things? As a combined group, discuss the following questions:

- a. Do you see any major themes across the answers?
- b. Are any answers strikingly different? Why might that be?

Then prepare 2-3 observations from your discussion to share with the whole group.

You can choose how you would like to discuss these questions: in small groups or as a whole workshop, one question at a time or all at once, and by having participants raise hands (or not). However you decide to structure the conversation, you should decide in advance and inform your group about discussion norms if this is your first discussion. As there will be a wide range of stakeholders present, try to maintain awareness that all voices are heard from.

Video: Washington Leadership Academy

Purpose: to illustrate the questions one school considered as they began to set goals for their future graduates. 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 an XQ Super School.

Materials Needed: Audio speakers.

First introduce and then show the video. You can then discuss:

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). How did WLA expand their definition? What factors did they consider? Are there any questions they raised that you felt were especially compelling, or any statements that you disagree with? If so, what?

Characteristics of a Graduate Brainstorm

Purpose: for participants to begin to identify characteristics of graduates in their specific context.

Materials Needed: Chart paper, sticky notes, and markers.

First introduce the purpose of the activity and hand out sticky-notes. Give the following instructions, and then as the participants begin the activity, you can pass out chart paper:

1. Individually brainstorm your answers to the question: "What distinguishing features or qualities should characterize the graduates of our school and/or community?"
 - You may use the sentence stems in your participant guide
 - Write each of your answers on its own sticky note
 - We will take about 10 minutes to individually brainstorm
2. Categorize your brainstorm as a group
 - Each member should share their ideas
 - Identify patterns or categories and sort the sticky notes accordingly
 - As you organize the sticky notes, place them on chart paper and record the category that the notes have in common

Debrief

It is important to hear from workshop members to see whether they feel their voices are being heard and whether they believe the workshop is useful. You can choose how to solicit feedback; for instance, you could administer a Google Form and provide a link to workshop participants, or give everyone an index card and write a prompt on the slides. You could ask them some or all of the following questions:

1. What did you find most useful from today? Why?
2. What do you wish we had done differently? Why?
3. Do you feel that all voices were heard from the group? If not, what suggestions do you have to make sure everyone's opinion is listened to?
4. Are there any ideas or perspectives you had not thought about before today that you had not considered? If so, please share.

Day 2 Agenda and Recap

Before participants enter the room, you should place each group's chart paper brainstorm in their work area. If you would like, you can also place their name tags on their desks. Once everyone has arrived, you should start the day by reviewing the agenda, group norms, and goals for the workshop. You may want to ask for feedback about whether the goals that are set are still desired, or if there are more important objectives. If you would like, you could also share trends you noticed from the feedback you received during the debrief the day before.

Considering Examples

Purpose: to expose participants to a variety of graduate profiles and use them as a reference as they move forward to developing their own profile.

Before running this activity, you should select four examples that you think would be most helpful for your group to see. PoraitofaGraduate.org has a database of graduate profiles from across the country to select from, you can [find them here](#). Consider selecting examples from a diverse pool of schools and/or profiles with a variety of different characteristics.

After introducing the activity, provide the following instructions:

1. Send one representative from your group to each corner of the room.

Once participants have relocated, provide each group with a few copies of one portfolio example.

2. Read over the school example individually, and then discuss with your large group:
 - What do you notice about the example? What are you curious to learn more about?
 - Are there any characteristics that you think are missing from the example?
 - Are there any characteristics you think might be useful to have in your own graduate profile?
3. Return to your small group and share the graduate profile you looked at, as well as the highlights from your discussion with your larger group.

Video: Shrewsbury - What is Leadership?

Purpose: to encourage participants to check their assumptions about meanings of words and come to a shared understanding of the meaning of characteristics selected for their profile.

Materials Needed: Audio speakers.

Introduce and show the video, and then pose the following questions to the workshop:

- a. What assumptions about wording did Shrewsbury officials have? What strategies did they use to make sure everyone had a shared understanding of their word choice?
- b. What implications may this video have for your own work?

Revise and Clarify

Purpose: to give group members time to revisit their brainstormed characteristics and add more depth and detail to their graduate profile draft.

Materials Needed: Chart paper, sticky notes, and markers.

After explaining the purpose of the activity, give the following instructions:

1. Reread the characteristics you brainstormed and revised yesterday and discuss with your group:
 - Do you still like these characteristics? Are you missing anything?
2. Write the characteristics on the chart paper and add a sentence or two of explanation
 - For instance, if your group wrote "leadership," what do you mean? How might a student demonstrate leadership?

Building Your Graduate Profile Using Carousel

Purpose: to look for commonalities across groups' profiles before consolidating all of the drafts into one draft profile.

Materials Needed: Chart paper from "Revise and Clarify", sticky notes, and markers.

Part 1

First outline the purpose of the activity, and then give the following instructions:

1. Post the chart paper with the characteristics your group identified on the wall.
2. When directed, rotate to the next poster.
 - If you agree with a characteristic, write a check mark
 - If you think a characteristic is out of place, write a question or critique
 - Write down any other clarification questions or ideas you have
3. After you have visited all posters, revisit your own. Discuss:
 - Your reflections on any comments or critiques offered on your poster
 - Did you notice any themes across the groups? If so, what?

After each group has had a few minutes to discuss critiques and comments, gather the chart papers onto one wall and invite all members to form a U-shape so that everyone can see all of the chart papers. You should position the chart paper near a place you can take notes. For instance, you could write discussion notes on an additional chart paper, on a whiteboard, or on a blank google slide or google doc. It may be useful to ask members to bring over chairs, as it may be a long discussion. Either before or after the space is set up, this might be a good time to take a break.

Part 2

After all members are situated, give the following instructions:

4. Take five minutes to consider the chart papers individually. Consider the following questions, which are also in your participant guide:
 - Do you notice any patterns?
 - Are there any characteristics that could be consolidated or grouped?
 - Are there any characteristics that you think should be eliminated? Be prepared to explain why.
 - Are there any characteristics that you feel are especially important and should definitely have a place on the profile?
5. Discuss the four questions as a whole workshop.
6. Use this discussion to guide you towards a total of 4-8 characteristics, and then add a sentence or two of explanation.

Steps 5 and 6 may be the most challenging to facilitate. We encourage you to make sure that all voices are heard as you discuss questions a-d in Step 5 and when you determine the 4-8 characteristics for your profile in Step 6. When narrowing your list of characteristics in Step 6, it may help to create a separate list on a whiteboard, chalkboard, or Google slide or Google Doc. If you would like more structure for this step, we suggest:

- a. Voting! Give each characteristic a number and then have each participant write down their top four characteristics. If you choose this, you may want to add a break after this activity in order for the votes to be tallied.
- b. Creating a pros/cons list for each characteristic. This may help participants be less subjective when making decisions about the final list.
- c. Reviewing the discussion norms if you worry that the conversation might become confrontational.

Building Your Profile Using a Google Doc

Purpose: to enable workshop participants to gather their ideas into one place and work as a team to decide on their next draft of a graduate profile to share with their wider community.

Before the workshop begins, you should create a Google Doc and embed the link in Google Slides or share it with participants another way (share it with them directly, a bit.ly link, etc.). Make sure that everyone with the link can edit the document.

Part 1

First outline the purpose of the activity, and then give the following instructions:

1. Each group member, if possible, should open up the Google Consolidation Doc. Select one person to add your group's characteristics to the doc
 - If you see a characteristic you identified already listed in the document, add an X to the beginning of the word to show you had identified it too.

Part 2

2. Once your group has added your characteristics, take five minutes to consider the Doc individually. Consider the following questions, which are also in your participant guide:
 - Do you notice any patterns?
 - Are there any characteristics that could be consolidated or grouped?
 - Are there any characteristics that you think should be eliminated? Be prepared to explain why.
 - Are there any characteristics that you feel are especially important and should definitely have a place on the profile?

3. Share your thoughts with your group.
4. Discuss the four questions as a whole workshop.
5. Use this discussion to guide you towards a total of 4-8 characteristics, and then add a sentence or two of explanation.

Steps 4 and 5 may be the most challenging to facilitate. We encourage you to make sure that all voices are heard as you discuss questions a-d in Step 4 and when you determine the 4-8 characteristics for your profile in Step 5. When narrowing your list of characteristics in Step 5, it may help to create a new page in the Google Doc or create a separate list on a whiteboard so that the initial list of characteristics is preserved. If you would like more structure for this step, we suggest:

- a. Voting! Give each characteristic a number and then have each participant write down their top four characteristics. If you choose this, you may want to add a break after this activity in order for the votes to be tallied.
- b. Creating a pros/cons list for each characteristic. This may help participants be less subjective when making decisions about the final list.
- c. Reviewing the discussion norms if you worry that the conversation might become confrontational.

Video: CCSC

Purpose: to illustrate how one school used their Graduate Profile to inform their next steps after they developed their Graduate Profile.

Materials Needed: Audio speakers.

Discuss the purpose of this activity and show the video. Afterwards, you can pose the following questions to your group:

1. What about CCSC's approach to implement their graduate profile seemed most effective? What might you do differently?
2. Which of CCSC's actions seem applicable to your context?

Next Steps

Purpose: give participants the opportunity to plan next steps after the workshop.

The questions that you use to shape your school's next steps depends upon your goals. Before you reach this activity, we encourage you to develop a set of questions that meet your context. For instance, it may be worthwhile to first discuss, "Do we want to move forward with this draft? How can we leverage it to continue our innovation work?" If you decide to move forward, we recommend that you select 2-4 goals from this list (or devise your own!). This list is also in the participant guide.

As facilitator, you may want to make a Google Spreadsheet or record notes on a whiteboard to keep track of future goals and point-people for the tasks.

Possible next steps:

- Building more support for creating a graduate profile for your school or district
 - Prepare a presentation about what you've learned in this workshop for a school/district leadership, school committee, students, and parents
 - Share graduate profiles that have been created by other schools and districts
 - Establish a long-term working group to continue this work
- Continuing to refine your graduate profile draft
 - Continue to research how and what your school currently communicates regarding priorities and expectations for graduates
 - Get feedback from more stakeholders
- Starting the process of aligning your graduate profile with what your school is doing
 - Find out how grade-level or departmental goals and curriculum might map to the graduate profile
 - What are the most important growth areas for your school based on the new graduate profile? Which stakeholders would be most invested in that growth?

What is the Purpose of High School? (Abbreviated)

Purpose: to encourage workshop participants to begin thinking about the purpose(s) of high school and their own beliefs and experience in and with high school.

Materials Needed: Chart paper.

Before this activity begins, you will want to have one piece of chart paper per group. You can post the chart paper questions around the room as the groups work on the first part of the activity. Each piece of chart paper should have one of the following questions on it:

1. What is the purpose of high school? Should a high school's goals differ from goals in the past? If so, in what ways? If not, why not?
2. What do you think your school does really well to prepare students for life after high school?
3. What do you think your school could do better to prepare students for life after high school?

You should introduce the goal of the activity. Then provide the following instructions:

1. Individually brainstorm your answers to the following questions:
 - What is the purpose of high school? Should a high school's goals differ from goals in the past? If so, in what ways? If not, why not?
 - What do you think your school does really well to prepare students for life after high school?
 - What do you think your school could do better to prepare students for life after high school?
2. When signalled, your group will move to chart paper with question A, B, or C on it.
 - Take turns writing down your answers to the question on the chart paper.
 - If someone else has written down an idea you had already, place a checkmark next to the answer to indicate your agreement instead of writing it again
 - When signalled, rotate to the next station and repeat until you've answered all questions
3. Consider the chart paper before you.
 - Do you see any major themes across the answers?
 - Are any answers strikingly different? Why might that be?
 - Prepare 2-3 observations from your discussion to share with the whole group.

You can choose how you would like to discuss these questions: in small groups or as a whole workshop, one question at a time or all at once, and by having participants raise hands (or not). However you decide to structure the conversation, you should decide in advance and inform your group about discussion norms if this is your first discussion. As there will be a wide range of stakeholders present, try to maintain awareness that all voices are heard from.

Next Steps (Abbreviated for the 1 Hour Introduction)

Now that your workshop has started to think about the purpose of high school, what are the next steps for developing a shared vision of our high school graduates? Do you want to pursue further action? If so, what steps will you take? Form a working group? More discussion? Etc.

Instructions: Ask participants to consider the following questions, first individually and then as a whole group: "Do we want to move forward? And if so, what should our next steps be for developing a shared vision of our high school graduates?"

If there is time and interest, you might consider scheduling a follow-up meeting to finalize your next steps.

Resources

The following pages contain recruitment suggestions, email, phone, twitter, and flyer templates, and a group layout template.

Recruitment Suggestions

Remember that the greater the diversity you have on your committee, the greater the buy-in may be for the document you create, and the better the document will be because of the wide variety of voices. However, recruiting such a pool may be challenging. We suggest:

- Cast a wide net: think about a variety of places and methods to interact with parents and other community members, such as in community education classes, twitter (if your school has a handle), libraries, grocery stores, and so on.
- Ask: sometimes people may not volunteer for a committee, but would be happy to serve on a committee.
- Partner with local organizations: ask organizations, especially those involved with high school students, whether they know of parents or students who might be interested in getting involved. If these organizations might provide a useful lens, ask if they would like to participate as well!
- Ask for help: See if there are others in your school that can collaborate with you to create the workshop. It is much easier than working alone!

Recruitment Materials

Initial Interest Email

Dear _____,

Interested in reimagining our school to meet the needs of 21st century learners? One way to start is to convey our desired outcomes in a document that we can use to orient our future action steps. A graduate profile is that document; it makes explicit the capabilities, competencies, knowledge, and attitudes that a school or community finds essential for their high school graduates. Does developing a draft of such a document sound intriguing to you? If so, please fill out this form [include a link here] and I will give you further information. Please feel free to share this information with anyone you think may like to participate.

[Optional: include additional information such as why you have decided to explore this, how it may fit into a broader plan for innovation, etc.]

Follow-Up Email

Dear _____,

Thank you so much for expressing interest in joining our graduate profile workshop! We plan to use this time to develop our understanding of graduate profiles, consider the purpose of high school, and create a first draft of a document to share with our school community for feedback.

[Add date, time, and other important logistical information]

Twitter Post

What should our students know and be able to do upon graduating HS? We're forming a workshop to discuss this and want your opinion! Sign up here: _____ [provide a link to a google form or another service].

Sign-Up Form

It may be useful to create an online sign-up form to make it easier to collect potentially interested people. If you do, you could use bit.ly to create a shorter link, and make sure to ask for name, contact information, and background (student, parent, teacher, community member, etc.). You could also include potential dates if you have them to get a sense of availability, or follow up later if the dates have not yet been determined.

