

Carle Place Schools

Portrait of a Graduate

Committee Presentation



Spring 2025

Mission & Vision

The members of the Carle Place School District work diligently to nurture compassion and passion, while honoring tradition and inspiring excellence, working collaboratively to shape the future of our students together.

We seek to accomplish this work through active learning and agency; within, between, and beyond the classroom - where students, teachers, and administrators work together to create a continuous cycle of success.



"Portrait of a Graduate means *commitment to academic readiness and lifelong education—preparing learners for a changing era.*"

~Erin Gage

Charge To The Committee

- Confer with educators, students, and community stakeholders on their current expectations for graduates of Carle Place Schools.
- Research and identify desirable characteristics of a Carle Place High School graduate based on nationally and internationally recognized sources describing the expectations for success in a modern “Future of Work” context
- Recognize and plan for programs that produce graduates who can thrive in an environment where productive Volatility, Uncertainty, Complexity and Ambiguity (VUCA) are the norm. This includes traditional learning and learning with an enhanced use of technology.
- Confer with competitive colleges and universities to better understand their expectations for high school graduates and desired characteristics for success.
- Make recommendations for curricular and practical learning aligned with the future of Carle Place Schools and the Future of Work
- Synthesize our learning to recalibrate expectations and define a Portrait of a Carle Place Graduate, to be redefined every five years.
- Understand the budgetary implications of program changes and resource adoption.

Connection, Community, Collaboration

- Two focus groups: Carle Place Schools parents & private school parents
- Survey of Nassau Districts
- Conferences with university leaders
- ThoughtExchange for community, staff and students
- Committee of K-12 educators

Committee Members

Jennifer Bambino
Elizabeth Barracato
Maddalena Buffalino
Ted Cannone
Aliza Cohn
Anthony DeBlasio
Melissa Furino
Erin Gage
Maria Guerrisi

Rosemary Hunter
Barbara Kellman
Jillian Kelly
Joanne McRory
Michele Pakula
Debbie Rubin
Michelle Rusinyak
Christopher Vella
Focus Group Parents

Tonight's Presenters

- Jennifer Bambino
- Ted Cannone
- Anthony DeBlasio
- Rosemary Hunter
- Barbara Kellman
- Michele Pakula
- Michelle Rusinyak
- Chris Vella

Roles & Responsibilities

Educator Members:

- Provide first-hand educator's perspective.
- Attend all meetings.
- Read, analyze, and discuss committee materials.
- Lead or participate in subcommittees or special details.
- Make formal recommendations.
- Help prepare, revise, and present final finding.

Focus Group Members:

- Provide the parent perspective and/or the perspective of a specialized professional.
- Participate in exploratory thinking protocols.
- Share past experiences and aspirations for the future.
- Contribute to formal recommendations by sharing their perspectives.

Committee Research

- [Ballantyne, M., & Nagler, M. \(n.d.\). Synergy @ Mineola HS: Rethinking time, space, and pace \[Google Slides\].](#)
- [Daggett, B. \(n.d.\). Learning 2025: Preparing students for their future, not our past \[PDF\]. New Jersey Association of School Administrators.](#)
- [Farmingdale Union Free School District. \(n.d.\). What does it mean to be a Daler? \[Google Slides\].](#)
- [Locust Valley Central School District. \(n.d.\). Profile of a graduate.](#)
- [Long Beach Public Schools. \(n.d.\). Profile of a graduate \[PDF\].](#)
- [Manhasset Public Schools. \(n.d.\). Learner profile \[PDF\].](#)
- [Massapequa Union Free School District. \(n.d.\). Mission and vision flyer \[PDF\].](#)
- [McKinsey & Company. \(n.d.\). Defining the skills citizens will need in the future world of work. McKinsey & Company.](#)
- [New York State Education Department. \(n.d.\). New York State Graduation Measures Initiative \[PDF\].](#)
- [Richtel, M. \(2024, September 7\). High school students are busy. But what are they really doing? The New York Times.](#)
- [World Economic Forum. \(2023\). The Future of Jobs Report 2023.](#)
- [World Economic Forum. \(2023\). The Future of Jobs Report 2023: Digest. World Economic Forum. \(2023\). The Future of Jobs Report 2023: Infographics.](#)
- [World Economic Forum. \(2023\). Future of jobs 2023 \[Audio podcast episode\]. In Radio Davos.](#)

[Click here for links to our research documents.](#)

How did we shape our learning?

- Full-committee meetings
- Independent reading and reflection work
- Analysis of current work's connection to POG
- Analysis of research documents for their relevance to current and future work in Carle Place Schools
- Interviews with university admissions officials and professors
- Engagement in Visual Thinking protocols
- Drafting and refining recommendations

Key Learning & Discoveries

- Parent Focus Groups told us that we must
 - a. Emphasize academic rigor and personal accountability!
 - b. Combat the perception of overuse of technology in education
 - c. Combat the perception of parental overreach diminishing student agency
 - d. Teach students to take school more seriously and be more resilient.
 - e. Emphasize communication, analytical ability and problem-solving.
 - f. Continue to place great value on open-mindedness, compassion and understanding for others, and pride in our community and nation
 - g. Continue to place a high value placed on “Common Sense”, personal accountability, and emotional intelligence

Key Learning & Discoveries

- The world is changing, and we need to change with it.
- We need to rethink how we prepare students for a variety of contexts, not simply the college experience.
- We need to be mindful of how to present learning opportunities to different groups with different interests and needs.
- POG characteristics apply to all students, regardless of post HS plans.
- Knowledge acquisition will always be important, but the POG characteristics are what universities and industries want and do not have the time or inclination to teach.

ThoughtExchange Data

- 511 Carle Place students, faculty members, and community members shared their thoughts on Portrait of a Graduate!
- They shared 329 distinct ideas and 5,863 comments and ratings on those ideas!
- Who responded?
 - a. 310 students
 - b. 154 parents and other community members
 - c. 60 faculty and staff members
 - i. Note: some community and staff members may have been double counted.

So, what are the
POG
characteristics?



Carle Place Schools ~ Portrait of a Graduate

Characteristic	A DISTRICT graduate should be someone who...
Collaborative & Communicative	Shares information appropriately, concisely & persuasively; knows when & how to listen. Self advocates & recognizes others' valid ideas & positions as a member of a team.
Compassionate	Cares for others & treats others as he or she would wish to be treated.
Conflict Resolver	Sees things from many angles & sees novel ways to tackle a challenge. Resolves disputes with fairness & equity, with an eye toward the common good rather than self interest.
Critical Thinker	Has a strong ability to process complex information, determine validity & importance, & draw evidence-based conclusions.
Digitally Literate	Balances proficiency in existing & new technologies; wisely manages digital engagement. Is a consistently ethical digital citizen. Effectively applies tech skills across platforms.
Hardworking & Resilient	Completes tasks at a high level, regardless of ease or convenience, confidently overcomes adversity, grows from challenges, & recognizes when & how to ask for help.
Intellectually, Physically, & Emotionally Fit	Balances work, life, personal freedom, & service to others. Works proactively to be physically fit, kind, & aware of one's own strengths, skills, & needs.
Lifelong Learner	Values deep, complex learning at all stages of life.
Open-Minded	Hears multiple viewpoints, weighs their merits, & respects other valid positions. Affirms all people's worth. Evaluates others based on the content of their character, not by appearance.
Passionate	Pursues obligations & personal interests with zeal & excitement.

How did ThoughtExchange responders rank POG characteristics?

1. Compassionate
2. Collaborative and Communicative
3. Critical Thinker
4. Conflict Resolver
5. Hardworking & Resilient
6. Intellectually, Physically, and Emotionally Fit
7. Digitally Literate
8. Open-Minded
9. Lifelong Learner
10. Passionate

Recommendations: Students

- Clearly define what it means for a Carle Place graduate to deeply and meaningfully embody POG characteristics.
- Create a system for earning POG micro-credentials in each grade band (primary, elementary, MS, and HS).
- Make explicit connections between *Leader in Me* and POG.
- Define ways to demonstrate POG achievement in the following areas:
 - Moving up ceremonies prior to HS commencement
 - Senior Exploration
 - When earning “service” and other commencement cords
- Create CPHS POG ambassadors to guide and mentor students in younger grades.

Recommendations: Faculty & Staff

- Provide clear WHAT and WHY for the creation of POG and the district's expectations of educators and students.
- Integrate POG into curriculum writing projects.
- Incorporate POG readiness into the scholarship evaluation processes.
- Create ongoing professional development and experiential learning opportunities that explicitly align POG and district priorities.
- Clearly explain how and why POG characteristics are being incorporated into curriculum writing projects.
- Clearly explain where POG fits into normal instruction and where it does not.
- Clearly link POG and Leader in Me, especially in high school, to illustrate the practical value and meaning of both things.

Recommendations: Community

- Incorporate POG readiness into the scholarship evaluation processes.
- POG promotional conversations with PTA, SEPTA, Civic, Athletics Booster Club, CP Seniors and other community influencers.
- Incorporate POG characteristics into academic and athletic orientation sessions, parent-teacher meetings, and college counseling sessions.
- Make an extra effort to explain and promote POG awareness to our non-English speaking families.





