

## Essential Qualities of a U-High Graduate Subcommittee Meeting Minutes

Thursday, November 17, 2011

2:00-3:00pm – Room 212

Committee members present: Kim Rojas (Chair), Dusty Burk, Vickie Graziano, Laura Erickson, Steve Evans, Jeff Wollenweber

The members discussed what types of experiences, artifacts, or “proof” a student could include in a portfolio to sufficiently demonstrate whether or not he or she possesses each of the Essential Qualities. Our ideas of the types of artifacts that could be included in the portfolio include the following (definitely a work in progress!):

### **The Essential Qualities of a U-High Graduate**

University High School strives to educate student leaders who are informed, self-reliant, and ethical citizens. Therefore, University High School graduates will:

#### **MORAL**

##### **- Embrace universal ethical principles such as honesty, integrity and justice.**

- No discipline record with administration and no police record
- Written reflection on how the student has grown and embraced these principles (if there is a discipline record on file); and a written statement from an administrator
- Written or audio/video statements from teachers/coaches/peers about the student’s integrity and honesty
- Written or audio/video statement explaining how the student embraces the principles of honesty, integrity and justice in what they say, do and believe on a daily (or regular) basis.

##### **- Respect all people regardless of personal and cultural identity, background, ideologies or abilities.**

- No discipline record with administration – showing self-respect as well as respect for teachers and peers
- Evidence of work with various types of people – active member of diversity club, GSA club, Liberty club, helping with disabled individuals, etc. (involvement must be verified by person in charge of that group) and a written reflection about that work; volunteer services in society dealing with people of various backgrounds
- Statements from teachers and coaches describing how the student demonstrates respect for all people in various situations and environments

## **INTERPERSONAL**

### **- Possess the collaborative and interpersonal skills needed to be a productive team member.**

- Submitted evidence of a teacher's evaluation of a student's teamwork on a project (for example, if a teacher's rubric included a teamwork category and the student scored well, he/she could submit that rubric that shows the teacher's evaluation)
- Evaluations that team members have written or filled out on the student (after working with that student on a project) – evaluation should include opportunities for comments on the specific interpersonal and collaborative skills that the student possesses – teacher should sign off on these evaluations so we know it is legit
- Video clip of student working on a team and written reflection of what collaborative and interpersonal skills are demonstrated in that video
- Lettering in a sport, tech crew, costumes design,
- Teacher, coach, club sponsor statement saying that they are a productive team member in their department, club or sport
- Share how they worked on a project and then reflect on their role and how they worked to get the job done (haunted house, pennies for polio)

### **- Communicate effectively and creatively using varied modes of expression.**

- Varied modes should be accepted: Written, spoken, formal, informal, alternative forms such as dance and music?
- Video clip of a presentation given in a class, debate team, speech team, etc. and written reflection about that presentation, explaining why it demonstrates effective and creative communication
- Copies of e-mails, letters, argumentative or persuasive essays, works of art, creative writing, etc. with reflection statement describing why the artifact is evidence of effective and creative communication

### **- Become leaders with the ability to influence the future.**

- Active membership in Key Club, Student Senate, Debate Team, Speech Team or active roles outside of school – 4-H, church, etc. with sponsor, coach, leader of youth group, etc. statement of the student's leadership ability
- Captains, student club chairs – hold a leadership role within the club and share what you have done to influence other people because of your leadership role
- Participation in Leadership Council/Conferences – Reflection on why you were chosen to represent your school and how you have become to be a better leader
- Evidence of influencing a situation or others (this could be as a volunteer or in a defined leadership position)

## **INTELLECTUAL**

### **- Possess the academic knowledge and skills needed to pursue post-secondary learning.**

- Diploma from U-High
- Grades earned in university-level courses taken while at U-High

### **- Value life-long learning.**

- Teaching an after-school session on a personal interest
- Start an ongoing educational project that gets passed onto other classes – something that alumni can come back to and say that I had a part in that
- Evidence of furthering your education (music, art, other personal interest) outside the realm of the requirements within U-High
- Evidence (journal, log) of consistent habits that show life-long learning (outside of the requirements of U-High classes), such as watching the news, reading the newspaper, conducting research on topics of interest, etc. with a reflection statement describing how that habit enhances and will continue to enhance the student's learning for life (or how it symbolizes the student's value of life-long learning)
- doing something academically above and beyond what is included in academic classes – scholastic bowl, tutors in the learning center, drawing classes, quilting classes, WYSE

### **- Use a variety of methods and resources (including technology) to locate, evaluate and apply information.**

- Research paper with bibliography or similar (this seems to be the most obvious...)

### **- Think analytically, logically, and creatively, while integrating different experiences and knowledge to form reasoned judgments and solve problems.**

- Students can choose work they have done in various classes to provide evidence of this academic essential quality

### **- Demonstrate an understanding of global interdependence.**

- First of all...what does this really mean? Students need to provide evidence of their understanding of the global partnerships among governments, non-governmental organizations, corporations, businesses and academic and research institutions; ideas such as free trade, global dialogue, and communication/teamwork among different nations and cultures, or about how countries depend on each other and how the country we live in depends on other nations for things (like resources such as food or oil or water, help in disaster relief, allies in war, etc.) – The portfolio artifact could be a project or paper from a history or foreign language class (just to give examples) covering the topic of global interdependence with reflection statement

- Evidence of communication with policymakers and/or the press about any of the ideas mentioned above (or other topics related to global partnerships)
- Evidence of participation in a global interdependence organization and reflection statement about involvement in that organization
- Written explanation of what global interdependence means and why it is important, how can it be fostered
- Submission of the Global business project they do in Intro to Business

## **NO CATEGORY (YET)**

### **- Demonstrate growth in all domains; intellectual, physical, emotional and social.**

- Physical growth – P.E. tests and data, lettered in a sport (how to show growth?) – with written reflection explaining growth
- Social growth – Written reflection of how they have grown socially, specific anecdotes – how have they grown socially since freshman year; written statements from teacher or youth ministers, parents, etc.
- Intellectual growth – Demonstrate growth in academics – improving in college readiness benchmarks, moving from Algebra I to II and maintain the same or better grade
- Emotional growth – Written reflection based on how they have grown emotionally, with relationships/friendships; written statements from teacher or youth ministers, parents, counselors (if applicable), etc.

### **- Value democratic ideals while assuming responsibility for self and others.**

- This essential quality will be considered sufficiently demonstrated by providing evidence of all the other essential qualities listed above, with specific attention to those in the “moral” and “interpersonal” categories:
  - Embrace universal ethical principles such as honesty, integrity and justice.
  - Respect all people regardless of personal and cultural identity, background, ideologies or abilities.
  - Possess the collaborative and interpersonal skills needed to be a productive team member.
  - Become leaders with the ability to influence the future.

Our goal for the next subcommittee meeting is to continue putting together the logistics of how the whole system would work (assigning teacher mentors, meetings between teacher mentors and students, developing a portfolio, evaluating the portfolio, etc.).

Respectfully submitted,  
Kimberly Rojas (Chair)