

## Graduate Profiles: Redefining Student Success

Below are the responses to questions submitted during the Open Door session, Graduate Profiles: Redefining Student Success, held on September 27, 2023. Questions that were submitted are not necessarily provided verbatim, and may have been edited for clarity, but have not been altered in substance. Questions that are similar or on the same topic have been grouped together for ease of navigation and response.

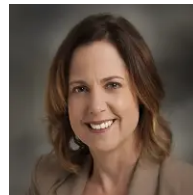
### Presenters:



**Roman Stearns**  
Executive Director,  
Scaling Student Success



**Rody Boonchouy**  
Superintendent,  
Winters JUSD



**Christine Olmstead**  
Assistant Superintendent,  
Vista USD



**Olympia Kyriakidis**  
Senior Director of  
Multilingual Education &  
Global Achievement,  
San Diego COE

### Questions:

- In the districts having developed a Graduate Profile, how do they go about ensuring that students who graduate not only address the requirement, but exhibit the personal skills identified as part of the profile (i.e., senior interviews, classroom embedded, surveys, teacher observations)?

***Roman Stearns:** Yes, you're right. Districts with Grad Profiles use both formative and summative assessments (i.e., portfolio defense, capstone interviews, senior projects, etc.) to assess the outcomes that can be measured using rubrics. Other outcomes are assessed through student surveys, sometimes triangulated with parent and teacher surveys.*

- I really appreciate what Davis JUSD provided – “Primary Driver of Strategic Plan”. Can you share how you see these profiles being used in classrooms?

***Rody Boonchouy:** Good question – much of the initial classroom practice began with teachers highlighting and calling out explicit grad profile skills in lessons. In elementary, the standards-based report card was revised to include an assessment of each GP skill. Long game is to explicitly teach and assess these skills TK-12.*

***Roman Stearns:** What I love about Davis' approach is that they encouraged experimentation, allowing teachers to be creative in attempting different strategies. Then, they were intentional about sharing their learning and making informed decisions about a way forward.*

- How did you bring your educators into the implementation process? How was this work disseminated?

***Rody Boonchouy:** Start the development process with teachers and end the process with teachers. Asking them what skills they believe are critical for success in life. Ending with teachers by asking them what they think can be best taught and assessed. So it's more than buy-in, but ownership by the educators.*

- Were learner portraits rolled out in all districts within San Diego county? If so, were there any challenges with buy-in from any districts?

***Olympia Kyriakidis:** We have great interest from our districts, and everyone has been on board. We are expanding our capacity to engage more of our 42 districts in this process.*

- Is there a reason why California has not adopted a Graduate Profile?

***Roman Stearns:** There may be several answers to this question. Among them: (1) CA is a very large, diverse and complex state, so difficult to unify; (2) state leaders are reluctant to take on such a bold statewide visioning process; (3) state leaders may be concerned that a statewide effort may be perceived as another example of top-down initiative that gets interpreted as a form of compliance.*

***Olympia Kyriakidis:** Perhaps these efforts across the state will spark a statewide interest.*

- How were the guiding coalitions formed? Who was included?

***Christine Olmstead:** We had teacher leaders lead our guiding coalition. Our teachers leaders worked with our site principals to get a cross-section of students to be part of our guiding coalition. So we made sure we had different aspects of students represented through our guiding coalitions, but it was done through our teacher leaders and our principal leadership.*

- What strategies made tracking data for these portraits more than a junior/senior year college application artifact?

***Roman Stearns:** There are many K-8 districts moving through the process and embedding Grad Profile outcomes into class instruction on a regular basis.*