Progress Report on the Board of Education’s Development of a Profile of a Virginia Graduate

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Profile of a Virginia Graduate
In Virginia, the Life Ready Individual Will, During His or Her K-12 Educational Experience:

- Achieve and apply appropriate academic and technical knowledge
- Attain and demonstrate productive workplace skills, qualities, and behaviors
- Align knowledge, skills, and personal interests with career opportunities
- Build connections and value for interactions with diverse communities
Profile of a Virginia Graduate
In Virginia, the Life Ready Individual:

**Content Knowledge**
- Attains and is able to use the knowledge and skills described in the Standards of Learning for core instruction areas (English, math, science, and history/social science), the arts, personal wellness, languages, and Career and Technical education programs.
- Attains and demonstrates the knowledge and skills necessary to transition to and achieve in a global society and be prepared for life beyond high school graduation.
- Explores multiple subject areas that reflect personal interests and abilities.

**Workplace Skills**
- Attains and demonstrates productive work ethic, Professionalism, and personal responsibility.
- Communicates effectively in a variety of ways, and to a variety of audiences, to interact with individuals and within groups.
- Demonstrates workplace skills including collaboration, communication, creativity, critical thinking, problem solving, and responsible citizenship.

**Community Engagement & Civic Responsibility**
- Makes connections and is involved in the community through civic opportunities.
- Demonstrates integrity, maintains personal health and wellness, and shows respect for others.
- Shows respect for diversity of individuals, groups, and cultures in words and actions.
- Understands and demonstrates citizenship by participating in community and government decision-making.

**Career Exploration**
- Understands knowledge, skills and abilities sought by employers for career opportunities.
- Aligns knowledge, skills, and abilities with personal interests to identify career opportunities.
- Sets goals for career, school and life and has knowledge of a variety of pathways, course work, and/or requirements to achieve goals.
- Develops skills to align to current workplace needs, and that adapt to evolving job opportunities.
- Applies skills and knowledge by participating in workplace experiences.

*Critical Thinking, Creative Thinking, Collaboration, Communication, and Citizenship*
Areas of Board Consensus

• Expand Career Exposure, Exploration, and Planning

• Encourage Internships and Work-Based Learning Experiences for All Students

• Create a Category of “Requirements” for Diploma Expectations

• Expand the Use of Locally-Developed Performance Assessments and Reduce the Number of Verified Credits
Planned Work & Timeline

**July & August 2016:**

- The Board will consider changes to its accountability system to align with the Profile and ESSA.
- Public comments will be elicited through public hearings:
  - Mid July – hearings in Williamsburg and Manassas
  - Late August – hearings in Abingdon and Lynchburg
- Public comments will also be elicited through a VDOE Web site survey, and written correspondence.
Planned Work & Timeline

September 2016:
- VDOE staff will present a draft of the Standards of Accreditation (SOA) to the Board for consideration – the revised SOA will include the Profile of a Virginia Graduate expectations, revised graduation requirements, and proposed changes to the accountability system.
- Additional opportunities for public comment.

November 2016:
- The Board will approve proposed revisions to the SOA based on stakeholder participation and submit for executive review.
- The revised regulations will move forward pursuant to the Administrative Process Act.

*The proposed changes must become effective for the freshman class of 2018-2019.*