



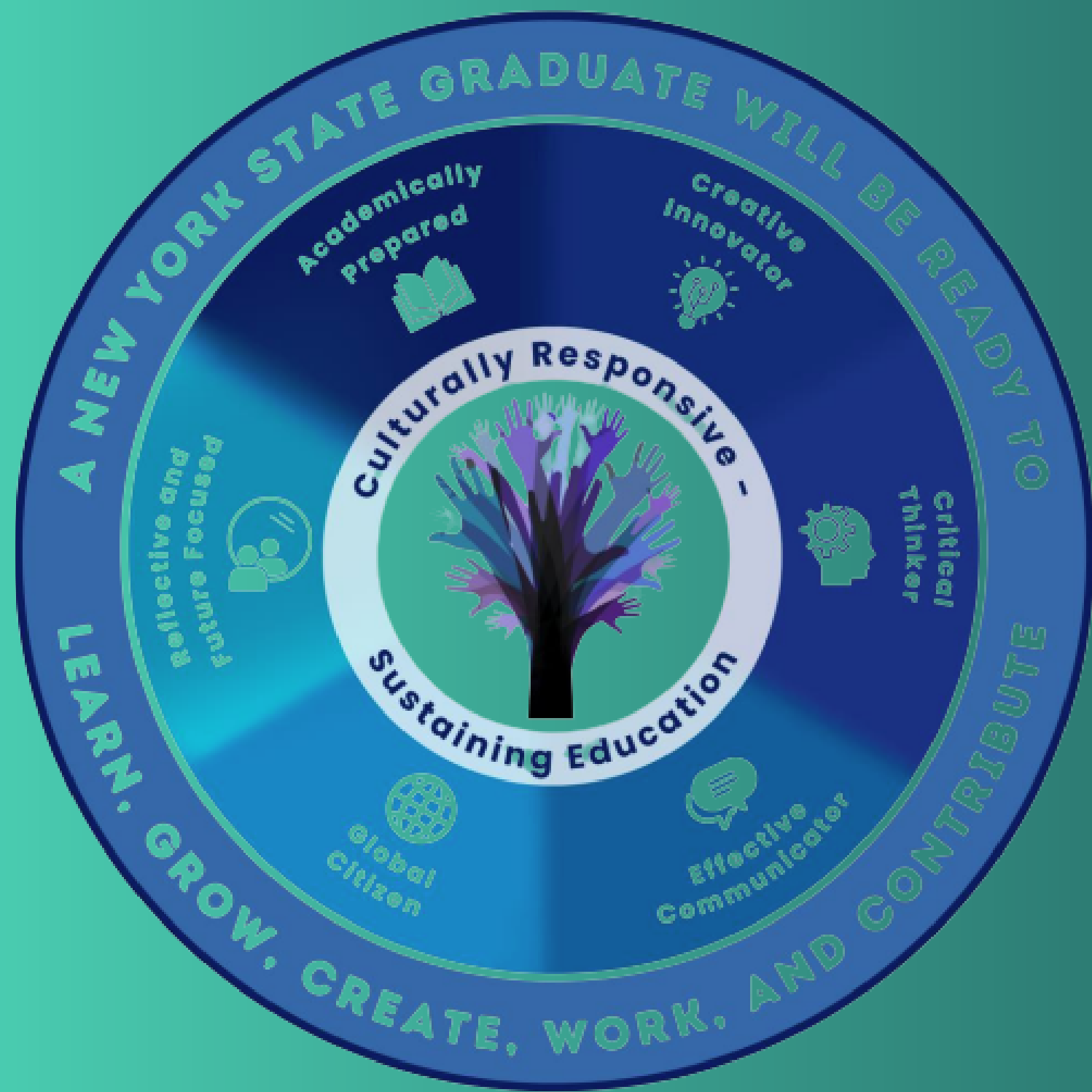
PORTORAIT OF A GRADUATE

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“Simply put, a Portrait of a Graduate outlines a comprehensive vision for student success that goes beyond academic knowledge to include skills such as critical thinking, communication, collaboration, creativity, and social responsibility.” (cae.org, 2024)

NEW YORK INSPIRES

A Plan to Transforms Education in New York State

- Meets the needs of every student to provide the opportunity for success
- Students will be able to showcase their knowledge and skills in diverse and meaningful ways
- Board of Regents Chancellor Lester W. Young, Jr. said, “...all students in New York State, no matter their background or circumstances, receive high-quality instruction that equips them for success in a complex and rapidly evolving world.” (O’Hare, 2024)
- Commissioner Rosa said, “...our objective is to provide greater opportunities for children to learn and grow, to be heard and valued, and to showcase their skills and knowledge.” (O’Hare, 2024)



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity

NEW YORK INSPIRES

A Plan to Transforms Education in New York State

Multi Phased Plan for Implementation

- Implementation for four transformations
 - **Adopt the Portrait of a Graduate**
 - Redefine credits and learning experiences
 - Sunset Diploma Assessment Requirements
 - Move to one diploma
- Phased Approach
 - Structured timeline with one planning year and three years of phasing in the plan
- Enhanced stakeholder implementation
 - Opportunities for stakeholder feedback
- Focus on planning and professional development
 - planning, professional learning opportunities, and clear communication



New York State
EDUCATION DEPARTMENT
Knowledge > Skill > Opportunity



WHAT IS A PORTRAIT OF A GRADUATE?

A developed vision for high school graduates that focuses on 21st century skills preparing high school students for college and career readiness.

PoG was crafted by advisory committees to place emphasis on preparing students for today's workforce. The previous graduate system was created 50 years ago awarding diplomas to students for completing local requirements.

PoG will have students meeting state criteria through pathways to graduation with the opportunity to earn diplomas seals and or endorsements

States across the country are creating their own version of a portrait of a graduate. Most plans focus on durable skills such as:

- critical thinking
- communication
- creativity
- adaptability
- collaboration

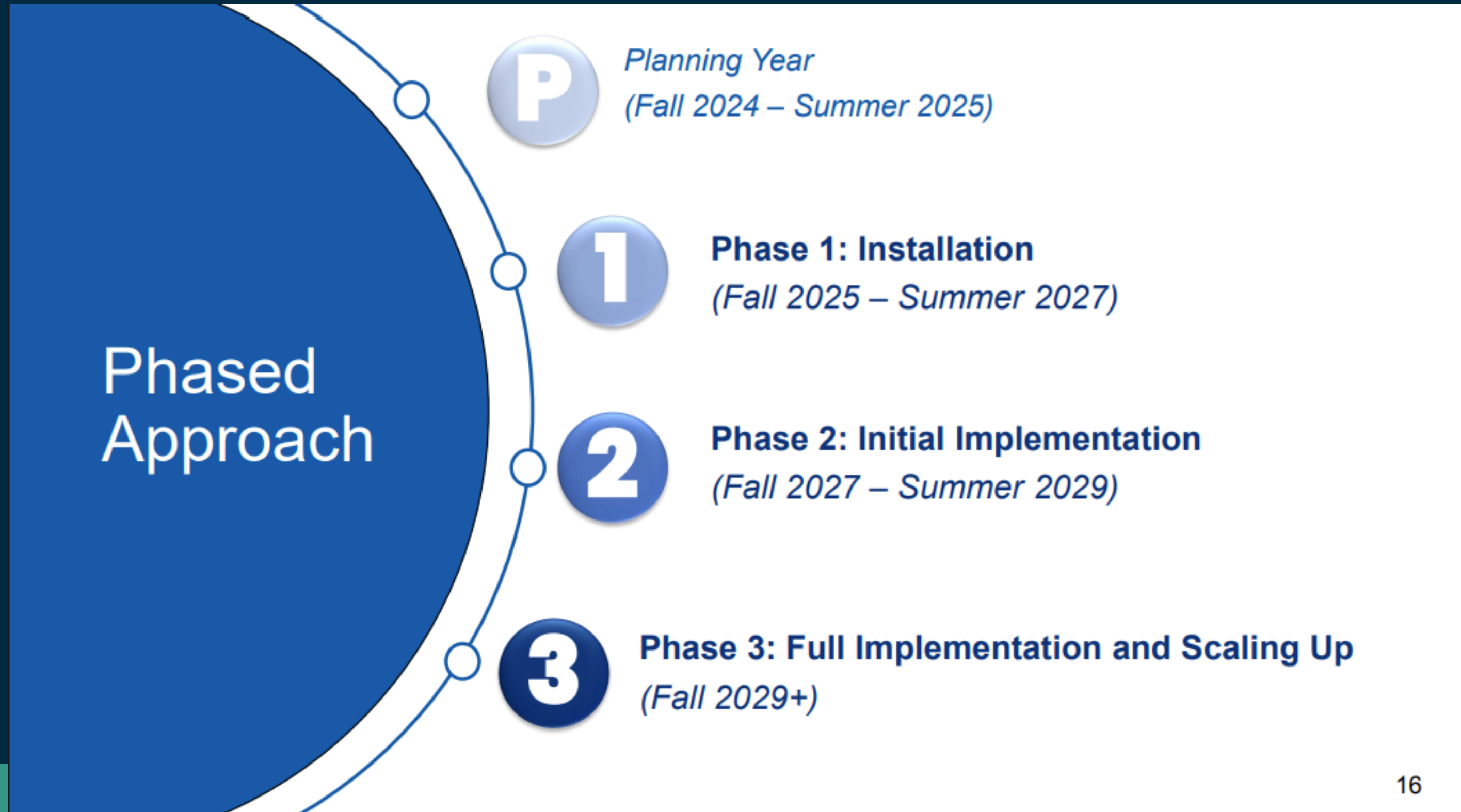
COMPARISON: CURRENT GRADUATION MODEL VS. PROPOSED TRANSFORMATIONAL GRADUATION MODEL

Three big ideas for the Portrait of a Graduate model:

- Moving from three different diploma types to one
- Credit requirements were earned through assessments, now they will be evidence based
- Districts were able to withhold diplomas if local requirements were not met, the new model has students meeting state requirements not local

Current Model	Proposed Transformational Model
 Three diploma types Advanced designation is one	 One diploma Advanced designation becomes seal or endorsement
 Twofold system Credit Requirements, primarily earned through units of study Assessment Requirements	 Evidence-based system Multiple means for demonstrating student proficiency Eliminates assessment requirements
 Districts can add local requirements and withhold diplomas from students who do not meet those requirements.	 Districts must confer diplomas to students who satisfy the State's requirements.

NYS PHASAED IN APPROACH TO THE PORTRAIT OF A GRADUATE





Planning Year
(Fall 2024 – Summer 2025)

After a year of planning, in July of 2025 a Portrait of a Graduate was adopted by NYSED with an organized phase in plan.

- Exemptions from diploma assessments for major life events
- Release the definition of each portrait of a graduate and adopt a NYS Portrait
- Create support networks where NYSED creates workgroups and advisory committees building communication channels to guide the future diploma requirements



Exemptions for Major Life Events

- Exemptions from diploma assessment requirements for major life events



Portrait of a Graduate

- Release definitions for each Portrait of a Graduate Component
- Adopt a NYS Portrait of a Graduate



Support Networks

- NYSED will establish workgroups and advisory committees
- Build communication channels to disseminate and support changes to future diploma requirements



Phase 1: Installation

(Fall 2025 – Summer 2027)

Cost Approx. \$4.2 million

- Release the portrait of a graduate rubrics with guidance
- Learning expectations
- Reformat learning standards for release
- Require financial literacy and climate education
- Cohort phase-in details release new credit requirements
- Continue support networks with work groups and advisory committees building communication channels to continue to guide the future diploma requirement
- Professional learning and staffing needed for phase 1



Portrait of a Graduate

- Release Portrait of a Graduate rubrics with guidance



Learning Expectations

- Release prioritized, reformatted learning standards with guidance
- Require instruction in financial literacy and climate education (effective SY 26-27)
- Release details on new credit requirement (cohort phase-in)



Support Networks

- NYSED will continue workgroups and advisory panels
- Continue communication channels to disseminate and support changes to future diploma requirements

Cost Approx. \$4.8 million

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Phase 2: Initial Implementation
(Fall 2027 – Summer 2029)

- One diploma for all students
- Move away from diploma assessments for all students
- Create new seals and endorsements for diplomas
- Reexamine ways for students to earn high school credits
- In 2027 students entering 9th grade will be required to earn one CTE credit for diploma (perhaps in financial literacy)
- Provide guidance and support as districts go ahead and adopt the portrait of a graduate and use new learning standards
 - Regional learning networks and professional networking opportunities



One Diploma

- Move to one diploma for all students



Diploma Assessments

- Sunset diploma assessment requirements for all students
- Redefine seals and endorsements, including to allow district-developed assessments



Learning Expectations

- Redefine credit to expand ways students earn credit
- Students entering grade 9 in 2027, and beyond, are required to earn one CTE credit, which could include financial literacy



Support Networks

- Guidance to support innovation as districts move to implement POG and prioritized learning standards
- Professional learning opportunities
- Regional learning networks



Cohort Phase-In

- New system will be phased in beginning with students who enter grade 9 in 2029-2030 (Cohort 2029)



New Statewide Transcript

- New statewide transcript requirements
- Transcript will document proficiency in both Portrait of a Graduate and prioritized learning standards



Support Networks

- Highlight and disseminate best practices as districts implement the Portrait of a Graduate and prioritized learning standards
- Support administration of new assessments aligned to prioritized learning standards
- Support new transcript requirements

(nysed.gov, 2025)

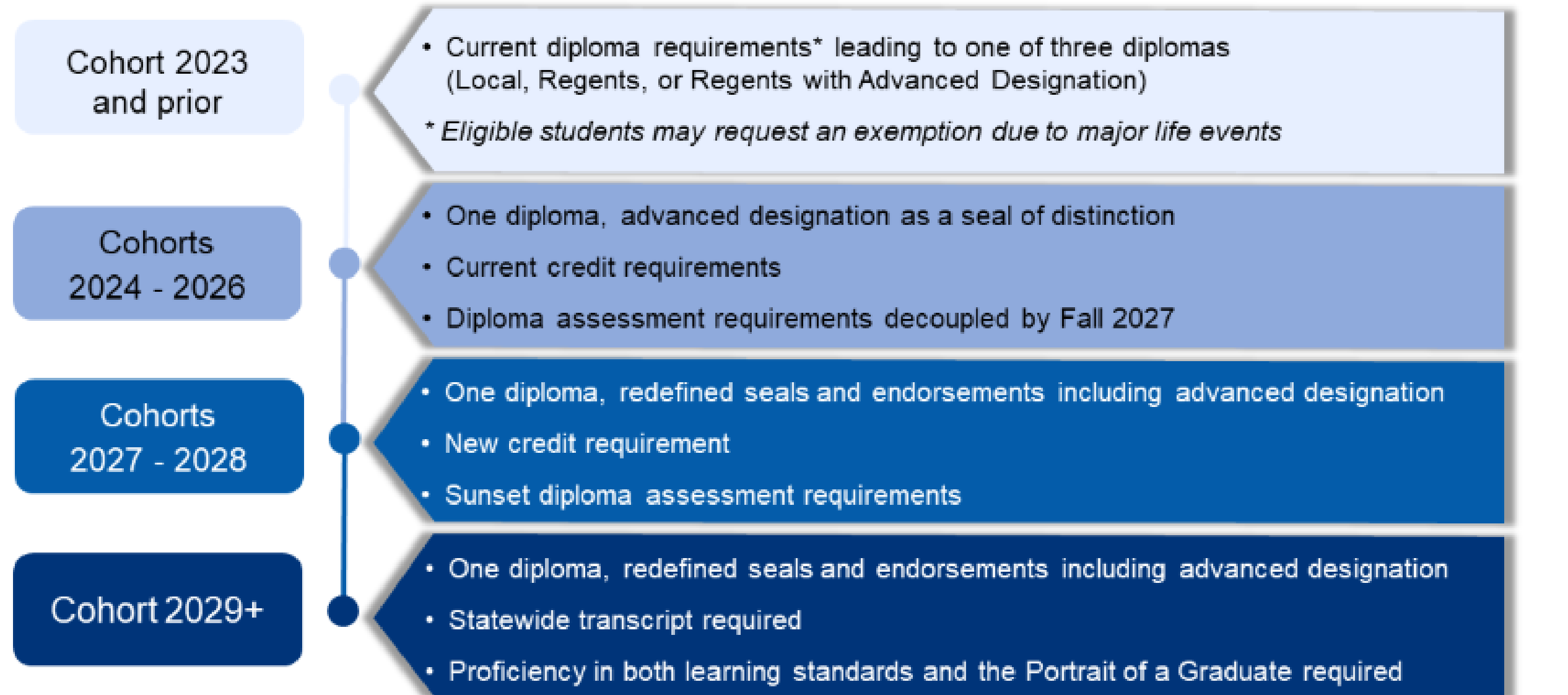
Cost Approx. \$2.5 million



Phase 3: Full Implementation and Scaling Up
(Fall 2029+)

- New students entering 9th grade in 2029 will be under the portrait of a graduate system
- There will be new state wide transcript requirements documenting proficiency in both portrait of graduate and prioritized learning standards
- As districts begin to use the portrait of a graduate and prioritized learning standards districts will collect data on what works and what doesn't
- Support new assessments aligned to the prioritized learning standards and support administration as well as new transcript requirements

Diploma Requirements by Cohort



(nysed.gov, 2025)

Students are sectioned into cohorts by the year they enter 9th grade.

The plan above explains the requirements for each cohort to earn their diplomas. Each phase of the Portrait has criteria taken away and added until full implementation in the cohort of 9th graders in September of 2029.



(nysed.gov, 2025)

PORTRAIT OF A GRADUATE ATTRIBUTES

- Academically Prepared
- Creative Innovator
- Critical Thinker
- Effective Communicator
- Global Citizen
- Reflective & Future Focused

ACADEMICALLY PREPARED

Students demonstrate a strong foundation in NYS learning standards with the knowledge and skills to be successful in college, careers, civic engagement, and life.



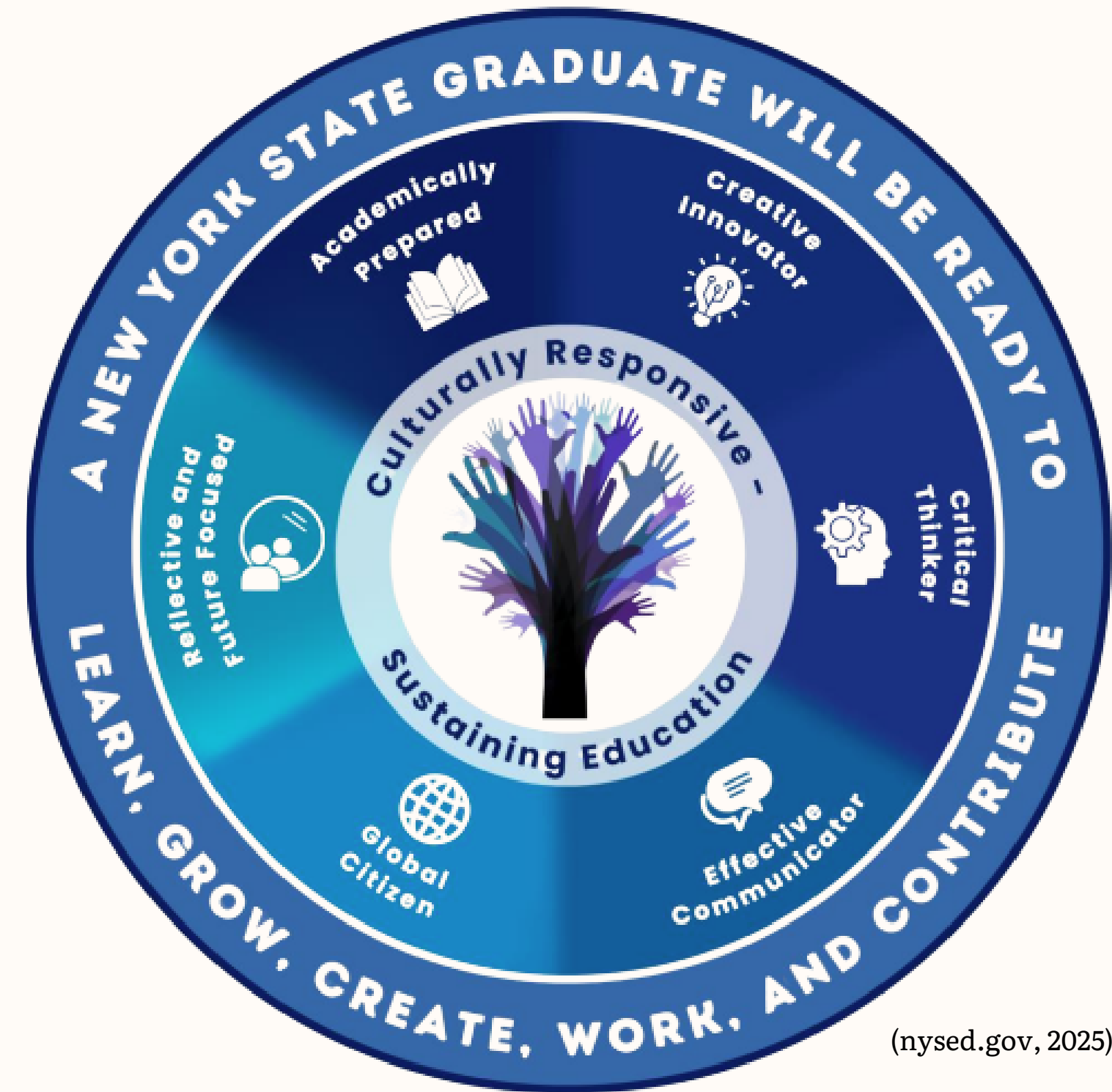
CREATIVE INNOVATOR

Students can solve problems, develop new ideas, and adapt to evolving circumstances



CRITICAL THINKER

Students analyze information, evaluate evidence, and identify connections and patterns to address complex issues and navigate the world



(nysed.gov, 2025)



(nysed.gov, 2025)



EFFECTIVE COMMUNICATOR

Students can articulate ideas clearly through speaking, writing, and other types of media as well as listen to different perspectives



GLOBAL CITIZEN

Students act responsibly and ethically within different communities; promotes global sustainability; and positively contributes to a culturally diverse democratic society



REFLECTIVE AND FUTURE FOCUSED

Students engage in self-reflection to identify strengths and areas for growth, set meaningful goals, use social awareness to maintain supportive relationships, and demonstrate responsible decision-making

STUDENTS NEED TO KNOW

Grow as you learn

- The Portrait of a Graduate supports and encourages growth as learning takes place
- Growth academically, socially, emotionally and culturally will better prepare students for life after high school
- Prepares students for college, career, and to be an involved citizen

- Student centered
 - The student is the core of their own Portrait
 - Students will have voice and choice on their educational journey
 - Educators and leaders in the school will assist students in being heard to create the future they desire
- Authentic Application
 - PoG attributes will be included in all projects, units and WBL experiences
 - Communication, collaboration, and critical thinking will give students the experience the world after high school needs
 - Your experiences and aspirations will be encouraged

PARENTS NEED TO KNOW

- Whole-child Development
 - The student will grow academically, socially, emotionally, and culturally as they follow their chosen pathway through the Portrait
 - A focus on developing the whole-child will better prepare them for college, careers, and life participating as a citizen in their community
 - Equity and Belonging
 - Culturally responsive sustaining education (CR-SE) is at the center of the PoG
 - It is a priority of educators and leaders for your student to be seen and heard while also being valued
 - The educational community in which your child learns will work to create a learning environment where all kids can thrive
 - Authentic Application
 - The Portrait of a Graduate supports and encourages growth as learning takes place
 - Growth academically, socially, emotionally and culturally will better prepare students for life after high school
 - Prepares students for college, career, and to be an involved citizen
-

ADMINISTRATOR NEED TO KNOW

- Local Relevance
 - Connect PoG attributes from the district, to the local community for your school
 - Inclusive, interdisciplinary, and evidence-based
 - Local issues and student interests bring in relevance
- Authentic Application
 - Communication, collaboration and critical thinking are intertwined into real world projects and experiences
 - Students are encouraged to develop future ready skills through real world experiences like worked based learning opportunities
- Intentional Alignment
 - Instruction will align with the PoG attributes, NYS Learning Standards, the NYS Social-Emotional Learning Benchmarks, and the NYS Culturally Responsice-Sustaining Education Framework
- CR-SE at the Core
 - Inclusive curriculum with building and district wide practices helps to recognize student identities and experiences
 - Educators recognize and support student diverse values, identities, languages, and experiences as strengths
- Student Performance
 - Various strategies are used to assess student performance that include but are not limited to performance tasks, portfolios, projects, and presentations
- Shared Responsibility
 - Administrators, teachers, families, students and community partners are responsible for the success for the PoG
 - the PoG will be implemented across classrooms, schools and communities where all will work collaboratively for success

SCHOOL BOARD NEED TO KNOW

- Local Relevance
 - Local resources need to support local goals for the PoG
 - Allocate resources in the PoG so the NYS Learning standards, the NYS Social-Emotional Learning Benchmarks, and the CR-SE Framework are supported
- Authentic Application
 - Integrate local policies intentionally into the PoG attributes to create meaningful real-world learning experiences
 - Advocate for students to have policies that empower students to develop future ready skills that honor their lived experiences and follow their personal aspirations
- Shared Values
 - The PoG was created with input from students, families, educators, leaders, and communities across NYS
 - Values exhibited are for children to be ready to learn, grow, create, work and contribute.
- CR-SE at the Core
 - Adopt inclusive curriculum and district wide policies that celebrate and value students' diverse identities, experiences and languages as strengths
- Strategic Alignment
 - PoG attributes connect to local communities through adopting educational policies that focus on local issues, reflect student interests, and maintain strong partnerships with community stakeholders
- Student Performance
 - Adopt and advocate for policies with different ways to assess students
 - Examples are performance tasks, portfolios, projects and presentations

PORTRAIT OF A GRADUATE STAKEHOLDER FEEDBACK

- Students have the unique opportunity of having choice and voice
- Students may be more successful when having ownership over their education
- Learning pathways can be designed by students based on their interests and strengths motivating them to learn
- Empowering students to own their learning
- Students across the state will have opportunities like all other students in the state
- Focusing on interests, learning styles, and content students will have new ways to demonstrate proficiency
- assessments will measure what students can do and not just what they know
- Students will choose their competency area yet earn the same diploma as others just with a seal that relates to their specialty





APPROVED PATHWAYS FOR ERIE 1 BOCES

- Individual Arts Assessment Pathway (IAAP)
- Seal of Civic Readiness



SEAL OF
CIVIC
READINESS



INDIVIDUAL ARTS ASSESSMENTS PATHWAY

- A pathway for students with interests and talents in the arts
- Students are required to:
 - Take an additional arts course or sequence that ends with students taking and passing an approved pathway assessment
 - These assessments are AP exams
- Students who use the IAAP as their graduation pathway need to:
 - Have three units of visual arts, music, dance and/or theater
 - Complete a portfolio with 5-6 artistic works
- Artistic method(s), media, or form(s) students use to meet the appropriate State developed IAAP criteria are based on student artistic and research interests with consultation with their arts teachers



Individual Arts Assessment Pathway (IAAP)

The application to offer the Individual Arts Assessment Pathway (IAAP) will be available for all...

 New York State Education Department



Demonstrate a fundamental and functional knowledge of government, law, history, geography, culture, economics, and current events. These may include inequities within our democratic system at the federal, state and local level. Students should know how to apply this knowledge to different circumstances and settings.



Demonstrate a broad array of critical analytic, verbal, communication, media literacy and other skills and participate in a wide variety of actions. Students should practice such actions both inside and outside of school on a regular basis.



Demonstrate the mindset of a participant in a democratic society. A civic mindset is a commitment to democratic interpersonal and intrapersonal values, virtues, attitudes, and beliefs and informed actions that promote and facilitate meaningful participation in civic life. It is an understanding of self as part of and responsible to larger social groups.



Participate in developmentally appropriate civic experiences. Civic readiness should be developed in a variety of settings and ways—inside and outside of the classroom, across content areas, and for multiple purposes. Civic Readiness should be promoted by engaging students in relevant experiences that include students as active participants.

SEAL OF CIVICS READINESS

Using knowledge, skills and mindsets in civics, student take action in their culturally diverse communities in a democratic society

Civic knowledge, civic skills and actions, civic mindsets and civic experiences are the four areas of expertise for the Seal of Civic Readiness

(nysed.gov, 2025)

SEAL OF CIVICS READINESS (CON'T)

- This is a possibility for ALL Academic students through their high school scheduling
- Projects, elective courses, and capstone project do not need to be done solely by social studies teachers or in social studies classes
- Projects can be done over four years and can be done in groups not requiring students to write essays
- Hours used for the Seal of Civics Readiness can also be used for CDOS hours

Why earn the seal?

- Pathway to graduation
- Show colleges that you stand out
- Be an agent of positive social change and strengthen our diverse democracy
- It will be listed on your official transcript
- Show future employers that you have skills in civics and civility
- You will have a seal of Civic Readiness affixed to your diploma



Seal of Civic Readiness - Williamsville Central School District

willamsvillek12.org

CAREER DEVELOPMENT OCCUPATIONAL STUDIES (CDOS)

CDOS Requirements:

- This is a graduation pathway OR a Commencement Credential
- Complete CDOS Option 1
 - 216 CDOS Hours (54+ WBL Hours)
 - Completed Career Profile
 - Completed Employability Profile
 - Completed ePortfolio

OR

Complete CDOS Option 2

- Pass an approved exam (the 21st Century Skills Exam)

- Career and Technical Education (CTE) Juniors and Seniors take the 21st Century Exam
 - This will start around Quarter 3 in the CTE program
- Different options to ensure all students have a career plan and employability profiles completed
 - These documents can be used for transition assessments!

CAREER AND TECHNICAL EDUCATION (CTE)

- Pathway for students interested in an industry related career pathway.
- Students can use this as a graduation pathway OR an endorsement
- CTE Centers apply to NYSED every five years for approval
- Students must successfully pass an approved CTE course AND complete the NYS approved:
 - Written exam
 - Performance exam
 - Employability profile

- CDOS hours are tracked through CTE
- 21st Century Skills exams are administered through CTE
- Worked Based Learning experiences occur through CTE



CAREER AND TECHNICAL EDUCATION (CTE) CON'T

- Career pathways are already established into programming at Career and technical centers
- “When every student is enrolled in a successful pathway, it makes it a smooth transition to using the pathway data–course outcomes, graduation requirements, credit attainment, associated credentials, to establish a PoG that aligns with coursework that students are already taking. “

(maialearning.com,)

- When career pathways are established, worked based learning opportunities are then created to align with the pathway

What counts as WBL hours?

- Job shadowing
- Guest Speakers
- Community service/volunteering
- Career-focused research projects
- Industry-based projects
- School-based enterprises
- Entrepreneurship
- Community-based work experiences for students with disabilities



MANY WAYS TO DEMONSTRATE PROFICIENCY IN NYS LEARNING STANDARDS



Approved Work-Based
or Service-Based
Learning Experiences



Capstone
Learning
Experiences



Early College High
School / PTECH



Earning NYS
Credentials or Seals



High School Courses



NYSED-
Approved CTE
Programs



Participation in
the Arts



Passing
Approved
Assessments

EXAMPLES OF EXPANDED EXPERIENCES AND MULTIPLE MEANS OF DEMONSTRATING PROFICIENCY

Earned the Seal of Biliteracy

Successfully completed a locally-developed Capstone Project

Successfully completed an English Composition course



New York State graduates are effective communicators.

Successfully completed Digital Media Communications CTE Program

Passed the State Exam in English Language Arts

Completed a summer internship for the community newspaper

ACTIVITY: WHAT CAN COUNT TOWARDS THE PORTRAIT OF A GRADUATE

Step 1: One the five post it notes provided on your tables, write one project, unit, or experience you already teach your students, one idea per post-it

Step 2: Separate the post-it notes and place on the labelled sheets throughout the room. The sheets are labelled with the different attributes of a Portrait of a Graduate

Step 3: Discuss how it can be difficult what category to place the project, unit, or experience in because they often overlap with one another.

Step 4: Conclusion: you are already doing the activities needed for students to earn a diploma in the Portrait of a Graduate plan. The difference is that students now have the power to set their own plan to earn their diploma with the seals and or endorsements to specify their pathway.



EXPERIENCES COUNT TOWARDS MULTIPLE PATHWAYS

Key:  - IAAP ||  - CDOS ||  Civics

Students make cards for people in a nursing home during extra time at lunch



Students participate in their school's theater class or "club"



A research unit in a science class about laws impacting the environment that end in writing a letter to a lawmaker 

Students take an elective on protest songs.



A project in math where students research and design sustainable housing for families



A project where students make a poll about issues of equity in school and make recommendations to admin



Students draft, design, and create a mural for the building after polling students to create a welcoming space. 

Students create an artist day, where students can showcase their art and get feedback.



A speaker comes into a class to explain a day in the life of their career as a film maker 

Students reach out to a business to create a marketing campaign about a product or issue 

Freshman Seminar gives students opportunities to explore graduation pathways while working on academic skills.



Students participation in the School Store, including making a jingle



QUESTIONS AND ANSWERS

What experiences can be done as a group or class?

Almost all experiences. All pathways give schools/districts the flexibility to tailor certain aspects to their students/programs.

Who determines what Pathway the students will be on?

The student should be the primary decider of their pathway with their teachers, counselors, and home families.

Can students switch pathways once they start one?

Yes, however that can sometimes cause delays in their expected graduation date. Passing classes and having experiences count towards multiple pathways helps.

Can a student get more than one pathway at a time?

Yes. Some pathways (like the Seal of Civic Readiness) are also endorsements that add to a student's diploma.

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