Purpose and Outcome Statements

This collection of articles discusses what the mission itself means, and how it is evidenced in the lives of your faculty and your graduates.
Purpose and Outcome Statements
A collection of articles from Ideas & Perspectives

Even the best mission statement is going to be more important for marketing and admission than it is for truly nailing down who you are (compared with your neighbor down the street). And adding more philosophical statements doesn’t tend to help. So what does the mission mean itself, and how is it evidenced in the lives of both your faculty and your graduates? Is there something that we really can “count” in order to demonstrate that the school is carrying out its mission? This collection of articles answers those questions.
Purpose and Outcome Statements

Independent School Management
1316 North Union Street
Wilmington, DE 19806
Telephone: 302-656-4944 • Fax: 302-656-0647
Web site: isminc.com/bookstore • E-mail: bookstore@isminc.com

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Purpose and Outcome Statements: Capture the Essence of Your School

While a mission statement is valuable, no matter how beautiful the wording, it is frequently inadequate. Over the years, ISM has found that private-independent school mission statements are seldom viewed as completely satisfactory by any constituent group, whether it be the faculty and staff, the administration, the parent body, alumni, or others with an interest in the school (e.g., prospective lead donors).

A mission statement may fail to capture the essence of a school or provide any clear distinction from other schools. It may not be definitive enough to provide guidance to the Board, administration, or faculty in their pursuit of programmatic excellence. It may not answer the essential question, “Why does our school exist?”

Is it possible for a mission statement alone to accomplish the tasks of capturing the core reasons for your school’s existence, distinguishing it from all others, and guiding your school in achieving its educational purposes? ISM’s answer is, “No, probably not. It is, however, a beginning.”

**Purpose and Outcome Statements**

Along with the mission statement, schools should have two other definitive documents that guide the school in addressing the three above concerns. ISM calls this group of documents Purpose and Outcome Statements. To a short (no more than 30-word) mission statement, add:

- a “Portrait of the Graduate” (a list of desired student outcomes) and
- “Characteristics of Professional Excellence” (a list of characteristics serving as an operational definition of your faculty “ideal”).

The action element that energizes and provides a foundation for these statements is a strategic plan/strategic financial plan – the plan for your school’s near-term future, and the financial plan that serves as the “fuel” to enable its completion.

One or more of these documents may already exist in your school. Surely, there is a mission statement. There may also be a strategic plan/strategic financial plan and one or both of the other statements. The question is whether the extant statements are adequate to provide the scope and guidance your school needs to define its purposes and outcomes in a directive, clear, and distinguishing manner.

**Restating Your Mission**

If your mission statement fails to meet these just-listed criteria or is just too “soft,” consider an exercise to upgrade the statement. This can be a task for members of the Board, the Management Team, the faculty, or a combination of these appropriate people. However, restating the mission is addressed, the final version must be formally adopted by the Board.

1. **Provide a definition for a “mission statement”** such as the following: “Our school’s mission statement is a 30-word (or fewer) declaration of our essential purpose as an institution. It is not comprehensive. It is value-laden. It differentiates our school from its competitors. It is memorable and marketable.”

2. **Review the current mission statement, examining the core words and phrases.** For example, your statement may be “Our school’s mission is to prepare students, in a diverse and nurturing environment, for next-level academic success, and to develop fully their individual ethical, social, physical, and spiritual capacities.” The core phrases in this 30-word statement include “next-level,” “academic success,” “diverse environment,” “ethical development,” “social development,” “physical development,” and “spiritual development.”

3. **Now, look closely at your own mission statement’s words and phrases.** Discuss the extent to which they meet the criteria suggested in No. 1 above. The statement (a) is 30 words or fewer, (b) summarizes your essential purpose, (c) is not comprehensive, (d) expresses your values, (e) differentiates your school from its competitors, and (f) is “memorable.” (In the example in No. 2, the statement clearly succeeds on “a,” may or may not succeed on “b” and “f,” and arguably fails on all the rest.)

4. **Ask the question, “Why does our school exist?”** Brainstorm answers that describe those qualities your school values as an educational institution. Once all descriptors have been elicited, prioritize the top four or five value-laden reasons for your school’s existence.

5. **Bring the mission restating exercise to a close.** Assign the next step(s) to a small committee whose members have agreed, prior to the meeting, to serve. This committee’s task will be to restate the mission to fit the criteria listed in No. 1 and No. 3 above. Give a deadline (six weeks) to deliver the final version. Make it clear that a final version will then be presented to the Board for approval and adoption.

While you may choose to make mission restatement the first step in the development of your school’s Purpose and Outcome Statements, there is no prescribed order. You can create or revise either of the others (“Portrait of the Graduate” and “Characteristics of Professional Excellence”) first. In subsequent articles, ISM will address the process of developing/ restating these key statements, and how to use them in your marketing strategies.
An Exercise in Restating a Mission

Here is an example of a restated mission developed by Aegis Academy (I&Ps fictional day school) after following the process described in the accompanying article. The result of the brainstorming and prioritization exercise (No. 4 in the article) yielded the following high-priority, value-laden reasons why the school exists. (The underlined words are the values felt to be the most significant.)

Knowledge empowers people
Skills enhance lives
Learning stimulates growth
Ethical living brings dignity

The committee developed the following mission:

Aegis Academy empowers students by enhancing their lives, stimulating intellectual growth, instilling moral and ethical precepts, and fostering the dignity of each student.
Purpose and Outcome Statements: Portrait of the Graduate

ISM introduced the concept of Purpose and Outcome Statements. These statements include three definitive documents: the mission statement, the Portrait of the Graduate, and Characteristics of Professional Excellence. In combination, they guide the school in capturing the core reasons for its existence, distinguishing it from other schools, and defining its educational purposes. This article, the second in the series, explains the purpose and development of the Portrait of the Graduate.

The Portrait of the Graduate is a list of five or fewer items comprising short descriptors of your “product” – the student you expect to have developed over the years that she/he has spent under your faculty's tutelage. Examples of such descriptors may include:

- ready to perform with distinction at the next academic level;
- committed to lifelong learning, both inside and outside educational (institutional) contexts;
- conversant with the ethical implications of the school mission statement;
- competent in the use of technological research channels;
- committed to advancing the fine arts;
- eager to engage diverse communities;
- committed to community service principles; and
- able to articulate the major ingredients in a lifelong wellness lifestyle.

Schools with explicitly religious missions will include explicitly religious descriptors in their portraits, such as:

- committed to a biblically focused lifestyle;
- able to articulate fully the personal/ethical implications of a lifelong faith commitment; and
- tolerant of, and conversant with, other religious viewpoints.

Keep your Portrait of the Graduate concise. The impact of your portrait on readers diminishes as the list grows.

Developing Your Portrait of the Graduate

The School Head initiates the development of your Portrait of the Graduate. While determination of the exact steps and selection of individuals to participate in the process will be the Head's choice, fitting the particular context, there is an expected series of steps that can be viewed as normative. Form a team, certainly to include faculty members, to spearhead the process. (There may be a pre-existing group to which you prefer to assign the task, e.g., a "design team" of teachers who routinely provide advice and counsel to you; a mixed group with teachers, administrators, and others who regularly take on projects of this sort; or a standing administrative committee to which you could add appropriate faculty representation.)

Having created or designated a group of your choosing, consider the following sequence.

1. Meet with the group members and ask them to select a "convener" (if a Chair does not already exist, as with a pre-existing committee). Provide the members with a written charge: Produce a short list (containing no more than five items) delineating the expected outcomes of the student experience at your school, a list that denotes in concise language the specific qualities of your graduates.

2. Resist the temptation to elaborate on the charge, other than to explain the overall purpose of the assignment and to note the subsequent steps. Honor the quality of those selected by allowing the team to work unconstrained.

3. Provide time constraints; six to eight weeks is suggested.

4. When the team has readied a draft, schedule one or more faculty meetings where the team members will make a presentation to their colleagues. In the faculty meetings, provide the introduction yourself (see Nos. 1 and 2).

5. With your second-level academic administrators, listen to the discussion of the proposed portrait; do not preside or speak unless asked.

6. Let the team itself determine the next steps; it may decide that the work is finished, or it may request time to continue its work.

7. Accept the finished product with appropriate expressions of private and public gratitude.

8. Make every effort to accept the finished portrait exactly as produced by your team. If you cannot live with some word or phrase, do what you must, but know that, if the Portrait of the Graduate is grounded in the school's institutional culture – as it must be – it needs to be acceptable to your faculty and leadership in a profound sense.

Future Use of Your Portrait of the Graduate

Once your Portrait of the Graduate is in place, revisit it in conjunction with your quadrennial strategic planning events. Your portrait can be “tweaked” routinely without the kinds of ripple effects (through your community, your alumni, your accreditation agency, et. al.) that ensue inevitably with alterations to your mission statement. Use the portrait to emphasize your school's uniqueness and continue to differentiate yourself within your competitive marketplace.
Characteristics of Professional Excellence, derived from ISMs six-year International Model Schools Project, may include:

- knowledge of “cutting edge” content/process;
- high – but not uniform – standards for/expectations of all students;
- high time-on-action tasks for all students;
- explicit test preparation for all graded (i.e., evaluated) events;
- mission-consistent discipline in all instances;
- meaningful emotional/psychological engagement with all students;
- active support for colleagues;
- positive contribution to professional, mission-focused “sense of community” with all constituent groups;
- responsiveness to student needs; and
- responsiveness to parent needs.

Schools with explicitly religious missions may, of course, include explicitly religious descriptors in their Characteristics of Professional Excellence, such as:

- serving as a mature role model for a biblically focused lifestyle;
- displaying a seasoned capacity to articulate the personal/ethical implications of a lifelong faith commitment; and
- embodying appropriate public and private tolerance of, and respect for, other religious points of view.

Avoid developing a list of characteristics that includes more than 15 items. Emphasize the importance of including items that will truly be “difference-makers” in the development and maintenance of your faculty culture.

Expect, for the sake of clarity, to develop a companion list of two-sentence explanations/examples for each item to reduce the potential for misinterpretation – inadvertent or not – in your teachers’ individual interpretations of the meaning of each of the items.

Development of Your School’s Characteristics of Professional Excellence

As with the Portrait of the Graduate, development of the Characteristics of Professional Excellence is a task initiated by the School Head. While the Head will make the decisions about the exact process and about the participants in that process, there is a general set of guidelines that may be considered normative.

Select a team to spearhead the development of the Excellence Characteristics, bearing in mind two factors: (1) faculty participation is essential, since these descriptors will define the essence of “professionalism” in your school; and (2) academic administrative participation may be essential as well, since a parallel use of the Excellence Characteristics will be in the context of faculty evaluation. Academic Administrators must consider these characteristics from both a teacher-evaluation perspective and a definition-of-professionalism perspective.

ISM suggests that your school create or identify a single group – not a group for each academic division – to compile this list. These Excellence Characteristics, once formulated, will operationally define what it means to be an exemplary professional faculty member in your school; do not allow this definition to be fragmented by division.

You may create a group specifically for this task, or you may identify a pre-existing group. If you do the latter, be sure that the group’s composition speaks to the two perspectives noted above. Add to, or subtract from, a pre-existing group’s composition, as needed, to address the two perspectives.

Having formed your group and designated a facilitator, consider the following sequence.

1. Meet once with the group and provide the members a written charge: Produce a short list (containing no more than 15 items) delineating the faculty-specific Characteristics of Professional Excellence in our school.

2. Resist the temptation to elaborate on the charge other than to explain the overall purpose of the assignment and to note the steps following this one. Do, however, consider providing each member with a copy of ISMs 10-item generic list above. Unlike the Portrait of the Graduate, in which a short list of desired student outcomes will spring to participants’ minds immediately, this task may strike your participants as amorphous and potentially overwhelming unless you provide a sample to serve as a point of departure.

3. Provide time constraints; six to eight weeks is suggested.
4. When a draft is complete, schedule a whole-faculty meeting and ask the group to present its work. Provide the introduction yourself, and then sit down while the members do the actual presentation.

5. Suggest that the group distribute copies of the completed list, and, following the presentation, invite observations and suggestions for enhancements to be submitted electronically or by some other convenient written means.

6. Let the group itself decide the next steps; let it work until finished.

7. Accept the finished product with appropriate expressions of private and public gratitude.

8. Unlike the situation with the Portrait of the Graduate, do not consider this product to be something that the School Head should leave unchanged at nearly all costs. Since, as noted earlier, this will serve as an important aspect of your faculty evaluation system, the list must conform to the Head’s viewpoint regarding faculty excellence in your school’s context.

Future Use and Development of Your Characteristics of Professional Excellence List

ISM recommends two uses for your list of Excellence Characteristics, once complete: (1) to combine with your mission statement and your Portrait of the Graduate to form a three-part foundation for all internal and external marketing efforts; and (2) to be incorporated into your faculty evaluation system.²

Revisit the Excellence Characteristics in conjunction with your quadrennial strategic planning events or re-accreditation process. Your list can be modified routinely a to conform to your teachers’ and your administrators’ life experiences with the items.

2 This is not to imply that these Excellence Characteristics must be classroom-observable. ISM’s studies have demonstrated that traditional classroom observation/evaluation has no relationship to student performance, satisfaction, and enthusiasm, and should not form the core of the faculty evaluation process except in the case of novice or problem teachers.
3 The composition of this group is important. Members must be mission-exemplary, able to cooperate with other adults, excited about professional development, and respected by colleagues. The members do not have to be – and often shouldn’t be – veterans.
4 Readers are reminded that when ISM makes reference to “faculty evaluation systems,” ISM means something quite different from what is meant in conventional systems. In our parlance, Meaningful Faculty Evaluation is fundamentally a career-long conversation between individual teachers and their individual administrators about the higher-order professional/technical understandings and behaviors that collectively become “difference-makers” for students. (See The Teacher’s Professional Growth Workbook, available at isminc.com/index.php3?M=mpubkmfetc.) The Excellence Characteristics list in this article is meaningless unless it is used to focus everyday conversations on those difference-makers.
Marketing Your Purpose and Outcome Statements

ISM recommends that schools refine or develop three Purpose and Outcome Statements: the school’s mission (more likely a review and refinement), the Portrait of the Graduate, and the Characteristics of Professional Excellence for faculty. While each one has its place in guiding the school’s day-to-day educational activities, they can also be used to clearly differentiate the school from its competition. The three statements and how they are fulfilled provide an excellent opportunity for the school to describe its distinguishing characteristics for its constituencies (internal and external).

After each of the Purpose and Outcome Statements has been created (or revised), plan to hold several faculty meetings (either the whole faculty or, if the number of teachers makes that unwieldy, by divisions). During these meetings, ask the faculty to provide specific examples of the ways in which they see themselves and their colleagues carrying out the mission in their instruction and interaction with students, meeting the Characteristics of Professional Excellence, and developing the Portrait of the Graduate. Periodically, supplement these examples through individual conversations, during faculty meetings, and by conversations with the Academic Administrators (those who guide and supervise the faculty), who will have seen further examples of mission fulfillment and professional excellence.

A Communication Plan

Once a statement has been refined or adopted, the School Head can include it in the school’s marketing plan. The School Head should assume the initial communication responsibility, with the message then amplified by members of the Academic Administrative Team. Once a particular aspect of a statement has been initially described, then other administrators and faculty should include in their communications, whenever appropriate, examples that illustrate that aspect in their work (e.g., teachers in explaining their classroom activities, the Admission Director in describing the school, the Development Director in creating the case for giving). The steps in creating the communication plan are:

- defining, with the faculty and academic leaders, how the aspects of each of the Purpose and Outcome Statements are fulfilled, with specific examples;
- deciding how to integrate the plan into the school’s current communications methods;
- developing a two- to three-year publication schedule (i.e., decide what aspects of the Position and Outcome statements will be published in the newsletter, appear in a letter from the Head, or be incorporated into a presentation to the parent body); and
- assigning the initial communication duty to specific people.

Mission

In I&P, we have described many ways to draw attention to your school’s mission and how it is carried out in the daily life of the school. The process involves parsing the mission, highlighting the meaningful words and phrases, and discussing the relationship between the words and phrases and the school’s programs in meetings (e.g., Board, faculty), in newsletter articles, and in presentations. Such an explication validates the mission’s fulfillment through the education the students experience, giving constituents valuable information to share among themselves about the school’s exceptional, mission-related qualities.

Portrait of the Graduate

Be specific about what skills, knowledge, and qualities a graduate is expected to acquire. Define each aspect and give examples of how it is instilled. If one of the aspects of the portrait is that a graduate will be a leader and contributor to the community, then highlight alumni who hold leadership positions in a variety of organizations, businesses, and communities. Track alumni to gather examples of graduates who exemplify the portrait.

Characteristics of Professional Excellence

The Characteristics of Professional Excellence operationally define what it means to be an exemplary faculty member in your school. The focus is on the specific behaviors, values, and attitudes that must be present in strength within your faculty in order for the mission to come alive and the Portrait of the Graduate to be realized.

Be explicit about how the students understand and experience each characteristic in the classroom, on the playing field, on stage, and in all aspects of their interactions with the teachers. Use the Student Culture Profile to document the positive effect your faculty have in the school. Include, as well, clear examples of how a characteristic shapes a teacher’s interactions with students—both in and outside the classroom. For instance, if one of the characteristics is “Knowledge of cutting-edge content/processes,” then describe ways teachers are enhancing their teaching methods. Also, be sure to include an explanation of how the characteristics influence teacher evaluation and professional development.

A New Marketing Lens

While each of these marketing recommendations is not new, ISM has consistently recommended that mission, student/teacher interactions, and alumni successes form the backbone of your school’s marketing efforts. Aligning them through the Purpose and Outcome Statements provides a strong vibrancy and congruence to your message. Depending on the current sophistication of your
marketing plan, you may well be able to integrate this in a few months, or it may take two or three years to move the school's communication systems in this direction.

The Purpose and Outcome Statements are critical elements of your school's image. Your mission tells people what you stand for, the Portrait of the Graduate describes the effect on students of delivering your mission, and the Characteristics of Professional Excellence defines the medium through which your mission is delivered day to day. Communicating these elements should be a strong impulse for retention of your current students, expressed parent satisfaction, and thus stronger recruitment of future students.

* The instrument can be found online at isminc.com/index.php3/M=mecnfescp
Mission statements – abstract documents by nature – must be supplemented by two other documents: first, the Portrait of the Graduate, and second, Characteristics of Professional Excellence for faculty. Done well, these pithy documents supply inspiration, universality, particularity, and concreteness.

This article, targeting the Portrait of the Graduate, focuses on examples of portrait statements themselves. Readers are asked to take special note of ISM’s emphasis upon process in the original article.

Why?

Examples can be dangerous. They can lead readers too quickly to conclusions (e.g., “Oh, I see, a Portrait of the Graduate should look like this sample; we’ll just edit these items and our portrait will be in place”). No, ISM insists. Your school’s portrait should look like whatever your process for creating the portrait generates. “While determination of the exact steps and selection of individuals to participate in the process will be the Head’s choice, fitting the particular context, there is an expected series of steps that can be viewed as normative.”

Examples: Good to Great

With grateful acknowledgement to James Collins and his widely read, corporate-research-derived book Good to Great,1 ISM suggests that you, as School Head, strongly emphasize in your charge to your portrait-development committee (of faculty and administrators) the difference between portrait items that are “good” and those that are “great.” Essentially, a “good” item is one that could be written and adopted just as easily by your competitors as by you (a common and perhaps intractable problem with mission statements). A “great” item, in contrast, will apply accurately to your school alone.

Consider these examples.

**Good:** Our graduates will be critical, analytical, and creative thinkers.

**Good:** Our graduates will be independent thinkers engaged in lifelong learning.

**Great:** Our graduates will be resilient; they will persevere.2

The two “good” examples are not wrong, but they are formulated at the elevated abstraction level of most mission statements. The “great” example says less, and, in saying less, says more. Some readers may object, perhaps noting that the “great” example has neither the breadth of concept of the two “good” examples, nor, arguably, is it even talking about the same kind of thing. ISM would respond to the objection by saying, “Less breadth, less abstractness, more concreteness, and more focus are characteristics of a ‘great’ portrait item; otherwise, you are simply converting your mission statement into a list.”

Make certain your portrait-development committee understands that a “great” portrait will not try to be comprehensive, but, instead, will provide a small number (five or fewer) of concrete differentiators that set your school apart from its competitors. The portrait is not a summation of your graduates’ qualities; it is a short list of qualities that make your graduates unique.

Now, consider these examples.

**Good:** Our graduates will understand the linkages between history and contemporary cultures, including ethnicity and other manifestations of diversity.

**Good:** Our graduates will understand the ethical ramifications of our school mission statement.

**Great:** Our graduates will risk themselves and their money in service to others.

Again, note that the “great” example makes no effort to attain the level of comprehensiveness reached by the “good” examples. It is a differentiator and, as such, it is highly particular.

Finally, consider examples for schools with religious missions.

**Good:** Our graduates will understand and appreciate sacred traditions.

**Good:** Our graduates will develop an understanding of the social, societal, and organizational implications of pertinent theological constructs.

**Great:** Our graduates will pray daily.

Summary and Conclusion

An ISM-endorsed Portrait of the Graduate will always comprise a list that presents your school’s “product” in concrete, easily understood terms. For maximum effect, the scope should not attempt to be as inclusive as your mission statement (e.g., it need not note your school’s “excellence of preparation of all students for next-level academic success”). Its impact can be significant: on prospective families, on prospective donors, and on the current school community, especially on your faculty members individually and on the faculty culture generally.

Academic Administrators who assist in developing a well-crafted portrait, and who then hold the portrait up to the faculty in a continual examination of curricular patterns and instructional practices, will find student programs coming alive in fresh, mission-explicit ways. Admission and Development Directors who use the portrait as the basis for ongoing surveys of young (and other) alumni will find that a rich database will quickly develop, one that will serve as a compelling ingredient in marketing and outreach programs. Academic Administrators will find that these same portrait-base survey outcomes will supply excellent fodder for management analysis of curriculum and pedagogy. Also, School
Heads will be better able to educate Boards on the practical outcomes of the mission that the Board is dedicated to preserve and support.


2 ISM has determined that perseverance/resiliency is a teachable quality. ISM’s six-year study of student performance demonstrated that “accurate reinforcement, compassionately delivered” – or, more technically, “predictability and supportiveness” in the student-perceived atmosphere – are keys to establishing this quality in students.
Use the Portrait of the Graduate to Empower Your Advisory Program

As School Head, you are keenly aware of the strategic value of a strong advisory program. As a realist, you are also cognizant of the ease with which an advisory program can veer off course, becoming a collection of activities rather than a coherent program anchored in the school’s mission.

Recently, ISM proposed that schools develop the Purpose and Outcome Statements, a trio of documents consisting of a mission statement, Portrait of the Graduate, and Characteristics of Professional Excellence for faculty. Among the multiple benefits of well-crafted, unique-to-context Purpose and Outcome Statements is their ability to assist schools in defining educational purposes in both the curricular and cocurricular domains.

Of the three components of the Purpose and Outcome Statements, the Portrait of the Graduate – with its direct focus on students – has particular relevance for reaffirming and retooling (or even establishing) an advisory program that achieves its strategic potential. ISM suggests the following process, applicable to various advisory formats (e.g., individual, group, hybrid), to empower your school’s current advisory efforts.

The School Head assembles the members of the Advisory Program Committee or comparable advisory leadership group and charges them with spearheading a process to ensure clear linkage between the Portrait of the Graduate and the advisory program.

You may offer these guidelines and activities as one approach to completing the assignment.

• Involve the full spectrum of advisers, thereby including each level of the advisory program.

• Review the Portrait of the Graduate developed at your school. If you have followed ISM’s recommendation, it will be concise and notably memorable because of its brevity. There will be five or fewer descriptors of your graduate.

• Select one descriptor or feature from your portrait for initial work (e.g., “our graduates are eager to engage diverse communities”).

• Engage the advisers in brainstorming discussions – first in same-level groups and subsequently in cross-level groups – to generate the level-specific descriptors that will contribute over the years to the “outcome” Portrait of the Graduate sought by your school.

Continuing with the example of students “eager to engage in diverse communities,” grade 7 advisers might determine that “listens and speaks with respect” is an appropriate and important level-specific descriptor. Grade 11 advisers might formulate “relates empathically and effectively with young people of dissimilar backgrounds.”

• Develop advisory content and activities for each of the level-specific descriptors. For example, grade 7 advisers may choose to emphasize “paraphrasing; reflecting feelings; summarizing; and using ‘I messages’” as pathways to “listens and speaks with respect.” The grade 11 advisers may involve advisees in “tutoring low-income students in a neighborhood after-school program.”

• Repeat this cycle with each of the outcome descriptors in the portrait until every theme and activity in the advisory program is coherently linked to the Portrait of the Graduate and, hence, the mission of your school.

An exercise with these dimensions will yield benefits beyond that of strengthening advisory content and activity. Direct attention from the School Head to advisory matters will enhance the stature of the adviser role.

Moreover, advisers will grow as educators. By participating in ongoing collegial conversations, they are better able to solve problems that impact the daily achievement and enthusiasm of students, fellow faculty members, and themselves.


2 The Advisory Program Committee (APC) is an ad hoc committee composed primarily of faculty leaders. For more on the APC’s functions, see again “Mission-Centered Advisory Programs,” 16-P, 28-10-37.

3 In this context, “level” typically refers to grouping by grade, but some schools configure their advisory programs in other ways, such as multi-grade (e.g., 5-6, 7-8) or by division (e.g., middle, upper).