MVSU Portrait of a Graduate: What might it look like for students in the classroom?

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What is a Portrait of a Graduate? Click here

[PoG](PoG) Outcome	Students might…
Self Direction	-Extend learning beyond assignment -Demonstrate unprompted learning tasks -Share what they notice and wonder -Use tools to keep track of, and complete, assignments in a timely manner -Create short and long-term goals -Adjust pacing of progress to meet short and long-term goals -Adjust goals to align with schedules -Stay focused on work to be completed during assigned timeframe -Be able to identify what they are working on independently and why -Reflect on the learning goal and the outcome -Describe how they tried different strategies to find the one that worked the best when completing a task. -Reflect on the their work, provide feedback for peers, and receive feedback from teachers -Participate in new activities -Engage in productive struggle and continue to work through it -Demonstrate self-awareness by reflecting on their strengths, challenges, motivations, interests -Check their work and adapt when things are not working -Compare examples of their past and present work to show how they used their strengths to make progress -Leverage peer review of their work -Set habit and work related goals
Critical Thinking and Problem Solving	-Gather proof from sources to support their judgements and reasoning; say "according to this source," -Describe why their ideas make sense and how their point of view has changed over time; say, "we need more information" or "this evidence changed my opinion…" -Find meaning that is not explicitly (clearly) stated by sources, and make conclusions on the basis of available information (Claim, Reasoning, Evidence) -Cultivate self awareness about identity, culture, biases and privilege as a lens for determining accuracy and reliability to assess and strengthen learning -Independently and collaboratively create questions that are open ended, requiring a lot of thought -Independently and collaboratively explain ideas about how to best solve the problem, meet the challenge, or answer the inquiry question; clearly describe why their ideas make sense.

	-Independently and collaboratively identify a variety of unique solutions to the problem -Interrogate instructional materials and school policies for bias and stereotypes -Seek out problems that require solutions in the classroom and beyond -Develop creative ideas into tangible solutions or contributions -Demonstrate a high degree of adaptability in the production of creative products or performances -Address local issues -Evaluate pros/cons to designs and solutions they develop -Create visual representations (maps, t-charts,drawings, etc...) to make complex problems articulated and clear to others -Demonstrate openness to ambiguity in exploring ideas and perseveres when presented with challenges
Skillful Communication	-Use sentence stems and key vocabulary so that a listener has clarity and context -Revise or restate ideas more effectively when given feedback to make a message more clear -Write communication using context appropriate language -Engage in opportunities for self reflection and feedback -Summarize important/salient points with clarity -Identify and target the audience and purpose of their communication -Select and implement the appropriate communication modality and tools for the intended purpose and audience (written, pictorial, spoken, dramatic) -Share work with a variety of audiences for feedback, including those beyond school -Exhibit the behaviors taught through a Social Skills Curriculum or other school culture and active listening instruction (i.e. whole body listening, respectful disagreement, etc.) -Elicit the thinking of others -Listen to the perspective of others before speaking -Build collective classroom understanding and knowledge through the connection of all participants' perspectives -Collect a portfolio of products that include a variety of tools and techniques for communication -Know my strengths and weaknesses in the area of communication, and take steps to improve -Choose different tools for different assignments
Stewardship	-Accept and fulfill their individual role within group assignments or projects -Actively participate in the care and preservation of local and global communities -Create and reflect on community contracts/norms -Take care of classroom materials and items owned by others -Reduce, reuse, recycle, compost -Have hands on the land and engage in responsible use of natural resources and sustainability -Share and reflect on their personal values -Carry out class and school jobs -Actively participate in student council and advisory -Memorize and perform the pledge of allegiance -Advocate for what they need or how they feel in a respectful and restorative manner -Engage in proper hand washing and personal care -Get adequate sleep, make healthy food choices, stay home when sick -Work to address challenges within the group and with individuals through discourse and questioning, promote conversation for clarity, and remain positive during difficult conversations -Debate class related topics and disagree respectfully when needed

	-Engage positively and productively with peers in partner and group work -Check in with peers when hurt or upset -Mentor younger students -Acknowledge peers for their efforts and thoughts -Reduce, reuse, recycle, compost -Have hands on the land and engage in responsible use of natural resources and sustainability -Research environmental issues locally and globally -Take action on environmental issues -Minimize/reduce/remove phone time -Identifies inequities in the classroom -Identified inequities outside of the classroom and across the globe -Examines inequities from the past -Ask other students to speak first during class discussions -Identifies how to help themselves and others belong in the classroom and at school -Identify where they need to grow -Apologize when appropriate
Academic Success	-Demonstrate proficiency in foundational skills at grade level in a variety of subjects -Engage in work/activities that utilize language, concepts, big ideas related to all subjects/disciplines/domains. -Create connections between prior knowledge, new learning and real world applications. -Grow new pathways of understanding about the world -Use criteria, rationale, and/or line of reasoning to assess and evaluate information. -Access several different technology forms. -Self direct to navigate through technology for learning -Use technology with a partner to create -Synthesize or connect information from multiple discussions or other sources of information -Facilitate new learning for others -Make a plan for the future -Research careers and pathways of learning for careers -Advocate for self and ask for help when needed