

## Envisioning the Graduate of the Future: What is a Graduate Profile?

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Panel 1: Text at the top of the panel reads, "What would you say if your student asked?" In a classroom, a father and a female teacher look surprised at a student who says, "Why am I even here? What's the *point* of high school anyways?"

Panel 2: The father says, "You're in school so that you can get into college and get a good job." The student says, "Sometimes it feels like I'm here because it's the law. I feel like I don't learn anything that actually matters."

Panel 3: The teacher looks toward the reader and says, "As a teacher, I'm always conflicted about how to answer this question. Even in one school or community, there can be many answers to this student's question about the purpose of high school." A man says, "To find your passion!" A woman says, "To learn to collaborate with others." Another man says, "To learn to solve complex problems in creative ways." Another woman says, "To learn foundational knowledge in diverse fields."

Panel 4: The teacher is holding the following words: Problem solver, passion, collaborate, knowledge. She says, "With so many ideas about what high school should prepare students to know and be able to do, how do we acknowledge these perspectives?"

Panel 5: The panel shows the view of a top of a few buildings including a school, library and grocery store. Text at the bottom of the panel reads, "And once we decide on our school's top priorities, how do we communicate them so that anyone in the community --parents, students, local business leaders, etc.-- feels that high school is purposeful and relevant?"

Panel 6: An orange and white image of the outline of a student wearing a graduation cap with doodles emerging from their head. The text reads, "One way to answer these questions is to develop a graduate profile. A graduate profile is a collection of capabilities or qualities that characterize the graduates of your high school."

Panel 7: A graduate profile helps answer...

Panel 8: A student is holding a robot; there is a computer on the table. Text reads, "What should graduates of my high school be able to do?"

Panel 9: A student is at a desk reading a book. Text reads, "What should they know or understand?"

Panel 10: A student is looking into a mirror where she sees herself reflected in a graduation cap and gown. Text reads, "How will they view themselves?"

Panel 11: A student is presenting at a podium. Text reads, “What are they ready to do?”

Panel 12: The teacher and student from the first panel are looking at the reader. Text reads, “What would make their community proud?”

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Panel 1: The teacher from the first panel leans against a giant number two. She says, “There are two main reasons we think you and your school should consider developing a graduate profile.”

Panel 2: 4 adults and the student from the first panel are seated around a table. The text reads, “First, 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.”

Panel 3: Students are in a classroom taking a test. The text reads, “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.”

Panel 4: The student from the first panel presents a scientific poster to a man. Three people are around a table looking at an electronic device. The text reads, “A curriculum that builds up to end-of-the-year presentations of independent student projects can show that a school values creativity and initiative.”

Panel 5: A school and school bus are shown with doodles emerging from the top of the school. The text reads, “The second benefit of this process is that once you have developed a graduate profile, it can serve as a touchstone for school innovation!”

Panel 6: The teacher from the first panel is confused. The following acronyms are around her head: UDL, TFU, DT, SAMR, UBD, PBL, STEM. The text reads, “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.”

Panel 7: Four adults are at a whiteboard that is split in two. The left side reads, “Graduate Profile” with a check beside it. The right side reads, “Graduate Profile” with a “not” symbol beside it. The text box reads, “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?’”

Panel 8: The teacher stands on a graduation stage holding a diploma. The student from the first panel is wearing a graduation cap and gown and walking toward the teacher. The text reads,

“What’s the point?” is a scary question, but it’s one that educators must ask regularly to keep school effective and relevant.”

Panel 9: The teacher from the last panel is handing the student from the last panel a diploma. The text reads, “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.”

Panel 10: To learn more, enroll in Envisioning the Graduate of the Future, an MITx MOOC. <https://tinyurl.com/egfmooc>. Embark on a collaborative and exploratory design process to reflect on the purpose of secondary school. Instructors: Justin Reich, Elizabeth Huttner-Loan, Alyssa Napier. Artist: Alyssa Napier.