



**Redefining Success to Ensure All Students Graduate  
Prepared for the Future: Profile of a Graduate**  
Utah: Profile of a Graduate

Sarah Young, Utah State Board of Education

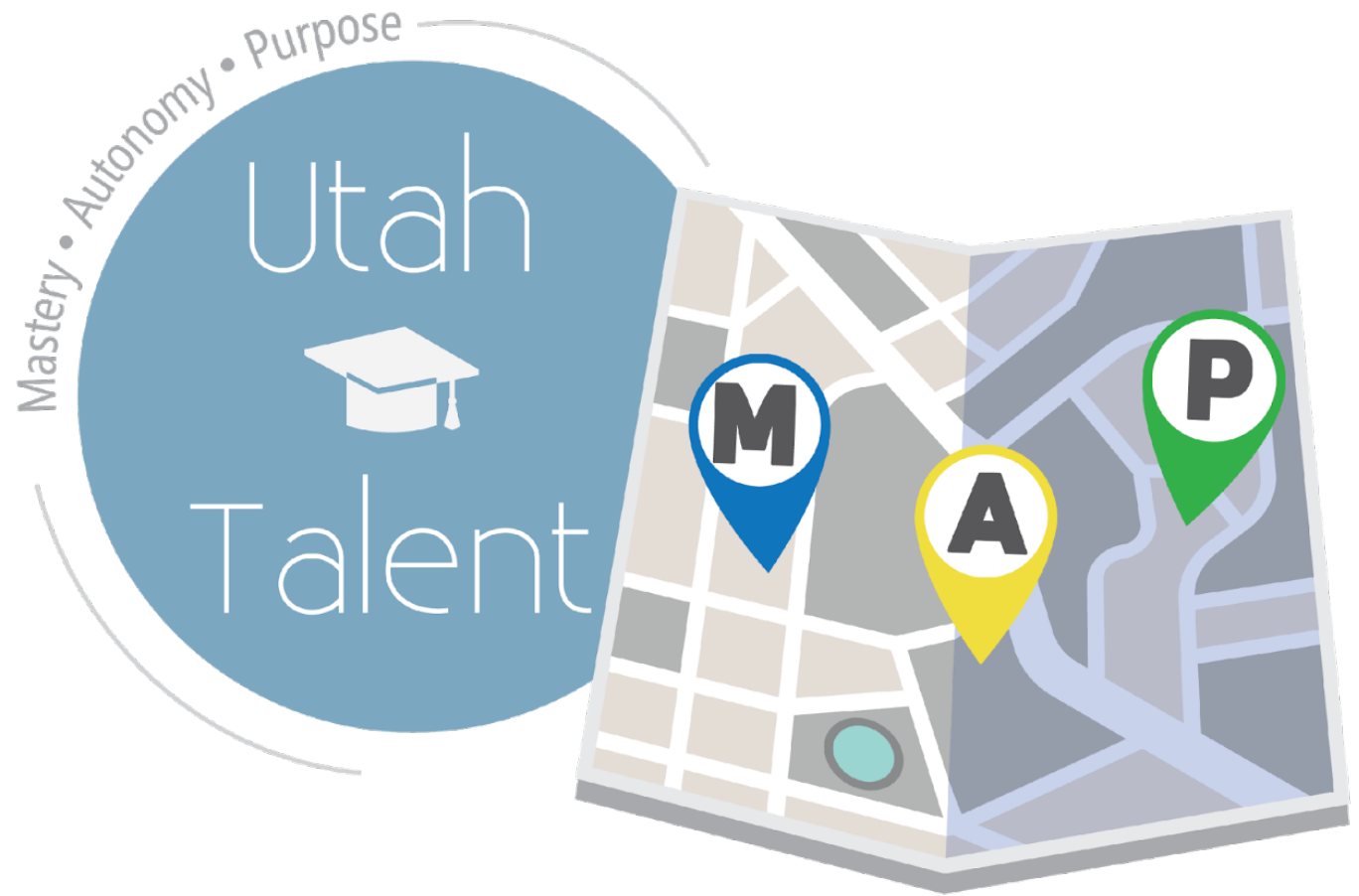


# Utah's Portrait of a Graduate

November 2020

Sarah Young

Director of Strategic Initiatives  
for USBE



## How it started:

*“What revisions do we need to make to high school graduation requirements?”*

- February 2018

## How it's going:



# Utah State Board of Education

## VISION

Upon completion, all Utah students are prepared to **succeed and lead** by having the knowledge and skills to learn, engage civically, and lead meaningful lives.

## MISSION

The Utah State Board of Education leads by creating conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.



# CLARITY OF PURPOSE

Identify the ideal characteristics of a Utah graduate after going through the K-12 system.

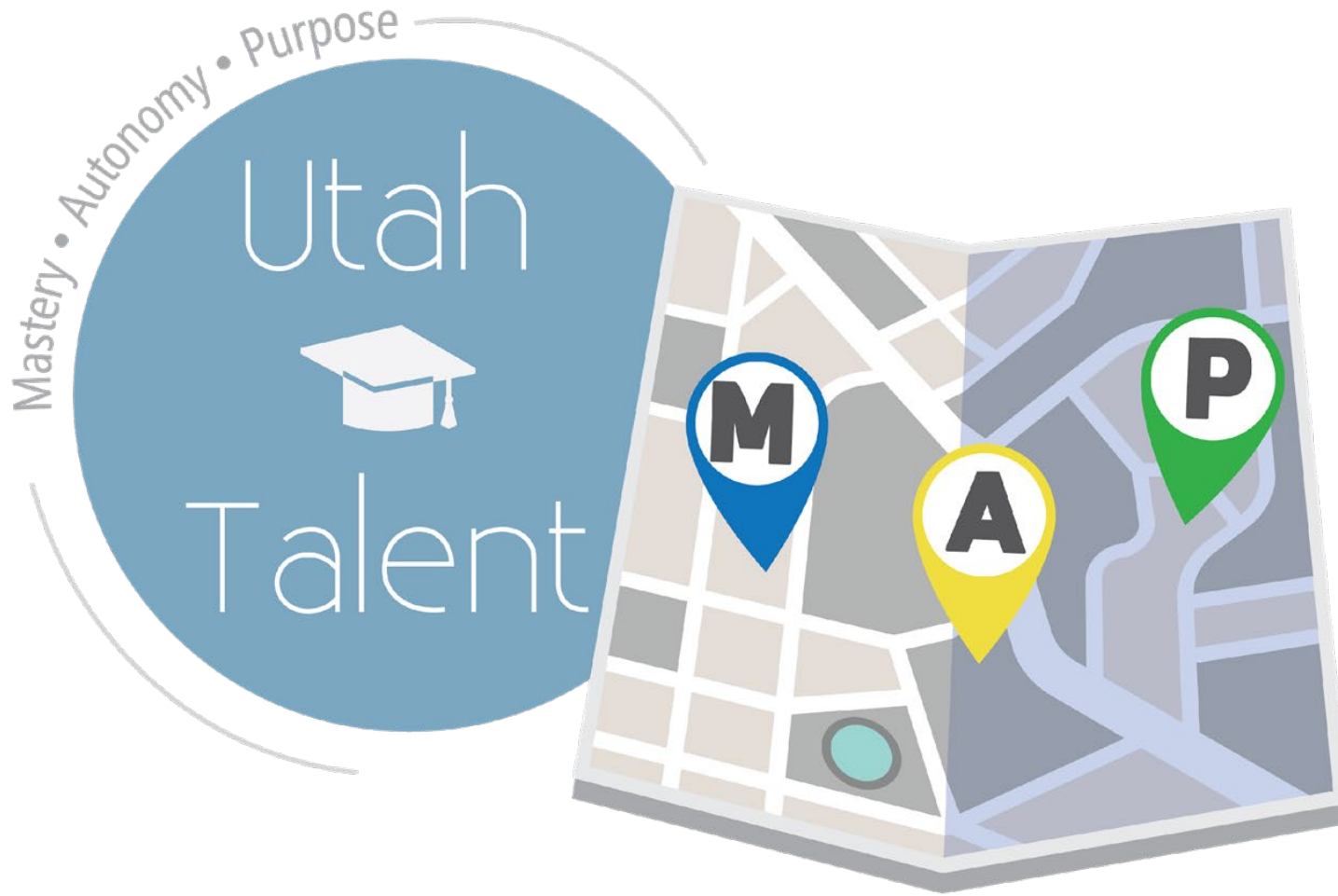
*\*This discussion is not about graduation credits or requirements.*



# What are our hopes, dreams and aspirations for our students?







[tinyurl.com/UtahTalentMAP](https://tinyurl.com/UtahTalentMAP)

UTAH STATE BOARD OF EDUCATION

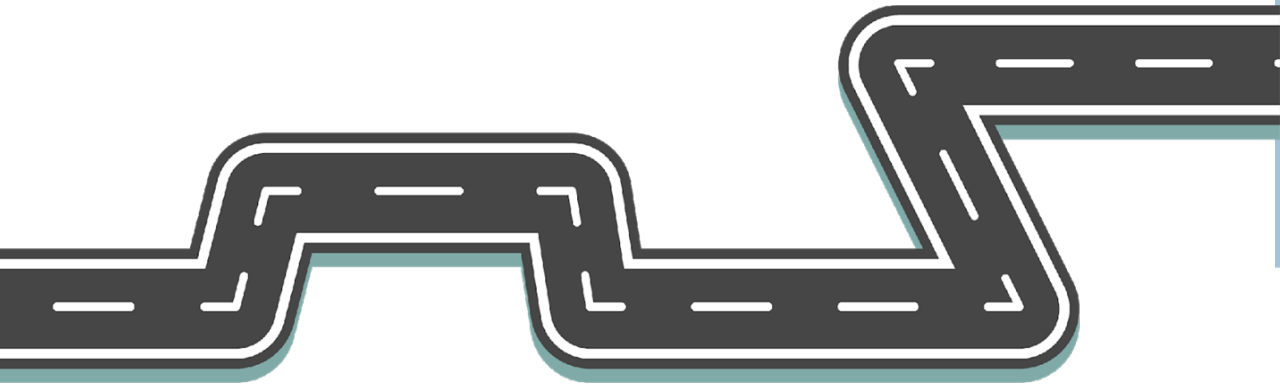




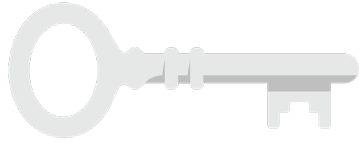
Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system.

## USBE VISION

Upon completion, all Utah students are prepared to **succeed and lead** by having the knowledge and skills to learn, engage civically, and lead meaningful lives.



# KEY



**Mastery**



**Autonomy**



**Purpose**

**Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.

**Autonomy** is having the self-confidence and motivation to think and act independently.

**Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.





### KEY

- M** **Mastery** is the ability to demonstrate depth of knowledge and skill proficiency.
- A** **Autonomy** is having the self-confidence and motivation to think and act independently.
- P** **Purpose** guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.

Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system. These are aspirations not necessarily meant to be quantified and measured. These characteristics begin at home and are cultivated in educational settings.



**Academic Mastery**  
Demonstrate a depth of knowledge in multiple subject areas to make informed decisions.



**Wellness**  
Develop self-awareness, self-advocacy skills, and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental, social, and emotional well-being.



**Civic, Financial & Economic Literacy**  
Understand various governmental and economic systems, and develop practical financial skills.



**Digital Literacy**  
Adapt, create, consume, and connect in productive, responsible ways to utilize technology in social, academic, and professional settings.

## UTAH GRADUATES



**Communication**  
Communicate effectively through reading, writing, speaking, and listening to understand information in a variety of contexts, media, and languages.



**Critical Thinking & Problem Solving**  
Access, evaluate, and analyze information to make informed decisions, recognize bias, and find solutions.



**Creativity & Innovation**  
Imagine, visualize, and demonstrate creative practices, innovative solutions, and artistic expression.



**Collaboration & Teamwork**  
Contribute ideas, perspectives, and experiences to cultivate a community of shared accountability and leadership.

## OUR VISION



Upon completion, all Utah students are prepared to succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives.



**Honesty, Integrity, & Responsibility**  
Are trustworthy, ethical, reliable, and are accountable for the results they produce.



**Hard Work & Resilience**  
Set personal goals, apply best efforts to achieve them, and persevere when faced with challenges and setbacks.



**Lifelong Learning & Personal Growth**  
Continue to seek knowledge and develop skills in all settings.

## UTAH GRADUATES



**Service**  
Seek opportunities to help when assistance is needed and act without expecting compensation or recognition.



**Respect**  
Acknowledge differences by looking for the good in everyone, including oneself, and show due regard for feelings, rights, cultures, and traditions.

[tinyurl.com/UtahTalentMAP](https://tinyurl.com/UtahTalentMAP)



Data Gathering &  
Portrait of a Graduate



Local  
Implementation  
Phase



Development of  
Competencies

To learn more about Utah's Competency-Based Learning, please visit: [schools.utah.gov/curr/competencybased](https://schools.utah.gov/curr/competencybased).



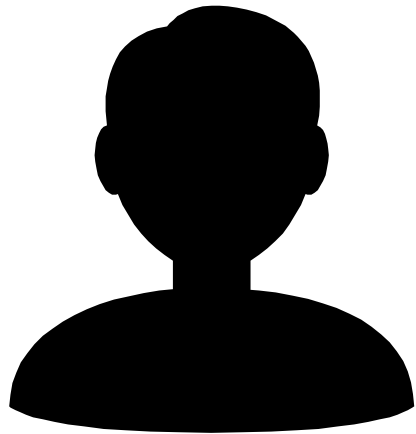
Taking the next step.  
From vision...



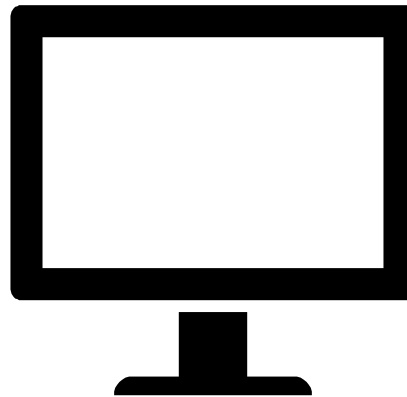
... to reality.



# Utah Experts & KnowledgeWorks



124 Utah Developers



3 Weeks of Zoom

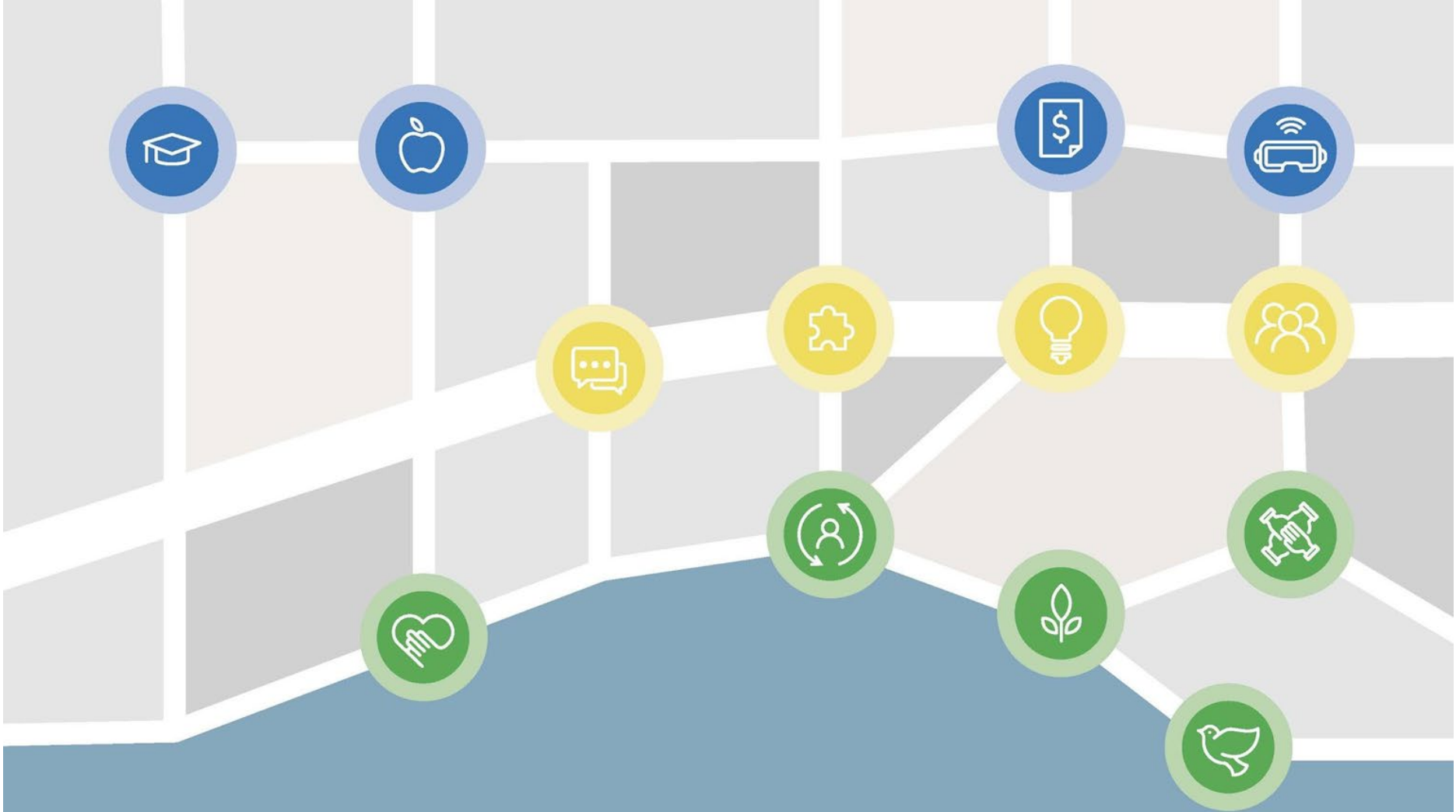


13 Draft Competencies

# Utah P-20 Competencies

- High expectations for **all students**
- **Alignment** from Pre-K to Higher Education
- Providing students personalized **opportunities to demonstrate competency**





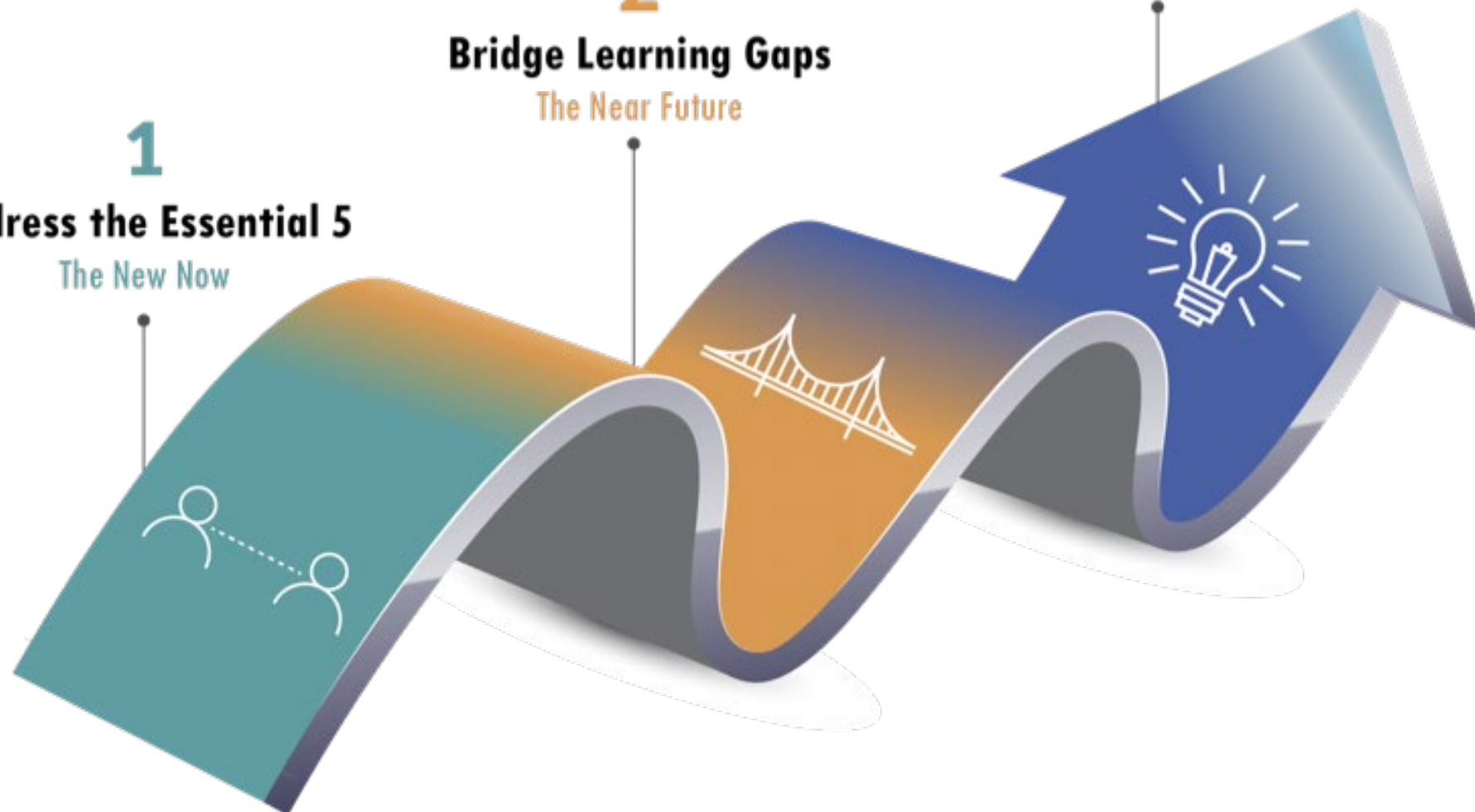
# UTAH PORTRAIT OF A GRADUATE COMPETENCIES



**1**  
**Address the Essential 5**  
The New Now

**2**  
**Bridge Learning Gaps**  
The Near Future

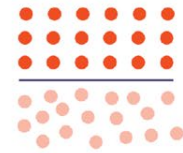
**3**  
**Return & Reimagine**  
The New Future



# Reimagining Education - Collaboration & Teamwork



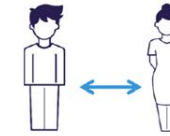
## 7 Characteristics of a Situation



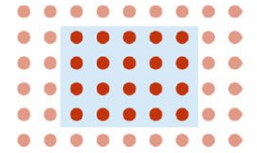
**Movement**



**Duration**



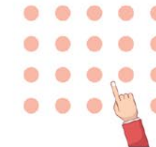
**Proximity**



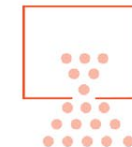
**Group Size**



**Respiratory  
Output**



**Touch**



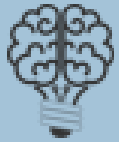
**Congestion**



# COLLABORATION AND TEAMWORK

Contribute ideas, perspectives and experiences to cultivate a community of shared accountability and leadership.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to engage in cooperative play and transition between activities and settings.	Students will be able to follow group norms while working, playing and completing tasks and projects with peers.	Students will be able to contribute to the development of group norms, build on the ideas of others and encourage equitable participation when working in a collaborative group.	Students will be able to create appropriate group norms, by preparing in advance for effective collaboration, and engage by taking ownership of their individual responsibilities for a given role.	Students will be able to contribute to and work effectively in teams by leveraging various tools and resources, adapting to multiple roles and facilitating connections of diverse perspectives to accomplish shared goals.	Lifelong learners will be able to create, contribute and analyze the work of diverse teams in a variety of contexts by vetting current and evolving tools and resources, adapting to multiple roles and connecting various perspectives to accomplish a shared goal.
Students will be able to adapt to situations and make decisions while interacting with others.	Students will be able to promote individual and shared outcomes while engaging in mutual feedback.	Students will be able to take on a given role, encourage others to complete necessary goals and apply problem-solving practices for high-level outcomes.	Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals.	Students will be able to create shared responsibility for collaborative work and value the individual contributions made by each team member to cultivate a culture of community.	Lifelong learners will be able to elevate the work of others, share ownership of collaborative work, value the individual contributions made by each team member and create cultures of community in a variety of situations.



## Personalized Teaching & Learning

Each student and educator has access to personalized teaching and learning experiences

### STRATEGIES

A

Empower USBE, educators, parents, and students with access to timely, useful, safeguarded data

B

Support districts and schools in providing a personalized learning plan for each student

C

Increase access to qualified school personnel to design personalized learning plans in partnership with teachers, students and families

D

Promote new school system models for personalized learning implementation





## How it started:

*“What revisions do we need to make to high school graduation requirements?”*

- February 2018

## How it's going:

Let's reimagine the K-12 education system to achieve our Utah Portrait of a Graduate.

- September 2020



# Questions?

Sarah Young, Utah State Board of Education

[sarah.young@schools.utah.gov](mailto:sarah.young@schools.utah.gov)

To Learn More:

<https://www.schools.utah.gov/portraitgraduate>

