

# OUSD's Revised Graduate Profile

## OUSD Students are...



**COMMUNITY  
LEADERS**



**CREATIVE  
PROBLEM  
SOLVERS**



**RESILIENT  
LEARNERS**



**CRITICAL  
THINKERS**



**COLLABORATIVE  
TEAMMATES**



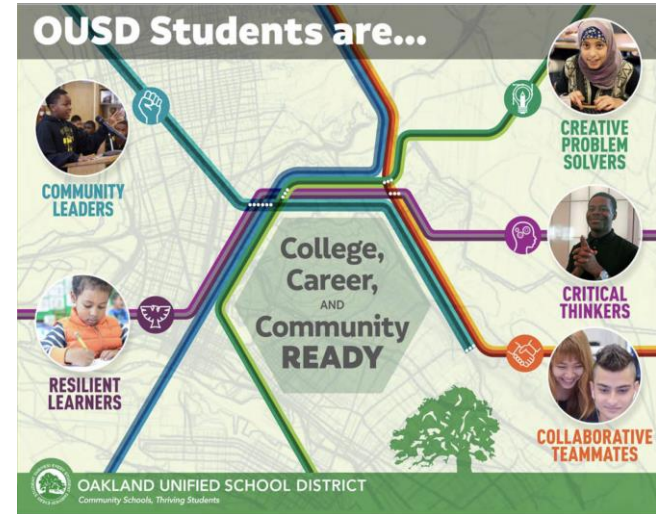
**College,  
Career,  
AND  
Community  
READY**



**OAKLAND UNIFIED SCHOOL DISTRICT**  
Community Schools, Thriving Students

# Why an OUSD Graduate Profile?

- **A True North:** Aligns systems to transform the overall educational experience for students
- **Holistic Approach:** Focuses on rigorous academic content while also fostering career and community skills critical for post-secondary and lifelong success
- **Rooted in Oakland:** Ensures that we create our own vision of a graduate grounded in our values as an Oakland community





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# Timeline



| 2012  | Sept 2018   | Oct-Nov 2018  | Dec 2018   | Jan-May 2019   |
|---|---|---|--|--|
| <p>First Graduate Profile developed with multiple stakeholder input</p> | <p>Reviewed 12 <b>pathway</b> student learning outcomes to create a first draft</p> | <ul style="list-style-type: none"><li>● Surveyed <b>teachers</b></li><li>● Hosted <b>coach panel</b></li><li>● Interviewed <b>key leaders</b></li></ul> | <p><b>Dec 3:</b> Presented to <b>academics team</b></p> <p><b>Dec 7:</b> Ran two <b>student focus groups</b></p> | <ul style="list-style-type: none"><li>● Surveyed dozens of students and alumni</li><li>● <b>Finalized</b> graduate profile</li><li>● Recruited for taskforce</li></ul> |

# Graduate Profile Task Force - Example Benchmark

*Trait: Collaborative Teammates*

*Skill: “Honor the experiences, cultures, and languages of all”*

| Grade 2   | Grade 5  | Grade 8  | Grade 12  |
|---|--|--|---|
| <p>Students identify experiences, cultures, &amp; languages and ask respectful questions to learn about others’ cultures and backgrounds.</p> | <p>Students identify a <i>wide range of</i> experiences, cultures, &amp; languages; ask respectful questions to learn about others’ cultures and backgrounds; <i>and celebrate differences</i></p> | <p>Students <i>explain aspects of their identity</i>, ask respectful questions to learn about others’ cultures and backgrounds, <i>and acknowledge the contributions of various social, cultural, and language groups.</i></p> | <p>Students <i>explain</i> multiple aspects of their identity, ask respectful questions to learn about others’ cultures and backgrounds, and <i>promote</i> the contributions of various social, cultural, and language groups.</p> |



# 2019-2020 Middle School Pilot Plans

- 8th grade benchmarking pilot
- 15 teachers
- Developing unit tasks aligned to the graduate profile skills
- Building on existing curriculum





# 2019-2020 High School Plans



- **9th Grade Benchmark:** Align the 9th grade to focus on the graduate profile skills that will demonstrate students are on track to graduating college, career, and community ready
- **12th Grade Benchmark:** Align to the Graduate Capstone in which students demonstrate their college, career and community readiness
- **Post-Secondary Success:** Align to the post-secondary transition supported by the strong workforce grant to increase the amount of students successfully transitioning into a post-secondary institution or apprenticeship



# Our Path Forward - K-12 Cornerstone Tasks

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- Working backwards from our Graduate Capstones
- Grade-level Cornerstones bring traits and skills to life
- Common Experiences -- what it means to be a student in OUSD
- Teacher-designed; building on current curricula and projects (start with 5th, 8th)

