

Regional School District 13

Vision of a Graduate

The Purpose and Value of a Vision of a Graduate

In an era of rapid technological change and global interconnectedness, the role of a school district extends far beyond the delivery of traditional content. While academic proficiency remains vital, the true measure of a successful education is how well it prepares a student to navigate the complexities of life, work, and citizenship in the 21st century.

The RSD 13 Mission: *Through engagement in authentic learning experiences, all Regional School District 13 students are empowered to thrive and contribute as global citizens.*

Our mission defines why we exist; our vision sets the direction—describing what it will look like when we bring that mission to life. In short: Mission is our purpose. Vision is our direction.

Our Vision of a Graduate serves as the district's "North Star". It is a collectively defined profile of success that outlines the Core Competencies every RSD 13 student must possess. By establishing this clear destination, we achieve three critical purposes:

- **Intentionality in Instruction**
 - We transform the educational experience from a series of disconnected classes into a cohesive journey. When we know the end game, every lesson, project, and interaction from Pre-K through Grade 12 and transition can be intentionally designed to cultivate the specific competencies our graduates need to thrive. This is also illustrated and complemented through our RSD 13 Vision of Instruction.
- **A Bridge to the Future**
 - Traditional grades often measure what a student learned in a moment; a Vision of a Graduate measures who a student is becoming. By focusing on how Essential Attributes and Durable Skills combine to form Core Competencies, we ensure our students are not just prepared for their first job or college semester, but are "future-ready" for a world that does not yet exist.
- **Alignment of Values**
 - At the heart of this vision is our RSD 13 Core Ethical Values: Honesty, Respect, Responsibility, Kindness, and Courage. A clear vision ensures that character development is not an extracurricular activity, but is woven into the very fabric of our academic standards.

Ultimately, the RSD 13 Vision of a Graduate is our commitment to our school community. It ensures that when an RSD 13 student receives their diploma or completes a transition program, they leave us not just with a record of achievement, but with a map for a meaningful, productive, and empowered life.

Essential Components of the Vision of a Graduate:

Core Ethical Values:

Core Ethical Values are the shared principles that define how we treat one another and how we carry out our work. They anchor both the mission and the vision by ensuring that our purpose (mission) and our direction (vision) are pursued with integrity, consistency, and a commitment to respect, responsibility, and care for all members of the school community.

Essential Attributes:

Essential Attributes are the dispositions, habits, and mindsets we seek to cultivate in every student. They reflect who students are becoming as individuals—such as being curious, resilient, empathetic, and responsible. These attributes influence how students approach learning, relationships, and challenges, and they are developed over time through consistent experiences both in and beyond the classroom.

Durable Skills:

Durable Skills are the transferable abilities that students carry with them beyond graduation. These skills—such as communication, critical thinking, collaboration, and adaptability—are applicable across academic, professional, and personal contexts. Unlike content knowledge tied to a specific subject, durable skills endure over time and prepare students to navigate an ever-changing world.

Core Competencies:

Core Competencies represent the integration of core ethical values, essential attributes, and durable skills. They are the observable and measurable demonstrations of student learning, reflecting the ability to apply knowledge and skills in authentic contexts to address complex problems. When these elements align, students are able to transfer their learning and perform in ways that are meaningful, relevant, and impactful. Together, these prepare students to navigate complex challenges, contribute meaningfully to their communities, and continue learning throughout their lives.

Our Equation

Core Ethical Values + Essential Attributes + Durable Skills = Core Competencies

Aligning the Framework for Our Vision:

Mission: *Why we exist*

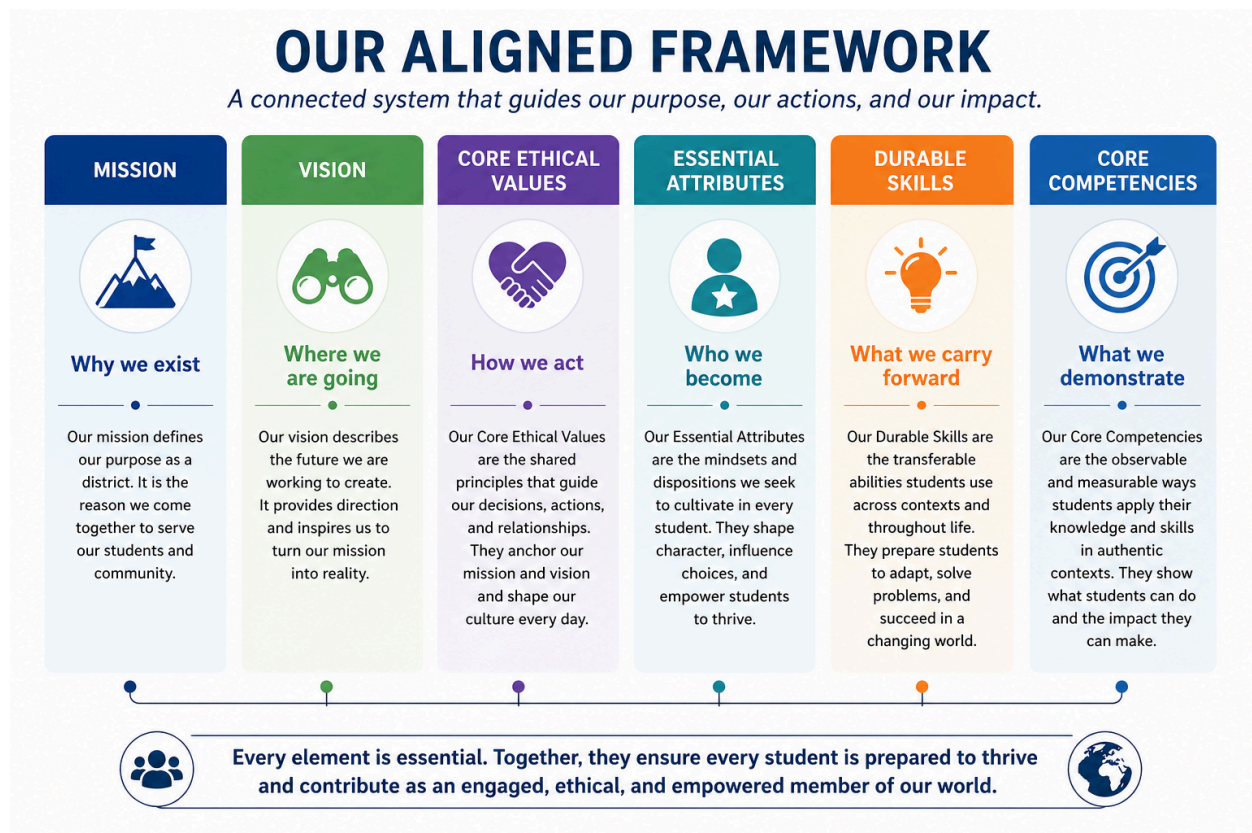
Vision: *Where we are going*

Core Ethical Values: *How we act*

Essential Attributes: *Who we become*

Durable Skills: *What we carry forward*

Core Competencies: *What we demonstrate*



Core Ethical Values

Rooted in a caring community, we uphold these Core Ethical Values (CEV) as the foundation of our shared commitment to learning excellence, collaboration, integrity, and continual growth.

Respect:

- We will recognize the inherent worth of every person and appreciate our differences.

Responsibility:

- We will make good choices, take ownership of our actions, and consider the impact we have on others.

Honesty:

- We will be truthful and authentic with ourselves and others.

Kindness:

- We will choose to treat others with care and compassion through both our thoughts and actions.

Courage:

- We will take healthy risks and stand up for what is right, even when it's hard, scary, or unpopular.

Essential Attributes

RSD 13 seeks to have all students engaged in learning and demonstrating the following essential attributes at all levels PK-Transition, as developmentally appropriate and increasing in complexity as they grow.

The following represents the essential attributes identified the most (multiple, repeated input from constituents) and grouped into categories that represent the vision of who students will become.

Category	Essential Attributes
Emotional Intelligence	Empathetic, Compassionate, Kind, Patient, Understanding, Accepting, Sense of Humor, Joyful, Positive, Respectful, Caring (Caring For and Caring About)
Cognitive Flexibility	Adaptable, Flexible, Open-Minded, Creative, Critical, Reflective, Focused, Curious
Civic & Social Contribution	Contributing, Inclusive, Engaged, Collaborative, Cooperative, Supportive, Advocacy-Oriented (Others), Appreciative of Differences, Fair-Minded, Committed and Connected
Self-Mastery & Ownership	Accountable, Independent, Reliable, Autonomous, Empowered, Trustworthy, Advocacy-Oriented (Self), Self-Aware, Self-Regulated, Authentic; Understanding of both Self and the Self's Part/Role in Groups
Tenacity & Perseverance:	Resilient, Persistent, Risk-Taking, Detail-Oriented, Conscientious, Self-Confident, Courageous, Help-Seeking, Resourceful

Durable Skills

RSD 13 is committed to developing durable skills in all students—skills that support their learning from Pre-K through graduation and endure as they navigate an ever-changing future.

The following represents the durable skills identified the most (multiple, repeated input from constituents) and grouped into categories that represent the vision of what students will learn and carry forward.

Category	Durable Skills
Foundations of Learning	Understands Personal Learning Style and Preferences; Develops Effective Learning Habits; Explores Personal Interests; Recognizes, Embraces and Overcomes Mistakes; Demonstrates Agency
Increasing Complexity in Content (All content areas PK-12)	Reads for Understanding; Applies Numeracy; Inquires and Investigates; Develops and Asks Questions and Prompts; Thinks Critically; Finds Solutions; Transfers and Applies Knowledge; Discerns and Analyzes Information; Innovates and Creates
Communication Skills	Communicates Clearly across Various Media, Speaks and Writes with clarity and purpose for the specific audience; Advocates for Self and Others; Engages in Dialogue and Discussion; Gives and Receives Feedback; Uses Digital Tools Responsibly
Interpersonal Skills	Collaborates with Others; Listens to Understand; Provides, Seeks, and Accepts Support; Navigates Conflict Constructively; Builds, Maintains, and Repairs Relationships/Networks; Manages Multiple Responsibilities
Executive Function/Practical Skills	Manages Time; Sets Goals and Follows Through; Prioritizes Tasks; Evaluates Choices and Consequences; Makes Informed Decisions; applies Independent Living Skills; Demonstrates Career and Workplace Readiness; Maintains Personal Well Being

Core Competencies:

Bringing It All Together.

The integration of our core ethical values, essential attributes, and durable skills creates a personalized learning experience for every RSD13 student. Guiding this growth and achievement are the five Core Competencies, designed to ensure consistent progress and a clear vision for every graduate.

RSD13 Core Competencies. Each RSD13 student will be a(n):

Growth-Oriented Learner

Embraces productive struggle and increasing complexity with curiosity and resilience, mastering the art of "learning how to learn" to sustain lifelong growth.

Innovative Solution Seeker

Navigates complex challenges by applying creativity, critical thinking, and a discerning eye to develop effective, original solutions.

Responsive and Self-Directed Navigator

Acts as an agile, future-ready agent of their own life, dynamically adapting to change and taking purposeful ownership of their personal and professional path.

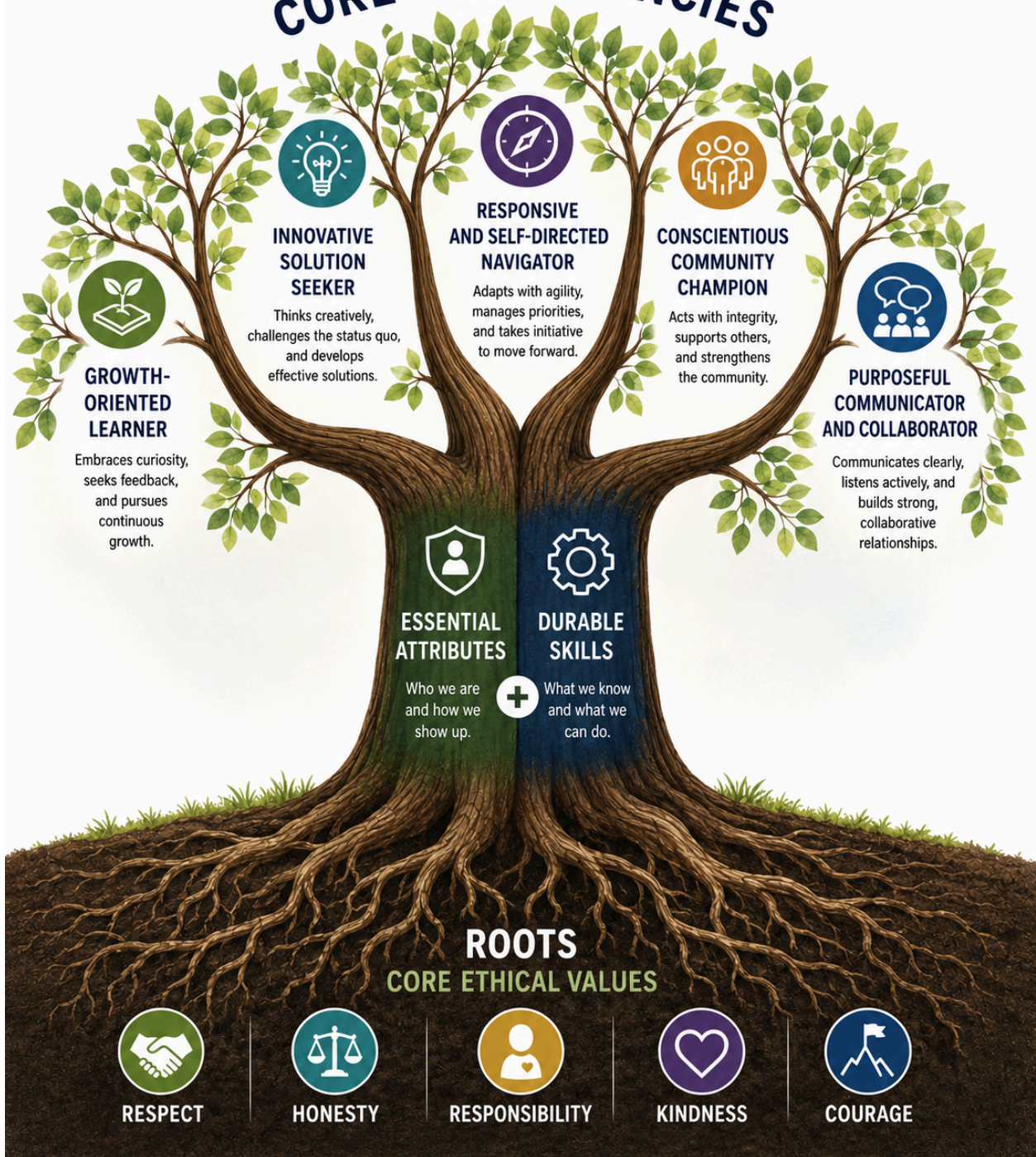
Conscientious Community Champion

Fosters a sense of belonging and equity within local, state, national and global communities through respectful advocacy for themselves and others.

Purposeful Communicator and Collaborator

Engages in meaningful exchange by seeking to understand diverse perspectives, advocating for ideas with clarity, and building bridges through respectful cooperation.

CORE COMPETENCIES



Addendum:

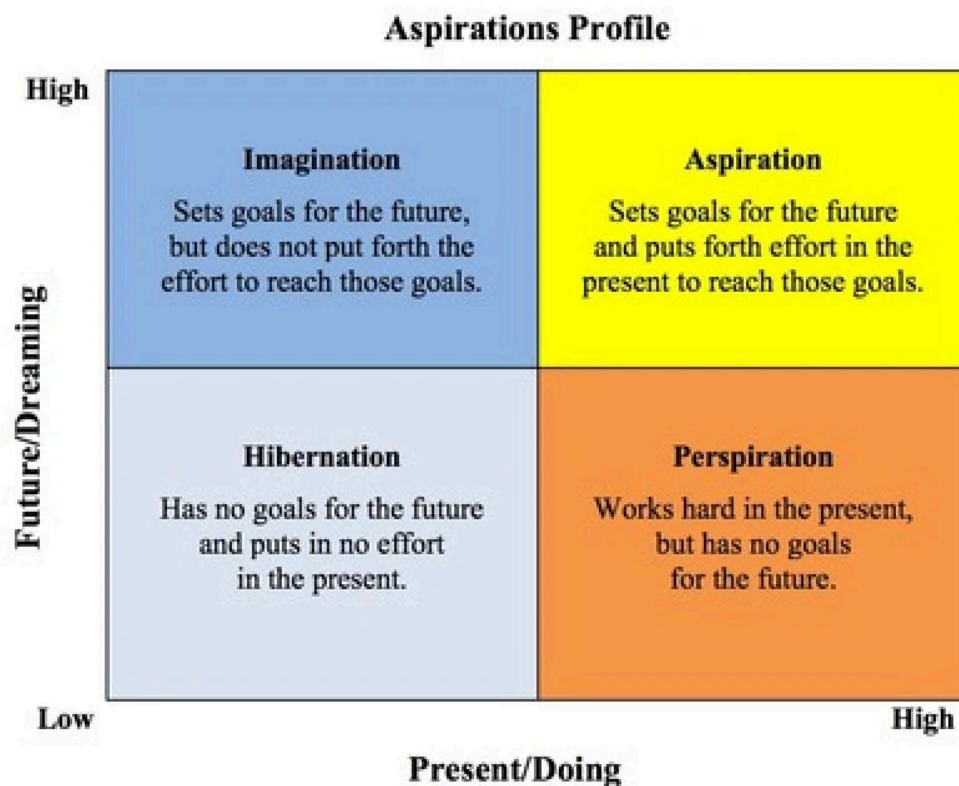
Interdependence of Skills, Attributes, and Core Ethical Values:

Two Critical Connections:

1. Dreaming + Doing = Success
2. Essential Attributes and Durable Skills = Core Competencies

Dreaming and Doing:

In addition, our students need to connect their aspirations (dreams) to application (doing). This concept is demonstrated in the following model from Russel Quaglia:

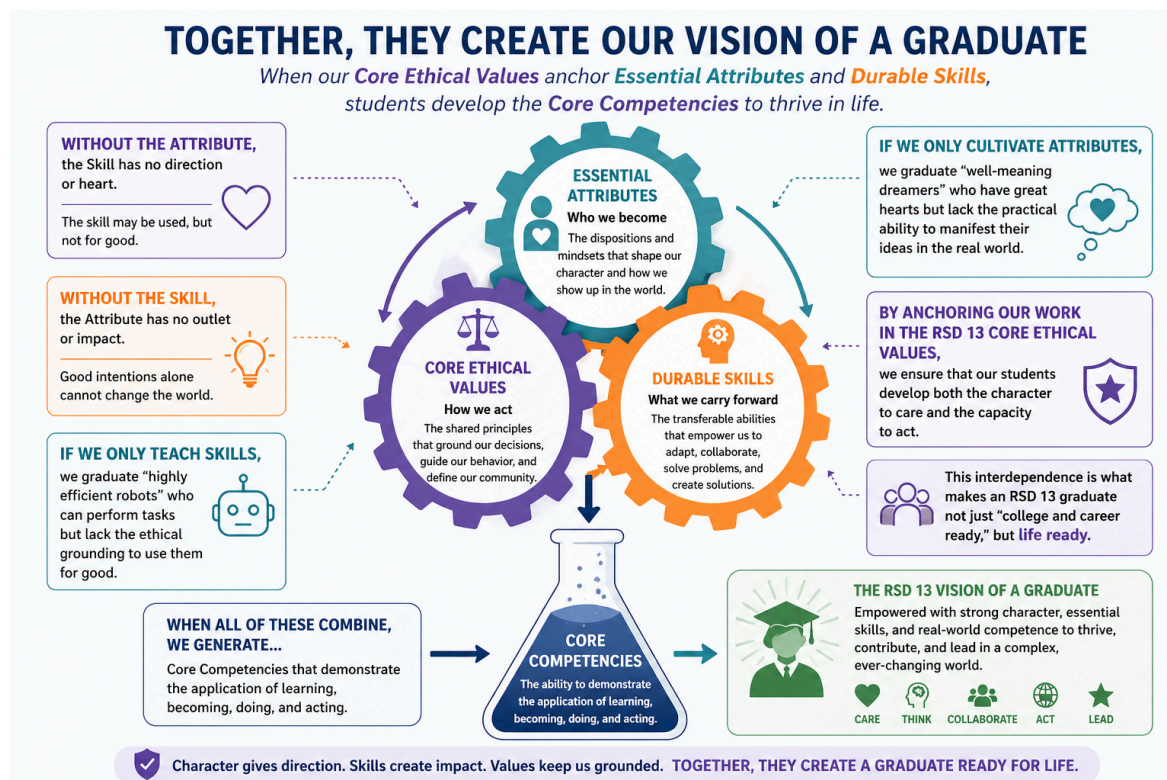


Essential Attributes + Durable Skills

To truly prepare a graduate for the complexities of the future, we must recognize that Essential Attributes and Durable Skills are two sides of the same coin. They are not independent silos; they are deeply interdependent.

- Without the **Attribute**, the Skill has no direction or heart. Without the **Skill**, the Attribute has no outlet or impact. (will/skill)
- If we only teach **Skills**, we graduate "highly efficient robots" who can perform tasks but lack the ethical grounding to use them for good.(mindset/toolkit)
- If we only cultivate **Attributes**, we graduate "well-meaning dreamers" who have great hearts but lack the practical ability to manifest their ideas in the real world.
- By anchoring our work in the **RSD 13 Core Ethical Values**, we ensure that our students develop both the character to care and the capacity to act. This interdependence is what makes an RSD 13 graduate not just "college and career ready," but life ready.

When all of these combine, we generate Core Competencies that demonstrate the application of learning, becoming, doing, and acting.



Examples:

Example 1: Turning Wonder into Wisdom

Focusing on the intersection of Intellectual Spirit and Research.

- **The Attribute: Curiosity** A student has a natural "love of learning" and a deep passion for understanding how things work. They are a "Nerd" for their favorite subject.
 - **The Durable Skill: Inquiry & Research** The student knows how to find credible sources, filter out misinformation, and organize complex data.
 - **The Interdependence:** Without **Curiosity**, research is just a chore—the student does the bare minimum to get a grade. Without **Inquiry Skills**, curiosity is just frustration—the student has big questions but doesn't know how to find the answers.
 - **The Result: The Innovative Thinker.** Because they have both, the student can take a spark of interest and turn it into a deep, evidence-based project that contributes new ideas to the community.
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Example 2: Turning Bravery into Action

Focusing on the intersection of Character and Communication.

- **The Attribute: Courage** A student has the internal "grit" and bravery to stand up for what they believe is right, even when it's uncomfortable.
- **The Durable Skill: Self-Advocacy** The student knows how to articulate their needs clearly, use "I" statements, and speak persuasively to those in positions of authority.
- **The Interdependence:** Without **Courage**, the skill of advocacy goes unused—the student knows *how* to speak up but is too afraid to do so. Without **Self-Advocacy Skills**, courage can manifest as ineffective "noise"—the student wants to change something but lacks the communication tools to make people listen.
- **The Result: The Resilient Navigator.** Because they have both, the student can navigate a difficult situation by bravely identifying a problem and effectively communicating the solution.