



Portrait of a Graduate Look Fors

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Using the Portrait of a Graduate Look Fors

The Portrait of a Graduate Look Fors is designed to be used by leaders and learning facilitators and as they create and facilitate experiences for learners, and by learners as they develop and refine the skills that prepare them for college, careers and life. Each section begins with a definition of the focus area. Following this definition, a matrix details the progression a learner moves through as they gain the skills necessary to succeed in any post-secondary and life experiences, and the instructional practices a learning facilitator can implement to support this growth.

Access to Learning

Embedded in the Look Fors is an expectation that a range of technologies and strategies are used intentionally to remove barriers to learning, enhance experiences and help learners realize their full potential.

Progressing Across the Levels

The Look Fors are designed as a progression. Each successive level (Adopt through Advocate) includes the knowledge, skills and attributes from the prior level, when applicable.



Collaborator

Collaborators work together to achieve common goals effectively and respectfully. They build relationships, independently and collectively contribute to the team, navigate team dynamics, engage in shared decision making, support the outcomes of collaboration, and learn from and contribute to the learning of others. Collaborators use appropriate tools to broaden their perspectives and enrich their learning by working with others, both locally and globally.

Critical Concepts: contributing, relationships, shared decision making, teamwork, trust, consensus

I can statement(s):

- I can work with others toward a common goal.
- I can monitor my own and the team's learning.
- I can learn from others and contribute to the learning of others.
- I can work as part of a diverse team and value my teammates' contributions.
- I can support the outcomes of collaboration.

	Adopt	Adapt	Accelerate	Advocate
Learners	Work in informal or learning facilitator-created groups to complete tasks and goals assigned by learning facilitators. Look to the learning facilitator to resolve group conflicts.	Work in self-selected groups with defined roles to meet goals that are identified by the group. Listen to others, value group members' contributions, and use learning facilitator provided strategies to resolve group conflicts.	Design team structures that rely on member strengths to work toward a common goal together. Establish group norms, determine roles, and identify strategies for dealing with and resolving conflicts with learning facilitator support.	Network within and beyond group members to expand collective strength and influence of the team. Establish group norms and roles, apply strategies for dealing with and resolving conflicts, and reflect on team dynamics.

<p>Learning Facilitators</p>	<p>Assign learners to static groups and encourage learners to work together.</p> <p>Resolve group conflicts for learners when they arise.</p>	<p>Provide structures and define roles to support intentional grouping and productive teamwork.</p> <p>Teach strategies and protocols that allow learners to practice conflict resolution when working in groups.</p>	<p>Position learners to rely on each others' strengths and contributions to reach a solution.</p> <p>Assist groups in establishing norms, determining roles and identifying strategies for conflict resolution.</p>	<p>Ask questions to help learning teams self-monitor productive engagement and workflow.</p> <p>Provide learners and groups feedback and opportunities for reflection on their collaboration skills.</p>
<p>Leaders</p>	<p>Understand and name collaboration as important to achieve common goals.</p>	<p>Leverage existing community structures like team meetings and/or PLCs as opportunities to establish non-negotiables around effective team collaboration.</p>	<p>Model collaboration by including all stakeholder voices in decision-making.</p> <p>Engage in professional collaboration as a member of a broader professional learning network.</p>	<p>Share effective team practices and resources to further collaborative practice.</p> <p>Be accountable to collaboration in action.</p>

Connection to Deeper Learning to Support Collaborating

- *Digital Content and One-to-One Technology:* Anytime-anywhere learning promotes access to tools and resources that allow for a variety of synchronous and asynchronous collaborations, attempting to shatter the barriers of time and space.
- *Learner Agency:* Learner owned learning promotes voice and choice in task, team, and technique, as well as engagement in goal-setting and reflection on their collaboration skills.
- *Relevant Learning Experiences:* Authentic, connected learning experiences ensure engagement in tasks that encourage perseverance, adaptability and accountability toward a meaningful learning goal.



Communicator

Communicators clearly and effectively exchange ideas or information with others by using a variety of mediums and formats. They practice active listening and purposeful dialogue, adjusting the medium and message based on the goal and audience. Communicators value and build upon the voices of others to exchange understanding.

Critical Concepts: reciprocity, respect, self-expression, listening, speaking, writing, presentation, clarity, curiosity, flexibility

I can statement(s):

- I can actively listen to others.
- I can value other voices and ideas.
- I can respectfully express my thoughts clearly.
- I can give, receive and act upon feedback.
- I can clearly express my ideas in a variety of formats.

	Adopt	Adapt	Accelerate	Advocate
Learners	Respond to questions and ideas from others, recalling information to demonstrate understanding. Seek out and engage only with peers and adults like me, lacking the ability to see things from a perspective that differs from their own.	Use questioning and listening protocols provided by the learning facilitator to communicate with peers. Engage with peers who are different from me only when directed to do so by educators, recognizing bias and stereotype when prompted.	Practice intentional communication with an audience beyond the classroom. Help design opportunities to practice communicating with peers who I perceive as different from me without judgement.	Adjust approach to communication of ideas and opinions for intended purpose and needs of the audience. Initiate opportunities to communicate with a diverse audience in authentic contexts, in ways that honor diversity.

Learning Facilitators	<p>Provide direct instruction needed for effective oral and written communication.</p> <p>Assign classroom activities that invite learners to work in groups and listen to each other's ideas.</p>	<p>Provide resources and practice to support communication and collaboration skills.</p> <p>Model empathy and appreciation of different skills and viewpoints through classroom interactions.</p>	<p>Design challenges that require learners to apply communication skills within the classroom.</p> <p>Co-design learning with learners that has a relevant context which acknowledges learner interest, needs, and/or culture.</p>	<p>Extend communication opportunities beyond the walls of the classroom.</p> <p>Empower learners to design their messaging, supporting them in making choices that include diverse audiences, viewpoints, and perspectives.</p>
Leaders	<p>Build consensus and common language among staff around feedback and communication.</p>	<p>Engage staff in the process of identifying what makes feedback and communication effective and calibrating around both.</p>	<p>Model giving and receiving feedback, listening, and leading with questions.</p>	<p>Celebrate feedback and communication in action.</p> <p>Amplify effective practice around feedback and communication.</p> <p>Safeguard time to develop confidence and capacity among others.</p>

Connection to Deeper Learning to Support Communicating

- *Digital Content and One-to-One Technology:* Anytime-anywhere learning provides learners access to tools and resources that encourage a variety of methods for communicating with others based on audience, purpose, and setting.
- *Learner Agency:* Learner owned learning promotes voice and choice in the products and processes used to communicate for a range of purposes, audiences, and settings.
- *Relevant Learning Experiences:* Authentic, connected learning experiences promote engagement in tasks within real-world contexts, encouraging public products and real-world audiences to communicate understanding.



Community Contributor

Community contributors recognize the rights, responsibilities and opportunities for living, learning and working in an interconnected world. They act as an ethically engaged contributor to a variety of communities, locally and globally. As citizens, they contribute their voice to achieve common goals, establish relationships, and create a culture of respect and acceptance that values the diversity of the communities in which they interact.

Critical Concepts: awareness, contribution, community, diversity, empathy, engagement, respect

I can statement(s):

- I can serve as an active participant in a larger society.
- I can contribute to solutions that address the needs of a broader community.
- I can build global awareness and demonstrate empathy, compassion and respect for fellow community members.

	Adopt	Adapt	Accelerate	Advocate
Learners	<p>Recognize right and wrong and act to protect own rights.</p> <p>Demonstrate awareness of actions that keep them safe online.</p> <p>Recognize one's own culture and its biases.</p>	<p>Work to secure personal rights and responsibilities within the learning community.</p> <p>Practice safe, legal and ethical behaviors when interacting face-to-face and online.</p> <p>Connect with other cultures and take action to learn about similarities and differences.</p>	<p>Compromise with others to ensure equity within the context of a diverse community.</p> <p>Encourage others to demonstrate respectful, safe and ethical online behaviors.</p> <p>Apply knowledge of different cultures to complex scenarios or simulations that affect local and global citizens.</p>	<p>Balance local and global perspectives to advocate for an inclusive community.</p> <p>Learners exhibit visible leadership by using the Internet and social media to improve the lives of others.</p> <p>Design real world solutions/products for authentic problems that meet the needs of a local or global audience.</p>

<p>Learning Facilitators</p>	<p>Define equity and model fairness through practice and language.</p> <p>Instruct and model steps to stay safe online.</p> <p>Recognize and highlight the diversity of learners and their contributions within the local community.</p>	<p>Provide access to different perspectives and ways of thinking about equity.</p> <p>Design learning experiences that prompt safe, legal and ethical online behaviors.</p> <p>Provide access to resources that represent a range of perspectives to promote cultural understanding.</p>	<p>Design opportunities that invite learners to practice equity and advocacy for self and others.</p> <p>Provide resources to support learners as they address online challenges with their peers.</p> <p>Develop activities that purposefully represent and invite exploration of all voices, perspectives, and abilities.</p>	<p>Challenge learners to leave a lasting, measurable impact.</p> <p>Advocate for learners as leaders and encourage the use of digital tools to improve the lives of others.</p> <p>Co-develop multicultural learning experiences that leverage the diversity of voices, perspectives, and abilities to solve authentic challenges.</p>
<p>Leaders</p>	<p>Consciously build understanding around their personal bias.</p> <p>Engage staff in the process of identifying personal bias as well.</p> <p>Commit to equity as a priority.</p>	<p>Proactively seek out diverse opinions and perspectives to inform decisions.</p> <p>Critically examine practices and policies through the lens of equity.</p> <p>Engage staff in diversity and inclusion training and courageous conversation protocols around race and equity.</p>	<p>Model equitable practices.</p> <p>Celebrate inclusivity within their learning community.</p> <p>Ensure access to programs and strategies that support goals around equity and the success of all learners.</p>	<p>Take bold action to remove barriers to equity.</p> <p>Maintain relentless pressure for continued pursuit of equitable practices, which will be reflected in the accelerated reduction of existing performance gaps.</p>

Connection to Deeper Learning to Support Community Contributing

- *Digital Content and One-to-One Technology:* Anytime-anywhere learning provides access to tools and resources that connect individuals to a broader community within and beyond the physical learning environment.
- *Learner Agency:* Learner owned learning promotes voice and choice in the products and processes used to contribute to a broader community within and beyond the physical learning environment.
- *Relevant Learning Experiences:* Authentic, connected learning experiences promote engagement in tasks that connect to local and global community needs, encouraging contribution to a broader community beyond the classroom or school.



Creative Thinker and Innovator

Creative thinkers generate novel ideas or build upon previously existing ideas. They explore imaginative approaches and solutions to challenges through questioning, inspiration, design, iteration and reflection. Creative thinkers also take calculated risks to support innovation.

Innovators create something new or re-imagine things that already exist. Innovators exhibit an insatiable curiosity, infectious passion and unshakable perseverance. They employ divergent thinking to theorize on a multitude of possibilities, reject preconceived notions, exhibit courage in the face of criticism and show resilience when solutions aren't immediately successful. Innovators have the capacity to turn ideas into action.

Critical Concepts: curiosity, design, discovery, exploration, imagination, iteration, observation, wonder, risk-taking, resilience

I can statement(s):

- I can generate new ideas and build on existing ones.
- I can ask questions, be flexible in my thinking and learn from experimentation.
- I can pursue imaginative approaches and solutions to challenges.
- I can embrace risk and failure as opportunities to learn and grow.
- I can synthesize and evaluate information, seek patterns and connections, and apply knowledge in authentic ways.

	Adopt	Adapt	Accelerate	Advocate
Learners	<p>Follow directions and use learning facilitator provided resources to replicate an existing model.</p> <p>Reflect on progress by responding to learning facilitator created prompts.</p>	<p>Employ learning facilitator provided resources and protocols to engage in the design process and create a new prototype or solution.</p> <p>Demonstrate an understanding that solutions rarely occur in the first prototype.</p>	<p>Synthesize information, analyze trends, and apply high quality resources to design innovative solutions.</p> <p>Employ a variety of self-selected protocols and strategies to engage in the design process and create various prototypes or solutions.</p>	<p>Leverage the potential power of resources to create positive, widespread influence.</p> <p>Design protocols and strategies to engage in the design process and determine the best prototype or solution for an authentic task or a complex challenge.</p>

<p>Learning Facilitators</p>	<p>Provide resources, directions, and models used by learners to complete learning tasks.</p> <p>Create an environment that nurtures confidence by exhibiting an understanding that creativity is a process of successes and mistakes.</p>	<p>Craft problems and assignments that allow for learner choice of process and/or product.</p> <p>Explicitly teach the design process.</p>	<p>Craft open-ended problems and authentic assignments with multiple entry points.</p> <p>Creates regular opportunities for strategic risk taking, creativity, and craftsmanship.</p>	<p>Create authentic tasks and complex challenges that connect content beyond the classroom.</p> <p>Honor and assess process, rather than focusing solely on product.</p>
<p>Leaders</p>	<p>Understand that for educators to take risks, there has to be low stakes opportunities to try new things.</p> <p>Facilitate discussions on what individuals need to feel like they can approach their work with creativity.</p>	<p>Communicate the value of risk taking, creative approaches to everyday practice and growth.</p> <p>Conduct creativity challenges to embed creativity within everyday practice and operations.</p>	<p>Model constructive risk taking as a practice.</p> <p>Provide feedback around creative solutions and growth over compliance.</p>	<p>Celebrate the growth, contributions, and risk taking of others.</p> <p>Amplify examples of creativity and innovation in action.</p> <p>Identify the impact of risk taking and creativity on the Mesa community.</p>

Connection to Deeper Learning to Support Creative Thinking and Innovating

- *Digital Content and One-to-One Technology:* Anytime-anywhere learning provides access to tools and resources that allow for a variety of methods and experiences to build on existing ideas and generate new ones.
- *Learner Agency:* Learner owned learning promotes voice and choice in the processes for taking risks in the design and innovation of novel solutions to authentic challenges.
- *Relevant Learning Experiences:* Authentic, connected learning experiences provide engagement in tasks that encourage development of tangible solutions to challenges within a real-world context.



Critical Thinker and Problem Solver

Critical thinkers analyze information from a variety of sources, experiences and perspectives to construct unique ideas and solutions. They process and evaluate information, seek connections and patterns, analyze and synthesize ideas, and apply the knowledge gained in authentic and inclusive contexts. Critical thinkers reason effectively, make judgements and decisions, generate and respond to purposeful questions, and justify decision making.

Problem solvers apply and adapt various strategies to solve unique and complex problems. They frame problems, explore various solutions, determine possible outcomes, evaluate options, implement solutions, monitor effects and reflect upon their learning. Problem solvers discover the underlying opportunities within each situation, view problems as opportunities in disguise, remain objective, seek long term solutions and work to gain consensus from all involved stakeholders.

Critical Concepts: constructing new understanding, developing potential solutions, hypothesizing, innovative thinking, inquiry, understanding thinking processes (metacognition), making judgments and decisions, questioning, reasoning effectively

I can statement(s):

- I can generate, evaluate, and apply ideas and information.
- I can assess relevance and authenticity.
- I can identify the root cause of a problem.
- I can craft potential solutions.

	Adopt	Adapt	Accelerate	Advocate
Learners	<p>Adopt goals and learning activities determined by others.</p> <p>Use information that is provided to solve problems with a singular or known solution.</p> <p>Take small risks in a supportive environment.</p>	<p>Develop goals and make decisions about personal learning path, pace and place.</p> <p>Find and apply information to identify potential causes of a problem and present multiple solutions to problems.</p> <p>Take risks and recognize failure as part of the learning process.</p>	<p>Define, monitor and reflect on progress toward goal.</p> <p>Evaluate information to determine the root cause of a problem and inform the design of solutions.</p> <p>Take risks and learn from mistakes to reach a solution.</p>	<p>Own personal and group learning by monitoring goals and progress.</p> <p>Design and implement solutions to authentic problems that have a measurable impact.</p> <p>Take calculated risks and persevere through constraints to reach a solution.</p>

Learning Facilitators	<p>Recommend learning goals and suggest sample approaches to learning.</p> <p>Provide resources to solve problems with known solutions.</p> <p>Create supportive environments where learners can take risks.</p>	<p>Provide models and structures to help learners co-author goals and learning tasks.</p> <p>Teach relevant strategies for evaluating sources and thinking critically to design multiple solutions.</p> <p>Model appropriate responses to failure and strategies to recover quickly.</p>	<p>Coordinate opportunities for feedback and reflection to refine learning plans.</p> <p>Design opportunities to practice application of real-world research and problem-solving skills.</p> <p>Support individuals and groups as they apply what they have learned from their mistakes.</p>	<p>Provide data to help learners to design, implement and monitor learning plans.</p> <p>Facilitate identification of real-world situations that invite independent thinking and problem solving.</p> <p>Provide time for cycles of learning and encourage self-directed reflection on the learning process.</p>
Leaders	<p>Model critical thinking and problem solving as an approach to everyday conflict and tasks.</p>	<p>Engage staff in structured, yet critical thinking around solutions.</p>	<p>Create space and time to unpack problems of practice down to the root cause and identify solutions.</p>	<p>Create and facilitate a system where everyone is actively engaged in identifying and solving problems.</p>

Connection to Deeper Learning to Support Critical Thinking and Problem Solving

- *Digital Content and One-to-One Technology:* Anytime-anywhere learning promotes access to tools and resources that allow learners to analyze and synthesize across a range of sources to develop perspective.
- *Learner Agency:* Learner-owned learning promotes voice and choice in locating, analyzing and using sources of information, along with developing the capacity to create meaning and personal understanding.
- *Relevant Learning Experiences:* Authentic, connected learning experiences promote engagement in tasks that encourage analysis and synthesis of a variety of competing ideas drawn from real-world contexts.