

- Completed graduate profile

The profile of a graduate skills survey was completed by members of Milford Colony during the week of December 9th-13th. Every member of Milford Colony above the age of 16 took part in the graduate profile survey.

- Publicly available graduate profile

A copy of the graduate profile will be provided to each member of Milford Colony and also be available at: <https://www.lccountymt.gov/Community/Education>

- Meaningful stakeholder input and feedback used to create the graduate profile

Auchard Creek School students hand delivered the profile of graduate survey to each member of Milford Colony over the age of 16. The students of Auchard Creek School also returned each survey verifying that everyone completed a survey. The students received extra credit for helping complete the delivery of surveys, collection of surveys, and the older students help interpret the data. From this data we were able to deduct the four most important skills determined by Milford Colony.

Skill 1 Self-management/responsibility/self-efficacy

Skill 2 Collaborative/works well in team

Skill 3 Timeliness/dependability

Skill 4 Resilience/adaptability

- Specific steps to achieve the graduate profile

Skill 1

To teach **self-management/responsibility/self-efficacy** in the school, we will focus on building routines, encouraging students to use lists and planners to promote effective time management, promote self-reflection and goal setting through journals, provide opportunities for self-reinforcement, and fostering a positive relationship with each student to create a positive learning environment. Each student's needs will be considered while applying these strategies and adjusted accordingly.

Key strategies:

-Establish routines: Set clear expectation for classroom procedures like cleaning up to provide structure and predictability.

-Time management techniques: Teach students to create schedules and used planners to manage their time effectively.

-Goal setting: Guide students to set realistic goals and encourage them to track their progress toward achieving them.

-Self-monitoring and reflection: Have students regularly assess their own work and identify areas for improvement, allowing them to take ownership of their learning.

-Positive reinforcement: Recognize and reward students for demonstrating positive self-management behaviors.

Important aspects to focus on:

-Emotional regulation: Recognizing and managing emotions appropriately.

-Focus and attention: Maintaining concentration on tasks and minimizing distractions.

-Impulse control: Thinking before acting and making thoughtful decisions.

-Resilience: Bouncing back from setbacks and persevering through challenges.

-Self-awareness: Understanding one's strengths and weaknesses.

Skill 2

To teach **collaborative/works well in team** in the school, we will incorporate fun, interactive games and activities that encourage communication collaboration, and problem-solving. These activities will focus on emphasizing the importance of working together to achieve a common goal.

Key strategies:

-Simple games with clear rules: These activities should be easy to understand and participate in.

-Diverse activities: Include a mix of physical activities like obstacle courses, collaborative art projects, and brain-teasers like puzzle solving to cater to different learning styles.

-Positive reinforcement: Praise students for their collaborative efforts, active listening, and willingness to support their teammates.

Example Activities:

-Scavenger hunt

-Human knot

-Tower Building Challenge

- Storytelling Chain
- Blindfolded Trust Walk

Important aspects to focus on:

- Group size: Adjust group size based on student needs and activity complexity.
- Rotate roles: Allow students to take on different leadership roles within the group to build diverse skills.
- Debriefing: After each activity, take time to discuss what went well, what challenges arose, and how students can improve their teamwork.

Skill 3

To teach **timeliness/dependability** in the school, we will establish clear routines and expectations, use visual timers, incorporate time-related activities into lessons, praise promptness, and provide consequences for tardiness. We will do this while making the concept fun and engaging for students.

Key strategies:

- Set clear expectations and routines:
 - Morning routines: Establish a consistent morning routine with clear start times for entering the classroom, taking attendance, and getting settled.
 - Transition times: Designate specific transition times between activities with visual cues to signal changes.
- Visual timers and clocks
 - Analog clocks: Use a large analog clock in the classroom to teach students to read time and understand the passage of time.
 - Digital timers: Employ digital timers for activities, allowing students to visually see how much time is left.
- Time-related activities
 - Time-based games: Incorporate time-related elements into classroom games.
 - Storytelling with time: Read stories where time is a key element and discuss how characters manage their time.

-Positive reinforcement

-Praise promptness: Actively praise students who arrive on time or transition quickly between activities.

-Reward system: Implement a reward system for consistent timeliness.

-Addressing tardiness

-Gentle reminders: Offer gentle reminders to students who are approaching a deadline.

-Consequences: Establish clear consequences for repeated tardiness, like a brief check-in with the teacher or a short time-out.

Important aspects to focus on:

-Simple language

-Hands-on activities

-Visual aids

Skill 4

To teach **resilience/adaptability** in the school, we will help students develop a positive mindset, learn from setbacks, and set challenging goals. We will also model positive empowering behaviors and provide opportunities for students to practice problem solving.

Key strategies:

-Develop a positive mindset

-Set goals: Encourage students to set goals that are challenging but realistic.

-Celebrate progress: Celebrate every time students overcome a challenge or make progress toward their goals.

-Communicate with parents: Regularly communicate with parents to let them know of their child's progress.

-Learning from setbacks

-Break down problems: Help students break down problems into smaller, more manageable pieces.

-Teach coping strategies: Teach students to calm themselves down when stressed and how to manage stress.

-Practice problem solving

-Develop a problem-solving framework: Teach students how to identify problems, analyze causes, and seek help.

-Encourage creative problem solving: Provide opportunities for students to be resourceful and use their creativity to solve problems.

-Model empowering behaviors

-Be honest about your struggles: Let students see you asking for help and persevering when things get hard.

-Encourage a growth mindset: Foster a love of learning and a willingness to grow.