

Montana Public Schools Graduate Profile

A graduate profile is a learner centered model based on a shared vision of learner attributes that students should have when they graduate or complete the required coursework to leave the schools in the District. Through its Integrated Strategic Action Plan, allocation of resources, implementation of policy, empowerment of students, staff, and families, the Board has created an atmosphere where a graduate of the District will hold the following attributes upon departure from the District.



Reaching the Summit: Contributing Citizen and Lifelong Learner

- Understands responsibility to participate in civic affairs to improve community
- Enhances the pluralistic nature of society through truthful engagement
- Joins in discussions on community issues to implement workable solutions
- Respects and utilizes egalitarian practices based in the rule of law



Engage with community members

Developing a Graduate Profile

A school district can utilize the community engagement strategies described in MTSBA Model Policy 2158 to develop the Graduate Profile for placement in the Integrated Strategic Action Plan as specified in MTSBA Model Policy 1610.

1. The Board of Trustees authorizes the District administrative staff to initiate development through a community working group to complete a draft profile.
2. The working group is authorized to engage with District stakeholder groups representative of the community to solicit feedback on the draft profile.
3. Where appropriate, the working group will integrate received feedback into a final draft for presentation to the Board of Trustees.
4. The Board of Trustees will adopt a final version of the profile with a visual representation consistent with his procedure and applicable law.



Ascending Toward the Goal: Prevailing and Solving

- Seeks and examines accurate information to make intelligent judgments
- Expresses curiosity and employs inquiry about new perspectives or emerging challenges
- Asks necessary questions and comprehends responses to learn and assist others in learning
- Analyzes and accepts risks to determine acceptable outcomes



Acclimating for a Higher Climb: Collaborating and Leading

- Identifies and articulates common expectations to establish productive relationships
- Utilizes appropriate methods convey ideas in a responsible and transparent manner
- Stimulates growth in knowledge and adherence to ethical standards for peers and colleagues by modeling reliable and consistent behaviors
- Assumes personal responsibility for outcomes while properly assigning accountability to others



Reaching the Basecamp: Gaining Self-Confidence

- Demonstrates requisite knowledge of District and State content skills and standards
- Applies knowledge of content skills and standards to complete necessary tasks
- Sets personal and professional goals and adopts benchmarks for achievement
- Reviews achievements and challenges to engage in creativity, innovation, and fulfillment



Preparing for the Trek: Gathering Strength

- Possesses healthy self-esteem to pursue personal and professional ambitions
- Maintains positive self-awareness to improve character and surroundings
- Navigates periods of uncertainty with self-assured humility
- Optimistic about opportunities for personal and professional success

