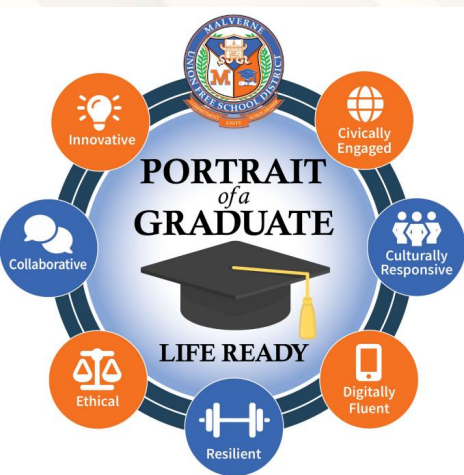


# PORTRAIT OF A GRADUATE

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@SUPT4KIDS



Rip Van Winkle awakens in the 21st century after a hundred-year snooze and is, of course, utterly bewildered by what he sees. Men and women dash about, talking to small metal devices pinned to their ears. Young people sit at home on sofas, moving miniature athletes around on electronic screens. Older folk defy death and disability with metronomes in their chests and with hips made of metal and plastic. Airports, hospitals, shopping malls—every place Rip goes just baffles him. But when he finally walks into a schoolroom, the old man knows exactly where he is. “This is a school,” he declares. “We used to have these back in 1906. Only now the blackboards are white.”



Which student will be best prepared to contribute and compete in this global economy?



### **STUDENT A**

3

Math  
Science  
English  
Social Studies



### **STUDENT B**

Content Mastery  
Communication  
Collaboration  
Other 21st Century Skills

A blue graduation cap with a yellow tassel. The cap is shown from a side profile, with the tassel hanging down. The background is white.

# Portrait of a Graduate

**The Profile of a Graduate is an explicitly stated vision for what students should know and be able to do to succeed in college, life, career and citizenship by the time they leave our school community.**



 KNOWLEDGE

What should this student know to be future-ready?

 SKILLS

What should **this student** be able to do to be successful upon graduation?

 DISPOSITIONS

What are traits that will set **this student** up for future success?

# TOP 10 SKILLS FOR THE FUTURE

Resilience,  
stress tolerance  
and flexibility

Leadership and  
social influence

Critical thinking  
and analysis

Technology use,  
monitor and  
control

Technology  
design and  
programming

Reasoning,  
problem-solving  
and ideation

Creativity,  
originality, and  
initiative

Analytical,  
thinking and  
innovation

Complex  
problem-solving

Active learning  
and learning  
strategies

# ESSENTIAL ATTITUDES

## Ethical

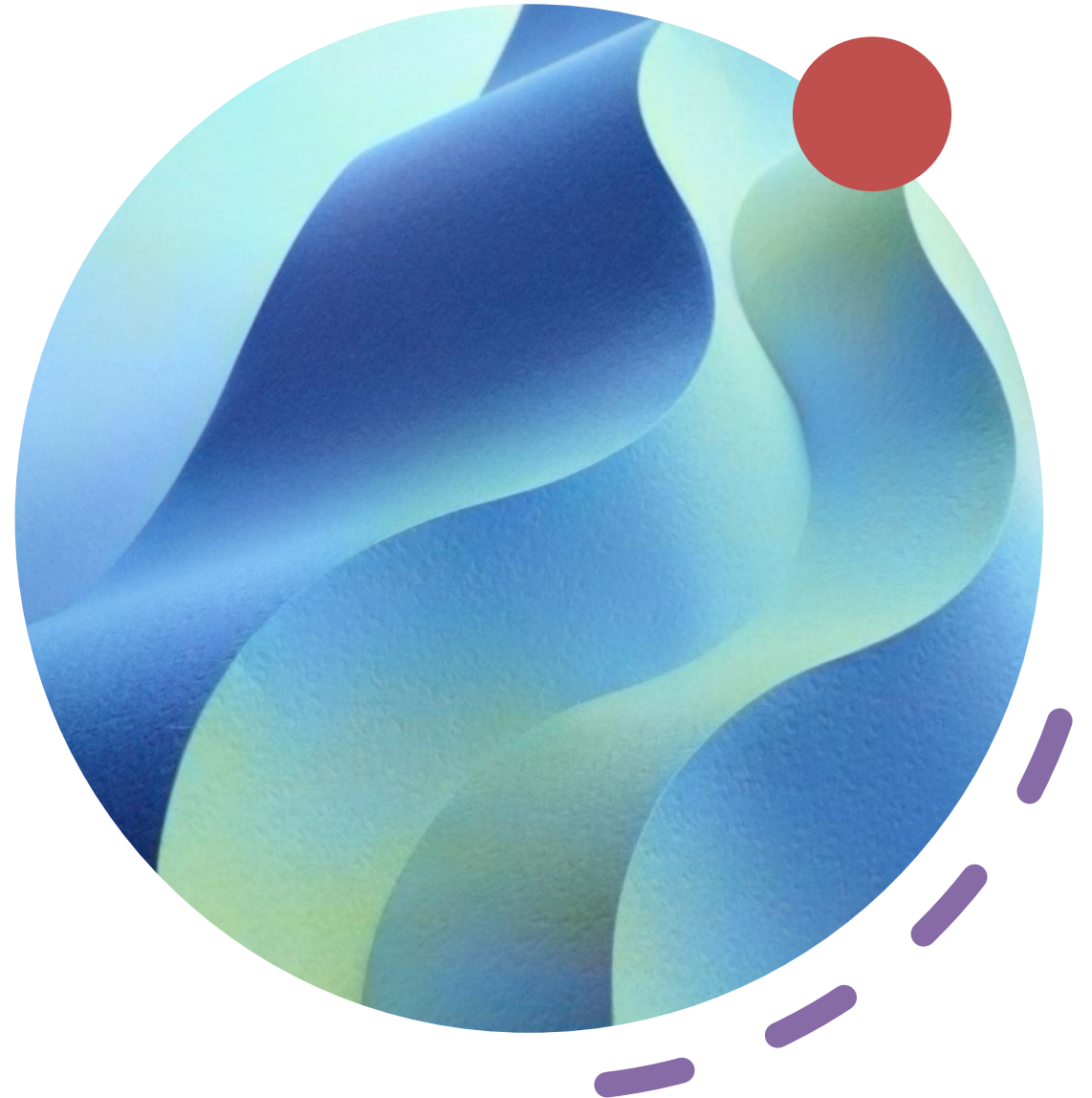
Acts with character, is of service to others, and takes responsibility for one's words and actions.

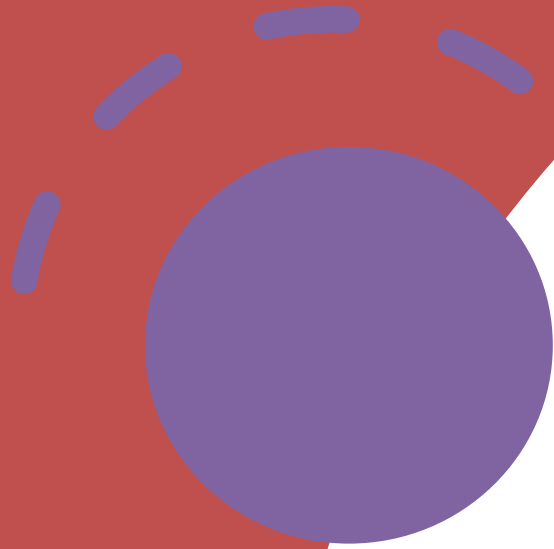
## Inclusive

Finds common ground, invites and seeks to understand the ideas of others, and sees strength in differences

## Resilient

Adaptable, learns from mistakes and is willing to risk trying again.





**When a local employer is hiring,  
what do you think they are  
looking for in an ideal employee?**

## Five Guiding Questions: NYSED

What do we want students to know and to be able to do before they graduate?

How do we want students to demonstrate such knowledge and skills?

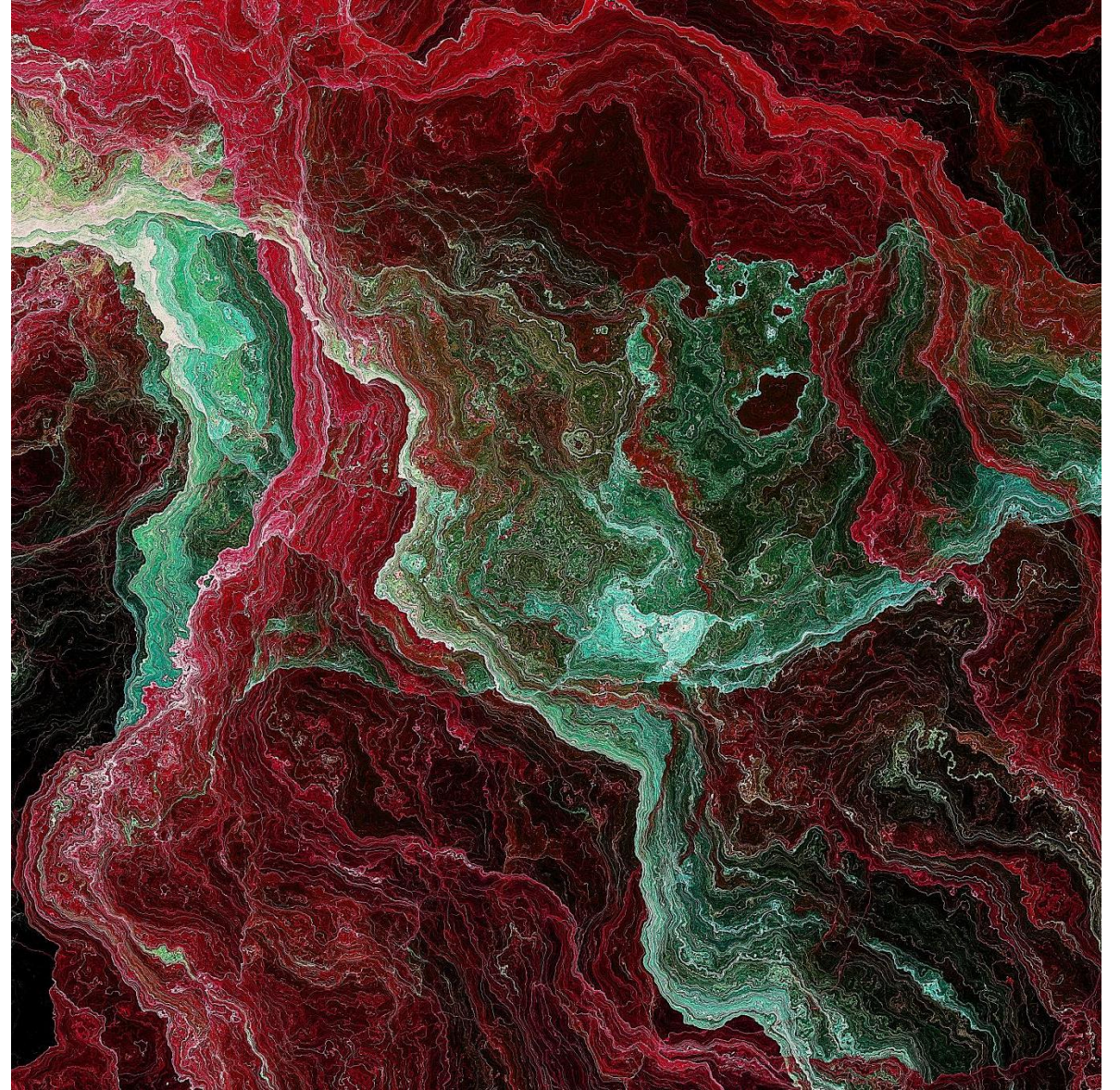
How do you measure learning and achievement (as it pertains to the answers to #2 above) to ensure they are indicators of high school completion?

How can measures of achievement accurately reflect the skills and knowledge of our special populations, such as students with disabilities and English language learners?

What course requirements or examinations will ensure that students are prepared for college and careers or civic engagement?

**THE WORLD IN 2050.**

**HOW ARE WE  
PREPARING OUR  
STUDENTS TO THRIVE  
THERE?**





**Bright, well spoken and people oriented** They are needed for any job in the future

4.4 ★★★★★ (25 👤)  
Ranked #1 of 75

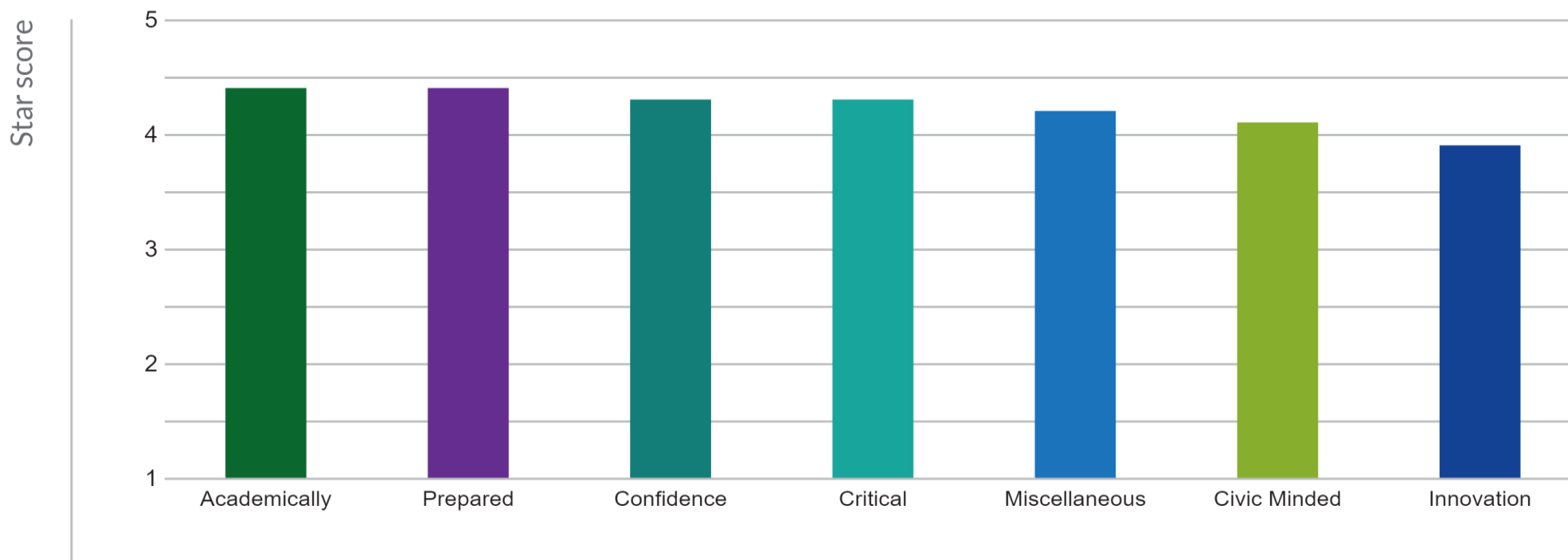
**Creative and critical thinkers with prosocial behavior.** Those attributes are essential because they favor good communication, problem-solving, and excellent social skills.

4.3 ★★★★★ (25 👤)  
Ranked #2 of 75

**Intelligent well rounded individuals** to be ready for the world

4.3 ★★★★★ (25 👤)  
Ranked #3 of 75

## Malverne 2022



# WHAT ARE THE SKILLS AND ABILITIES MOST NEEDED BY NY STATE GRADUATES TO BE SUCCESSFUL IN THEIR CHOSEN POST- SECONDARY PATH?

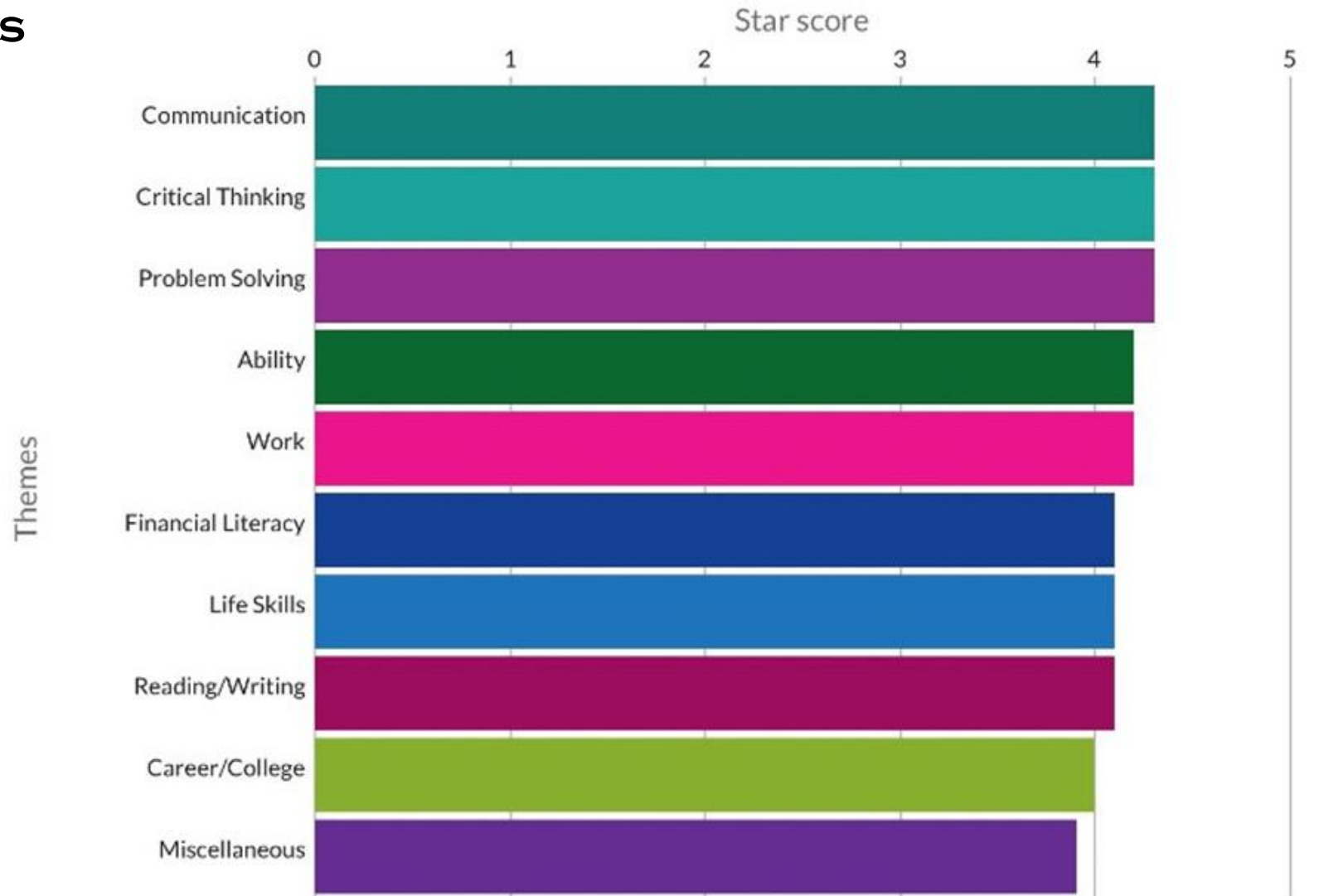
8,400 PARTICIPANTS

7,000 THOUGHTS

136,000 RATINGS

## •PARTICIPANTS' FOCUS:

- COMMUNICATION
- CRITICAL THINKING/PROBLEM
- FINANCIAL LITERACY



**NYSED SURVEY  
DECEMBER 2022**

# Directors & Supervisors of School Counselors

## Top Rated Thoughts 2025

### Strong communication skills

- so that they can work collaboratively in professional settings and can advocate for themselves and express what they need to be successful.

### Creative Problem-Solving, adaptability, flexibility, ability to apply skills sets as needed

- AI has impacted the job market and career paths. It is important for students to acquire skills that will allow them to adapt to evolving job market.

### Self-advocacy and communication skills

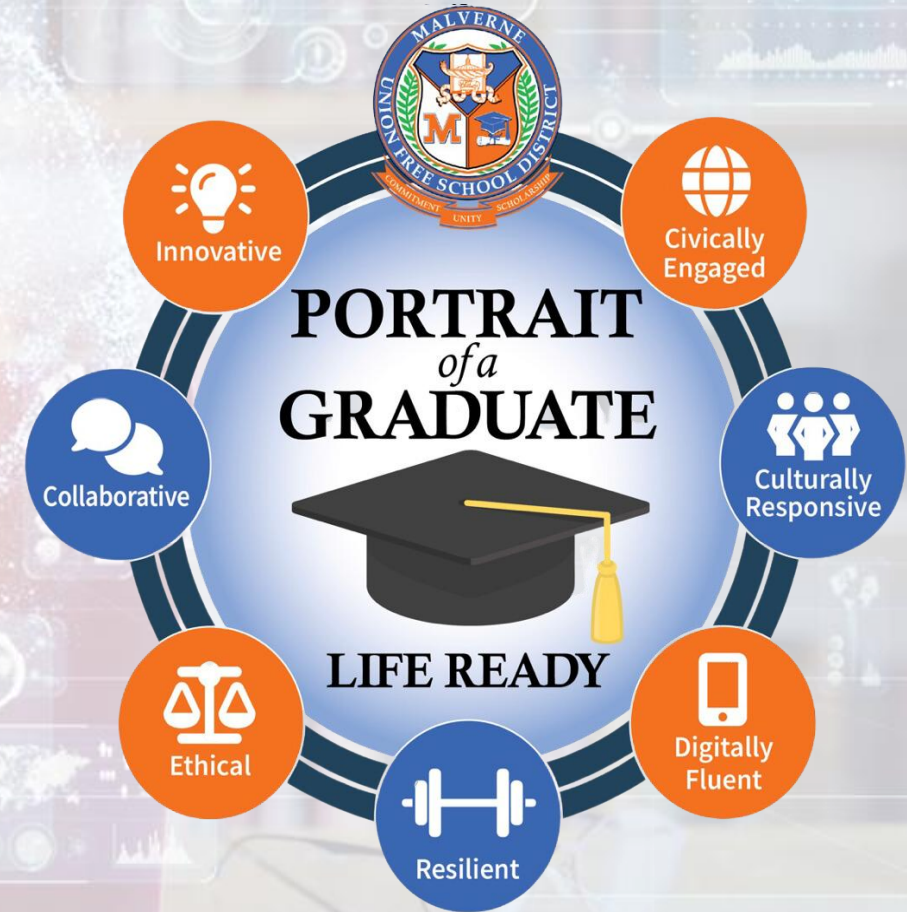
- Most students will be independent for the first time and will need to be able to address any concerns and seek out information.

# Current NYS Course of Study Determining Readiness

	MINIMUM NUMBER OF CREDITS
English	4
Social Studies <small>(see note #6)</small> <i>Distributed as follows:</i> U.S. History (1) Global History and Geography (2) Participation in Government (½) Economics (½)	4
Science <i>Distributed as follows:</i> Life Science (1) Physical Science (1) Life Science or Physical Science (1)	3
Mathematics	3
Languages Other than English (LOTE)	1 <sup>(**)</sup>
Visual Art, Music, Dance, and/or Theater	1
Physical Education <i>(participation each semester)</i>	2
Health	0.5
Electives	3.5
<b>Total</b>	<b>22</b>

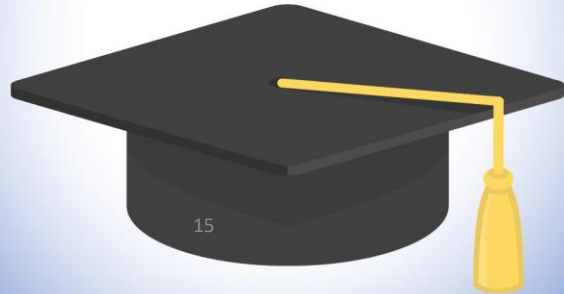


*The 22 Carnegie Units does not meet the demands of the 21<sup>st</sup> century learner and does not meet the Profile desired for our Graduates*





# PORTRAIT *of a* GRADUATE



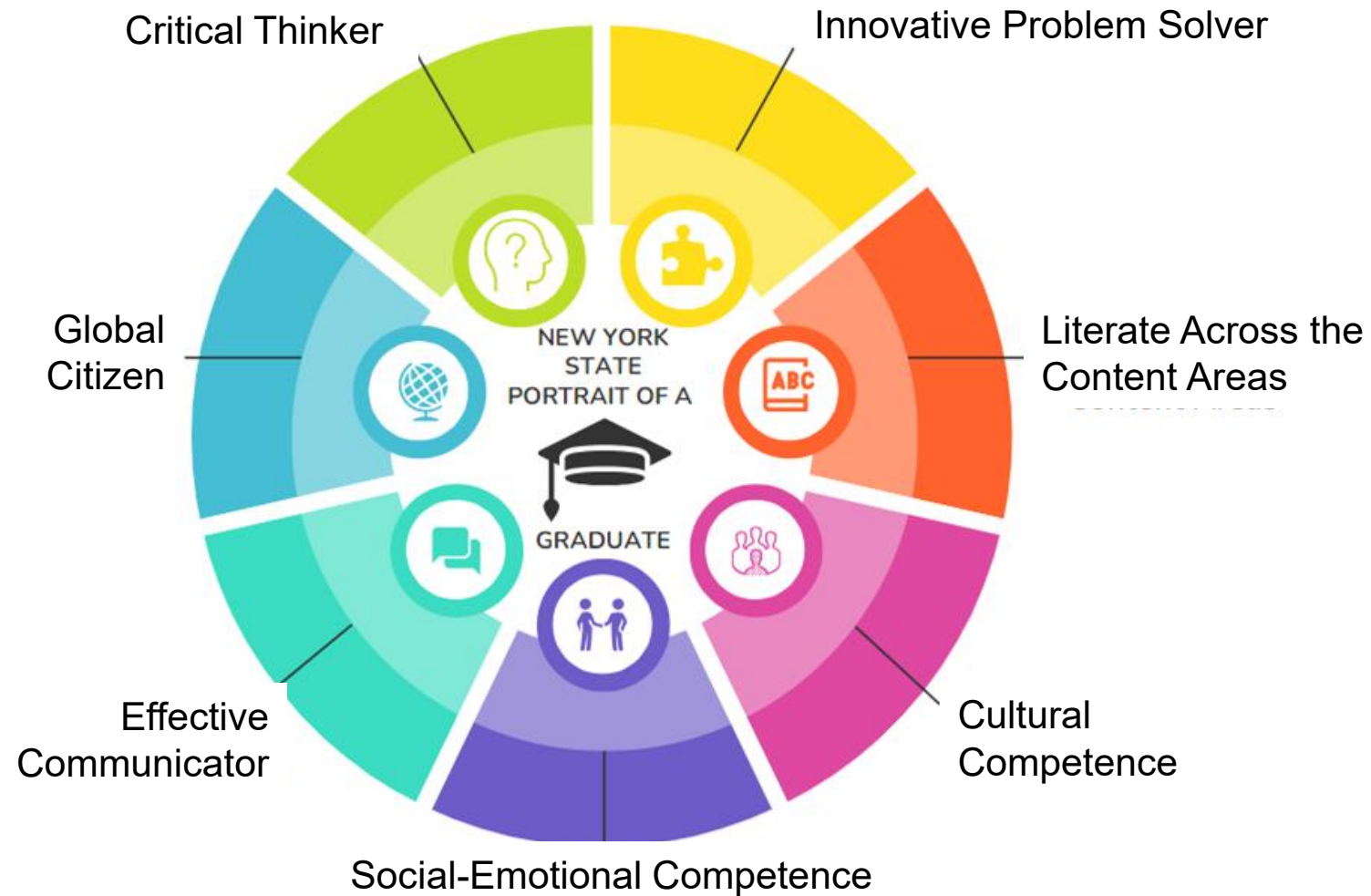
15

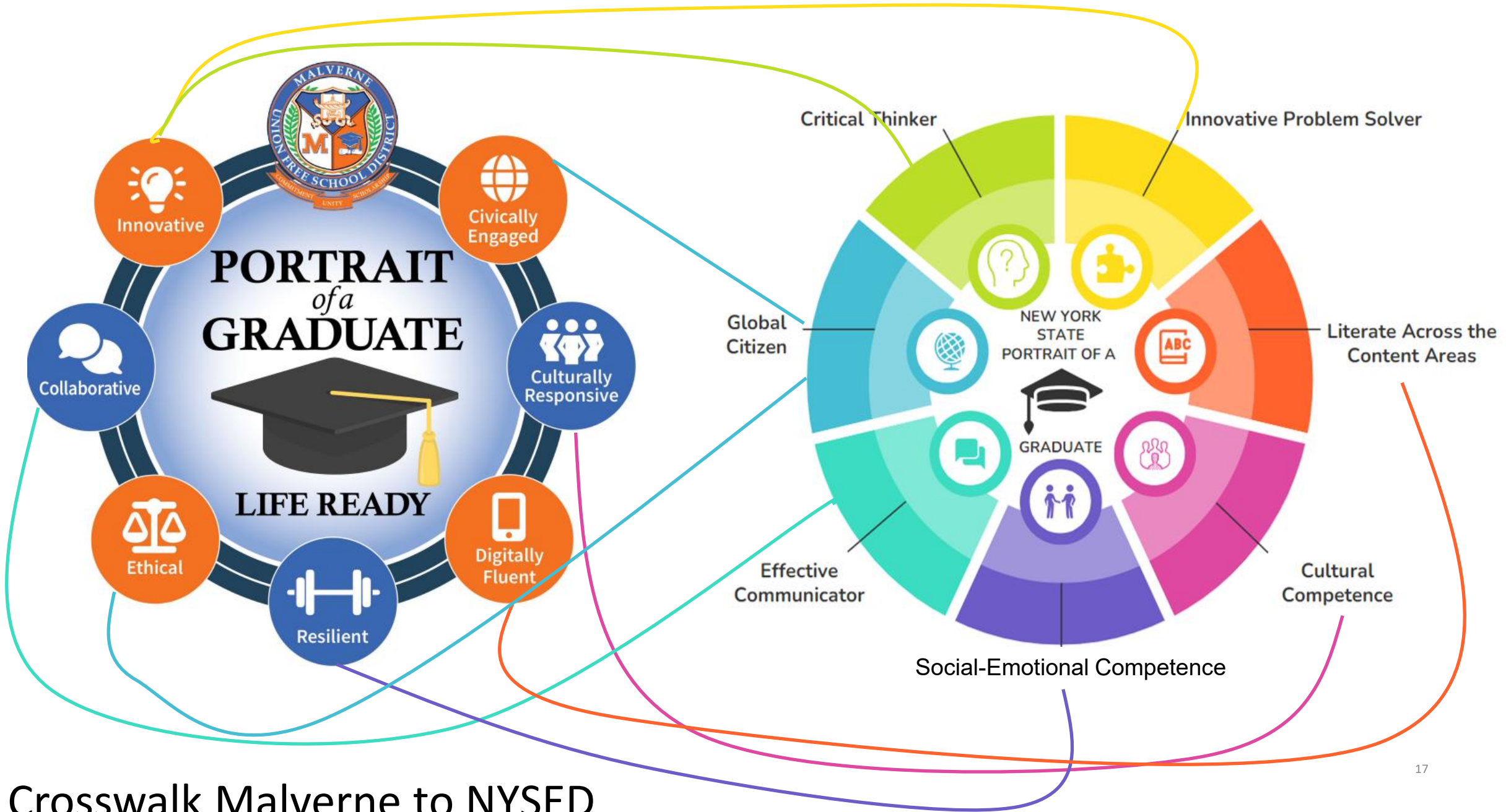
## LIFE READY



# Portrait of a Graduate

New York State graduates are ready for college, careers, and civic engagement!





Crosswalk Malverne to NYSED



New York State  
**PORTRAIT OF A  
GRADUATE**



# PROPOSED TRANSFORMATIONS



Adopt the New York State Portrait of a Graduate.



Redefine Credits and Expand Learning Experiences.



Sunset Diploma Assessment Requirements.



Move to One Diploma.

# TRANSFORMATION #1: ADOPT THE NYS PORTRAIT OF A GRADUATE



The NYS Portrait of a Graduate becomes the framework for future diploma requirements.

# Expanding Learning Experiences

Students may provide evidence of their proficiency in the learning standards and the components of the Portrait of a Graduate in a variety of ways.



Approved Work-Based or Service-Based Learning Experiences



Capstone Learning Experiences



Early College High School / PTECH



Earning NYS Credentials or Seals



High School Courses



NYSED-Approved CTE Programs



Participation in the Arts



Passing Approved Assessments



**How can we demonstrate our civic literacy?**



**What does it mean to you to be a "good citizen?"**

Civic Knowledge	Pts.	Civic Participation	Pts.
4 credits of social studies	1	High School Civics Project (limit two times during grades 9-12)	1.5
Mastery level on Social Studies Regents Exam	1.5*	Service-Learning Project (minimum 25 hours) and reflective civic learning essay/presentation/product	1*
Proficiency level on Social Studies Regents Exam	1*	Earned credit in an elective course that promotes civic engagement	.5*
Advanced social studies course(s)	.5*	Middle School Capstone Project (Grades 7 and 8 are only eligible for this point)	1
Research Project	1	Extra-curricular participation or work-based learning experience (minimum 40 hours) and an essay/presentation/product	.5*
		Civics Capstone Project	4

\*Students may receive these points more than once.





Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state, and local level. Students should know how to apply this knowledge to different circumstances and settings.



Demonstrates a broad array of skills including but not limited to critical thinking, analytic, verbal, communication, media literacy skills. Students participate in a wide variety of civic activities leading to a range of civic actions. Students practice such actions outside the classroom and inside school on a regular basis.



Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.



Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants.



The Seal of Civic Readiness is a formal recognition that a student has attained a high level of proficiency in terms of civic knowledge, civic skills, civic mindset, and civic experiences. The Seal of Civic Readiness distinction on a high school transcript and diploma:

- shows the student's understanding of a commitment to participatory government; civic responsibility and civic values;
- demonstrates to universities, colleges, and future employers that the student has completed an action project in civics or social justice; and
- recognizes the value of civic engagement and scholarship.





**“WE ARE NOT  
PREPARING OUR  
STUDENTS  
FOR THE WORLD  
BUT TO LEAD THE  
WORLD”**





Thank You

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