Profile of a Graduate

Implementation Guide

EdLeader21

What skills do young people need to be successful in the 21st century?

This Implementation Guide is designed for school and district leaders who are interested in adopting a Profile of a Graduate. It contains all the tools and resources to facilitate the process and provides options to consider as you set out on a journey to identify 21st century outcomes for your school or district.

In each section of this Implementation Guide, you'll see the following special features:

TIP - Advice from the field.

RESOURCE - Links to helpful articles, videos, and books.

TOOL - A protocol or activity provided to help you facilitate the process.

Why should we design a Profile of a Graduate?

Changes in society are driving the need for change in education. We have experienced an information revolution that has changed the world forever and we now live in a global, knowledge-based economy that emphasizes ideas and innovations. We also face complex political, scientific, health and environmental problems that need to be solved. These societal changes and challenges impact how we define student readiness for the future. To achieve 21st century readiness for every student, developing a shared vision among all key stakeholders regarding the skills that students need to be successful in work, citizenship, and life is critical. A Profile of a Graduate will help you:

- Co-create a vision for 21st century education.
- Create enormous positive energy that will fuel the transformations you want to make in your school or district.
- Provide a framework for backwards designed units that integrate disciplinary content and 21st century competencies.
- Measure what matters. This includes the real performance-based competencies that students need for success in college, career, life and citizenship.

If you engage your community in the design of a Profile of a Graduate, you can build a brighter future for your students.
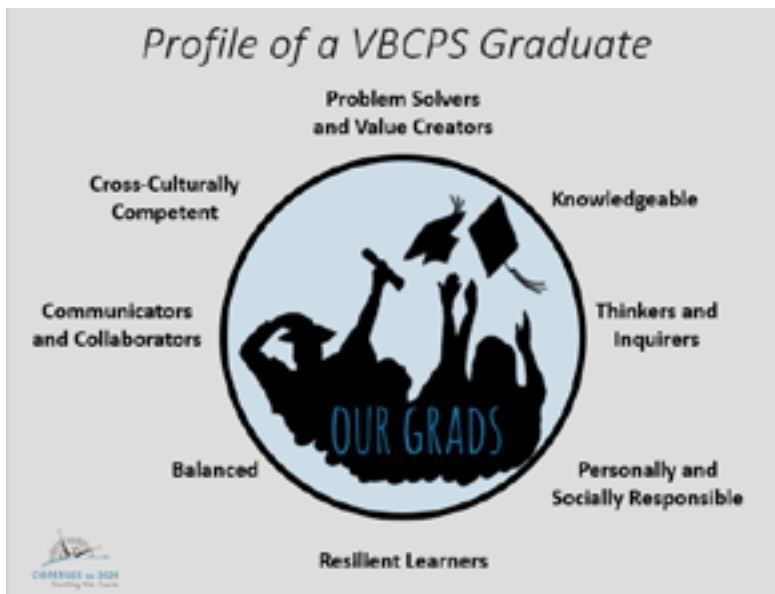
What are examples of Profiles of a Graduate?

Following are examples of EdLeader21 members' Profiles of a Graduate. Each organization took a slightly different approach to reach consensus around these outcomes and capture their outcomes visually.

VIRGINIA BEACH CITY PUBLIC SCHOOLS

Virginia Beach City Public Schools (VBCPS) has demonstrated an ongoing commitment to stakeholder engagement and participation in the strategic planning and execution process. Sustained efforts at consensus building resulted in a six-year strategic plan, referred to as Compass to 2015, that placed 21st century skills on the same playing field as academic proficiency. Virginia Beach City Public Schools worked to identify the skills that transcended content areas and were relevant throughout a student's life. As the final year of Compass to 2015 approached, VBCPS again sought community participation in the strategic planning process through focus groups, a virtual town hall, meetings with internal and external stakeholder groups as well as a community wide survey. This process yielded continued support for their emphasis on 21st century skills and the identification of dispositions critical for student success. The resulting strategic framework, Compass to 2020, builds on the work begun under the prior plan by continuing to integrate 21st century skills into curriculum and teaching frameworks, and it also extends the work by placing students at the center of the learning process and reimagining their role in it. As part of the strategic planning process, VBCPS identified a set of attributes, referred to as the Profile of a VBCPS Graduate, that they believe are critical for ensuring students are future ready. The profile is intended to inspire, motivate, and guide the work of students, teachers, schools and the division.

Profile of a VBCPS Graduate

- Problem Solvers and Value Creators
- Cross-Culturally Competent
- Knowledgeable
- Communicators and Collaborators
- Thinkers and Inquirers
- Balanced
- Personally and Socially Responsible
- Resilient Learners

OUR GRADS

FAIRFAX COUNTY PUBLIC SCHOOLS

Fairfax County Public Schools (VA) has 186,785 students and 209 schools, so transforming a district of this size into a 21st century learning environment is a huge undertaking. As part of their strategic planning process, FCPS engaged stakeholders in inquiry around the following question: What are the skills necessary for success for all children in this rapidly changing, increasingly diverse, and interconnected world? As a result, the School Board adopted the FCPS Profile of a Graduate in the fall of 2014, which outlines what the Fairfax community believes is important for graduates to know and be able to do when they leave FCPS. The Profile incorporates the following competencies:

- Communicator
- Collaborator
- Ethical and Global Citizen
- Creative and Critical Thinker
- Goal Directed and Resilient Individual

Fairfax is moving towards a more balanced assessment framework and the Profile of a Graduate is a helpful step towards the strategic integration of both disciplinary content and 21st century competencies into curriculum, instruction, and assessment.

MOUNT VERNON PRESBYTERIAN SCHOOL

While the first two models were from public school districts, independent schools have also adopted visions of student outcomes. The Mount Vernon Presbyterian School in Atlanta (GA) has created the 21st Century Mount Vernon Mind:

- Solution Seeker
- Ethical Decision-Maker
- Communicator
- Creative Thinker
- Innovator
- Collaborator

Posters of the 21st Century Mount Vernon Mind hang in every classroom as a way of reinforcing the importance of these attributes. They have become the foundation for backwards designed curriculum, assessment and instruction that integrates both the 4Cs and academic content.

DYSART UNIFIED SCHOOL DISTRICT

Dysart Unified School District developed a Profile of a Dysart Graduate that includes not only academic competencies, but life skills that equip students for the ever changing world:

- Global Citizen
- Self-Directed
- Collaborator
- Civil
- Critical Thinker
- Communicator
- Tech Literate
- Creative

The Profile of a Graduate helped drive the revision of the district's strategic plan, which resulted

in transformation initiatives, including key changes in how the district supports the adult leaders and learners in the system.

What process can be used to develop a Profile of a Graduate?

There are many effective ways to develop a Profile of a Graduate. EdLeader21 encourages you to think outside the box and lead the work creatively! Designing a Profile of a Graduate is not a cookie cutter process. Leaders are encouraged to modify the process outlined in this Implementation Guide to meet the needs of the community served. The process that you use should be customized around your local context and interests, but the following four phases are offered as a guideline.

PHASE 1 Engage your stakeholders. In this phase, leaders build momentum for a Profile of a Graduate initiative, gain approval from the board to launch the initiative and map out a timeline/process.

PHASE 2 Form a Profile of a Graduate Advisory Committee. In this phase, leaders activate a Profile of a Graduate committee composed of a broad and diverse representative group of stakeholders.

PHASE 3 Create a Profile of a Graduate. In this phase, leaders and committee members research the various competencies that can be incorporated into a Profile of a Graduate, create a draft, elicit feedback and finalize the Profile.

PHASE 4 Formally adopt and utilize your Profile of a Graduate. In this phase, leaders use the Profile of a Graduate to frame strategic planning and 21st century transformation efforts.

Phase I

Engage Your Stakeholders

In this phase, take steps to build momentum for a Profile of a Graduate Initiative. Reach out to key stakeholder groups and ask for permission to speak at upcoming meetings. It is critical to obtain support from the business community in this stage, so make sure you approach your Chamber of Commerce and other business groups and leaders. Try to identify the most engaging strategies to create a sense of urgency and excitement around the initiative. Some EdLeader21 members have successfully launched their Profile of a Graduate initiatives by scheduling community screenings of compelling movies like Most Likely to Succeed followed by discussions about the 21st century competencies that students need for future success. Following are a few resources that can help you develop talking points to articulate the need for a Profile of a Graduate when you speak with stakeholder groups.

How do we know we have achieved success in this phase?

Phase 1 Checklist

Discussions about the need for a Profile of a Graduate have been integrated into agendas for meetings with key stakeholder groups including teachers, leaders, parents, community members and the school board.

- The Board has approved a plan to develop a Profile of a Graduate.
- Key stakeholders understand the purpose of the Profile of a Graduate initiative.
- The school or district leadership team has outlined the process that will be used to develop a Profile of a Graduate. Sample sections include:
  - Outreach plan for key stakeholders
  - Design and approval process

TIP

To set the stage for launching a Profile of a Graduate initiative, take steps to build empathy for your students and gain a deeper understanding of their school experience. To accomplish this goal, the Salisbury Township School District leadership team participated in the **Shadow a Student Challenge**. The challenge is a journey that starts with seeing school through your student's eyes, identifying meaningful opportunities to improve the school experience for your students, and then taking action to create change.

Resource

KEY RESOURCES ON THE NEW GLOBAL ECONOMY AND ITS IMPACT ON EDUCATION

{Read} The Leader's Guide to 21st Century Education: 7 Steps for Schools and Districts (Pearson Resources for 21st Century Learning) by Ken Kay and Valerie Greenhill

{Read} Most Likely to Succeed: Preparing Our Kids for the Innovation Era by Tony Wagner and Ted Dintersmith

{Read} Creating Innovators: The Making of Young People Who Will Change the World by Tony Wagner

{Read} The Global Achievement Gap: Why Even Our Best Schools Don't Teach the New Survival Skills Our Children Need—and What We Can Do About It by Tony Wagner

{Watch} Most Likely to Succeed.

{Watch} Do Schools Kill Creativity? by Sir Ken Robinson

Phase 2

Form a Profile of a Graduate Advisory Committee

Next, map out a timeline of the Profile of a Graduate design and approval process and make sure it is captured in a way that can be easily understood by members of a committee that you will ultimately form to carry out the work. Don't forget to ask your school or district board for approval to launch the initiative. You'll need their support and help in the process!

Building a dynamic team to help you carry out the work is an important step in the Profile of a Graduate process. Form a Profile of a Graduate advisory committee that is highly diverse and effectively represents your community. We recommend reaching out to the following key groups: parents, students, teachers and administrators, special interest groups, religious groups, youth groups, the business community (including your Chamber of Commerce) and community groups. If you form a Profile of a

Graduate committee composed of members from each of these constituencies, you will have created a very impressive base of support for your initiative and will receive valuable input to help you design and improve your draft. Dysart Unified School District identified representatives from the following areas to serve on their committee:

- 4 Students
- 3 Parents
- 4 Representatives from Higher Education
- 3 Principals
- 1 Assistant Principal
- 1 Counselor
- 4 Support Staff
- 1 Support Staff Administrator
- 3 Teachers
- 4 Government Leaders
- 2 Business Members

TIP Invite parents who work in cutting edge jobs who consider themselves to be part of the 21st century workforce. These parents can be especially helpful in defining the 21st century competencies necessary for success in life, citizenship and work.

TIP

When forming your Profile of a Graduate advisory committee, identify a group size based on your personal preference.

- In Amarillo Independent School District, more than 60 community leaders representing at least 18 local industries and career fields came together, along with AISD's executive directors, high school principals, school board members and students. Their challenge was to identify the skills and characteristics necessary to build the dynamic workforce their community needs. They developed a Profile of a Graduate—scholars who are thinkers, collaborators, contributors and communicators.

- Virginia Beach City Public Schools used a multistage process involving a variety of work groups (ranging in size from 10 to 31 members) to identify and refine the 21st century skills and supporting dispositions found in their Profile of a VBCPS Graduate. The work of the teams was based on the extensive community input gathered as part of the strategic planning process.

- In Salisbury Township School District, Superintendent Ziegenfuss and Assistant Superintendent Fuini-Hetten engaged multiple action research groups (students, teachers, administrators, community and board) to design the Salisbury Profile of a Graduate.

TIP

Identify ways to communicate committee goals and progress to the community. In Salisbury Township School District, Superintendent Ziegenfuss communicated progress to his stakeholders using a variety of strategies:

- Regular updates during school board and administrative team meetings.

- Social media posts.

- Podcasts posted on "TL Talk Radio" hosted by Assistant Superintendent Fuini-Hetten and Superintendent Ziegenfuss.

How do we know we have achieved success in this phase?

Phase 2 Checklist

- School or district leaders have distributed invitations to prospective Profile of a Graduate Committee members.

- A Profile of a Graduate committee composed of a broad and diverse representative group of stakeholders has been formed. The committee understands:

  - Why integrating the 4Cs into K-12 schools and districts needs to be a priority.

  - The process that will be used to develop a Profile of a Graduate.

Phase 3

Create a Profile of a Graduate

Get ready to roll up your sleeves! The majority of committee work falls into Phase 3, so you'll find yourself deeply engaged with your committee during this phase. There are a variety of ways to segment the Profile of a Graduate Committee work, but districts commonly facilitate a total of three meetings with their advisory committee in Phase 3. The following resource outlines the recommended duration and targeted outcomes for each meeting.

TIP

Identify creative ways to share your learning about texts assigned as pre-reading and homework during the Profile of a Graduate design process. After identifying 30 books related to 21st century competencies, Salisbury Township School District reached out to the various book authors and invited them to participate in podcast interviews. For example, to learn about creativity, they interviewed Keith Sawyer, a creativity researcher and author of Zig Zag: The Surprising Path to Greater Creativity and Group Genius: The Creative Power of Collaboration.

Meeting #1

3 hours

Prereading

- Key readings and videos on the New Global Economy and its impact on education
- Books, articles, websites, and videos about 21st century competencies

Activities

1. Describe the process that will be used to create a Profile of a Graduate and the purpose of the initiative.

2. Analyze how intentional and purposeful your district is in developing students' 21st century competencies (Appendix: *Three Questions Exercise*).

3. Generate ideas about competencies to include in your Profile of a Graduate. (Appendix: *21st Century Plate Activity*).

4. Create a partial draft of a Profile of a Graduate.

Homework

- Reflect on the group's initial draft of a Profile of a Graduate.
- Do research on the various competencies.
- Return to the next meeting with your personal iteration of a proposed Profile of a Graduate.

Meeting #2

3 hours

Activities

1. Coalesce around 5-7 competencies to include in your Profile of a Graduate (Appendix: *Sticky Dot Voting* table activity, whole group sharing).

2. Come to consensus on an initial draft of a graphic representation of the competencies (Appendix: *Collective Graphic* table activity, whole group sharing).

Homework

- Submit a list of potential community members who should provide feedback about the drafts to the Superintendent. Try to include key members of the business community.
- Create a list of three ways the Profile of a Graduate should be used by the school or district (e.g., What are the potential implications of this work?)

Meeting #3

3 hours

Activities

1. Select two of the committee's favorite graphic representations of the competencies. (Appendix: *Selecting the Top 2 Graphics*)

2. Generate ideas about potential groups to provide feedback about the competencies.

3. Formulate a description of the implications of the Profile of a Graduate on the strategic planning process and district transformation work (Appendix: *Identifying Implications of the Work*).

The Profile of a Graduate is the key deliverable produced by the committee. However, the list of implications of the Profile of a Graduate on the strategic planning process and district transformation work produced at the culmination of the final committee meeting is also very important. Dysart Unified School District's committee developed the following recommendations for implementation:

- Determine common definitions for the profile skills and establish how to assess the skills.

- Determine the connections to what is currently in place in the district.

- Communicate the profile and build community consensus of what this profile means for a Dysart student.

- Embed the profile skills throughout the curriculum, through professional development and training and in instructional resources across all grade levels and content areas.

- Recognize and utilize training resources and staff to support delivery of education that addresses profile skills.

- Establish common and coordinated expectations for the skills to be embedded across all learning environments.

- Provide for continual research and collaboration with effective models for addressing these profile skills.

After the third committee meeting, take the following steps to finalize the Profile of a Graduate:

- Analyze feedback received from stakeholders about the draft Profile of a Graduate.

- Based on stakeholder feedback, finalize the committee's Profile of a Graduate.

- Schedule an opportunity for the school or district board to formally adopt the Profile of a Graduate.

TIP Ask students to design sample graphics to illustrate your Profile of a Graduate. After identifying a list of Competencies and Corresponding Skills, Jeffco Public Schools engaged students from a local high school (Warren Tech) to design a graphic. Students created a beautiful graphic to illustrate the vision.

Key Resources About 21st Century Education

To prepare to engage in this work, committee members should expect to review a series of books, articles, and videos to build their background knowledge and understanding about the new global economy and its impact on education and 21st century competencies. Here is a helpful list of resources from which to choose when identifying homework reading for your committee.

RESOURCE

Deeper Learning Compentencies [Hewlett Foundation]

Framework for 21st Century Learning [P21]

New Vision for Education: Unlocking the Potential of Technology [World Economic Forum]

Educating for Global Competence: Preparing Our Youth to Engage the World [Asia Society Partnership for Global Learning]

DEEPER LEARNING Improving Student Outcomes for College, Career, and Civic Life [Education Policy Center]

Education for Life and Work: Guide for Practitioners [National Research Council]

{video} The Adaptable Mind [The Moxie Institute]

21ST CENTURY SKILLS MAPS [P21]

MATH

WORLD LANGUAGES

THE ARTS

GEOGRAPHY

SCIENCE

SOCIAL STUDIES

ENGLISH

How do we know we have achieved success in this phase?

Phase 3 Checklist

- The Profile of a Graduate Committee has reviewed key readings about the various competencies that can be incorporated into a Profile of a Graduate.

- The Profile of a Graduate Committee has developed a draft Profile of a Graduate through community-based meetings.

- The Profile of a Graduate Committee has coordinated the design of a draft graphic of a Profile of a Graduate.

- The Profile of a Graduate Committee has elicited feedback about the draft Profile of a Graduate and graphic.

- School or district leaders have synthesized the feedback about the draft Profile of a Graduate and graphic.

- School or district leaders have revised/finalized the draft Profile of a Graduate and graphic based on feedback.

Formally Adopt and Utilize Your Profile of a Graduate

In this phase, the committee work is complete. Begin to collaborate with the board to make the Profile of a Graduate a reality. This next phase is about creating alignment between structures and practices in your system and your Profile of a Graduate. You will have built up a large amount of momentum for the initiative, so it is helpful to transition from the Profile of a Graduate committee work to strategic planning as quickly as possible.

Following are sample reflection questions that can guide inquiry/discussion:

- Is our school or district intentional or purposeful enough about the 21st century competencies we believe are important?

- How might we unpack the 21st century competencies to ensure that they are understood by educators and can be clearly communicated to students?

- How well have we aligned professional development to support teachers with the integration of the 21st century competencies?

- How well is our district's curricula aligned to our Profile of a Graduate? What steps should we take to put it in better alignment?

- How well are our assessments and rubrics aligned to our Profile of a Graduate? What steps should we take to put them in better alignment?

- How well are our grading and reporting frameworks aligned to our Profile of a Graduate? What steps should we take to put them in better alignment?

It is helpful to publish your Profile of a Graduate to a website that includes videos/notes about the process. Plan to make your progress in making the vision a reality transparent to all stakeholders. Virginia Beach City Public Schools posted their profile on a website dedicated to their strategic framework, Compass to 2020. In addition to the Profile of a Graduate, the site includes their strategic framework and a continually updated timeline of strategic actions taken to support their work to ensure all students are future ready. Their profile was also incorporated into a graphic that ties together the division's mission, core values, and strategic goals as a way of demonstrating the interconnectedness of the work and communicating it out to internal and external stakeholders.

The Profile of a Graduate is a compelling way to begin your journey towards integrating 21st century competencies into all aspects of district/school transformation work. We are so excited that you are engaged in this process! Following are hallmarks of high-quality implementation.

The Profile of a Graduate:

1. Was designed with input from a broad, diverse group of stakeholders.

2. Has been informally adopted by the Board.

3. Has been integrated into the Strategic Plan.

EdLeader21 would love to post your profiles on our Profile of a Graduate website! To share your profile, please email Ken Kay at kkay@edleader21.com.

How do we know we have achieved success in this phase?

Phase 4 Checklist

- The school or district board formally adopts the Profile of a Graduate, which is reflected in board meeting notes.

- The leadership team publishes the Profile of a Graduate to a website that includes videos/notes about the process.

- The completion of the Profile of a Graduate initiates and serves as a frame for Strategic Planning. The Profile of a Graduate competencies become the essential elements of the strategic plan.

- The Profile of a Graduate competencies are integrated into all aspects of 21st century district/school transformation work.

Profile of a Graduate

Implementation Guide

Appendix

EdLeader21

Three Questions Activity

As you work to build a consensus around 21st century education, you will utilize your communication skills a great deal. Finding a way to tell a compelling story about the need for 21st century education is critical. One effective tactic is to engage your audiences in the conversation. We often use what we call the "three questions" exercise. This exercise is a great lead-in with stakeholders when you are starting a dialogue about 21st century transformation and student outcomes in your school or district.

MATERIALS

- 3 Questions Exercise Activity Sheet (1 per participant)
- Chart paper

DIRECTIONS

1. Distribute the Three Questions Activity Sheet (1 per participant)

2. Silently, participants write a response to the first question: *What are the 2-3 biggest changes in our society in the last 25-30 years?*

    a. At tables, participants take turns sharing their responses.

    b. As a whole group, volunteers respond to the first question. A note-taker documents responses on chart paper.

3. Silently, participants write a response to the second question: *What two or three skills do your students need in order to address these changes in society?* (Answers to the question should be based on the changes identified in response to the previous question.)

    a. At tables, participants take turns sharing their responses.

    b. As a whole group, volunteers respond to the second question. A note-taker documents responses on chart paper.

3. Silently, participants write a response to the third question: *Looking at the skills you listed in answering the previous question, how intentional is your school or district in helping your students develop these skills?*

    a. At tables, participants take turns sharing their responses.

    b. As a whole group, volunteers respond to the second question. A note-taker documents responses on chart paper.

There is invariably a moment when the group concludes that much more could be done within the school to produce 21st century student outcomes. This is always a powerful moment in the discussion.

Use the activity handout on the next page to facilitate the Three Questions Activity with your committee.

Three Questions Activity Sheet

What are the biggest changes in society in the last 25-30 years?

List 2-3 skills that your children/students need to address the changes in society you described above.

Looking at the skills you listed in answering the previous question, how intentional is your district in helping your students develop these skills?

![Profile of a Graduate]

21ˢᵗ Century Plate Activity

MATERIALS

- 2-3 sets of markers for each table
- 1 large disposable paper plate per participant

DIRECTIONS

1. Distribute plates and markers.

2. Silently, ask each participant to list the skills that students should demonstrate upon graduation on their plates.

3. At tables, take turns presenting your "21ˢᵗ Century Plates". Encourage participants to tweet pictures of their plates.

4. At tables, have participants collaborate in small groups to reflect on the language contained on their plate.

   a. Reflect on the skills and habits listed on your plate.

   b. To what degree are these skills present/addressed in your current strategic plan?

   c. What gaps exist?

5. **Whole-group sharing:** Ask volunteers to take turns sharing their "21ˢᵗ Century Plates".

Sticky Dot Voting

MATERIALS

- 5 sticky dots per participant
- Several sheets of self-stick chart paper per table

DIRECTIONS

1. Ask groups to identify a facilitator, timekeeper, and recorder.

2. Each person will present their 21st Century competencies (their homework assignment) to their table. (No discussion; sticky notes added to chart paper.)

3. Volunteers take turns advocating for particular competencies.

4. Facilitator distributes sticky dots for voting (5 dots per person).

5. Team members take turns placing their dots next to their preferred competencies. Group members tally up the votes. The table, as a whole, agrees to 5-7 competencies.

6. The group designates a person to present their competencies to the entire group.

Collective Graphic

MATERIALS

- One 8.5 x 11 sheet of paper per participant
- One large butcher sheet per table
- 2-3 boxes of markers per table

DIRECTIONS

1. Individually, each person draws a graphic of a profile of a 21st Century Graduate on an 8.5 x 11 sheet of paper.

2. Each person takes turns sharing their graphic with the table. Table partners take turns sharing what they like and wonder about each graphic.

3. The team summarizes the best ideas shared based on the discussion.

4. The team collaborates to draw a collective graphic based on the best ideas using the large butcher sheet.

5. The team selects one or two people to present the table team's graphic to the full group.

PROFILE OF A GRADUATE IMPLEMENTATION GUIDE | APPENDIX

Selecting the Top 2 Graphics

In the previous meeting, each table group came to consensus on an initial draft of a graphic representation of the competencies. Display each graphic on the wall. Number each graphic.

DIRECTIONS

1. Facilitate a **Gallery Walk** exercise in which table teams travel from graphic to graphic, and quietly discuss what they like and wonder about each graphic.

2. Participants return to their tables and take turns sharing in response to the questions: *What are your top two favorite graphics? Why?*

3. Table groups reach consensus about two favorite graphics to recommend to the larger group.

4. Representatives from each table take turns sharing their table's two favorite graphics and providing a rationale for each recommendation.

    a. A recorder documents the responses on chart paper.

    b. The committee reaches consensus about the two favorite graphics.

Indentifying Implications of the Work

MATERIALS

- Participants bring their completed homework that was assigned during the previous session (lists of ways the Profile of a Graduate should be used by their district).
- Chart paper
- Markers

DIRECTIONS

1. As a whole group, watch the videos:

   a. FCPS Profile of a Graduate

   b. Strategic Plan: Preparing students for the future

2. As a whole group, briefly discuss potential aspects of a school system that might be impacted by a Profile of a Graduate (i.e., student assessment).

3. As a table group, take turns sharing ideas in response to the following question: Now that we have developed a Profile of a Graduate, what are the potential recommendations for implementation?

4. A recorder from each table group documents responses on chart paper.

5. Representatives from each table take turns sharing ideas in response to the question: Now that we have developed a Profile of a Graduate, what are the potential recommendations for implementation?

6. A recorder for the whole group documents the responses on chart paper.

Our goal
is to have 1,000 districts develop and ratify their profile of a graduate by June 2019.

The EdLeader21 Profile of a Graduate campaign seeks to energize communities of educators, students and parents around a 21st century definition of student success. The campaign's intent is to establish deep and broad support in at least 1,000 communities for teaching and learning practices that support student mastery of the 4Cs. More specifically, we aim to:

- Inform the education field about why it is important for schools and districts to adopt a profile of a graduate.

- Provide tools and resources that support schools and districts in this process.

- Generate grassroots support for the development of profiles of graduates from a broad range of stakeholders including students, parents, teachers, community members, etc.

- Give high-profile visibility to schools and districts that have already adopted a profile of a graduate.

- Make an important contribution to the field of education.

- Improve collaboration among educators and supportive organizations and leaders in the field of 21st century education.

What are the tools of this campaign?

PoG Builder: Using the PoG Builder, education stakeholders will "define the north star" for their school and/or district to include knowledge, skills and attitudes that support 21st century success in college, career, life and citizenship.

PoG Action Plan: Stakeholders will use the custom Action Plan to help them ratify the PoG and implement 4Cs teaching and learning action steps across the school or district.

PoG Examples: An extensive gallery of PoGs from the EdLeader21 network helps educators understand the wide variety of approaches to defining student success.

EdLeader 21

EdLeader21 is a professional learning community for district and independent school leaders dedicated to 21st Century Education. We support education leadership teams in integrating the 4Cs (critical thinking, communication, collaboration and creativity) into K-12 Education. We do this by providing affordable, customizable tools and resources, access to industry thought leaders, and the opportunity to work with like-minded education leaders from across the country. Participation in EdLeader21 is the fastest, most cost effective way for districts and independent schools to implement the 4Cs. To learn more about joining the Professional Learning Community, visit www.EdLeader21.com.