

Designing our districts with the end in Mind

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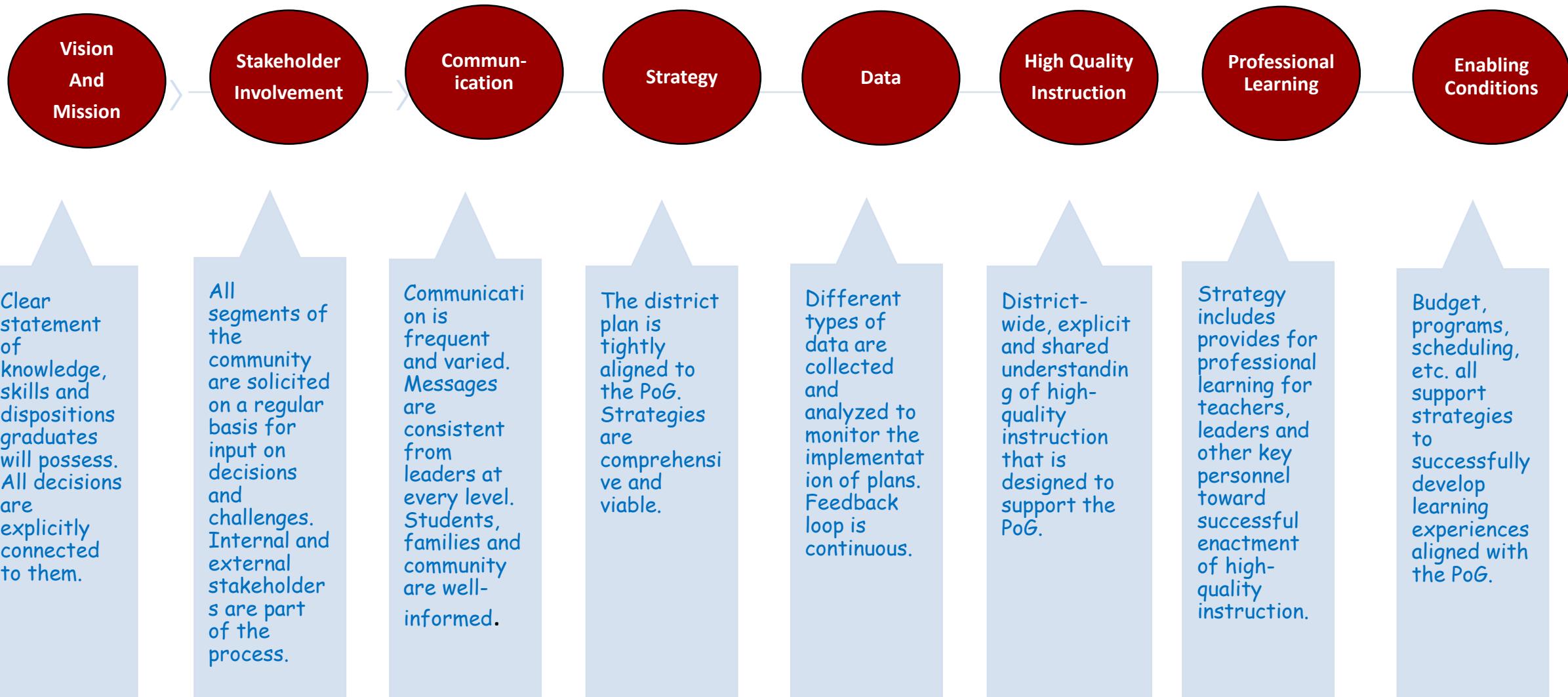
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- As an articulation device, the Portrait of the Graduate (PoG) process assists schools and districts to envision their mission in terms of student outcomes.
- Batelle for Kids and EdLeader 21's Portrait of the Graduate website describes it as serving as a "*North Star for system transformation*".
- The PoG provides strategic direction and collective vision for the knowledge, skills and dispositions we want our students to possess by the time they graduate.
- When best utilized, the Portrait should drive every aspect of the district and school's work.



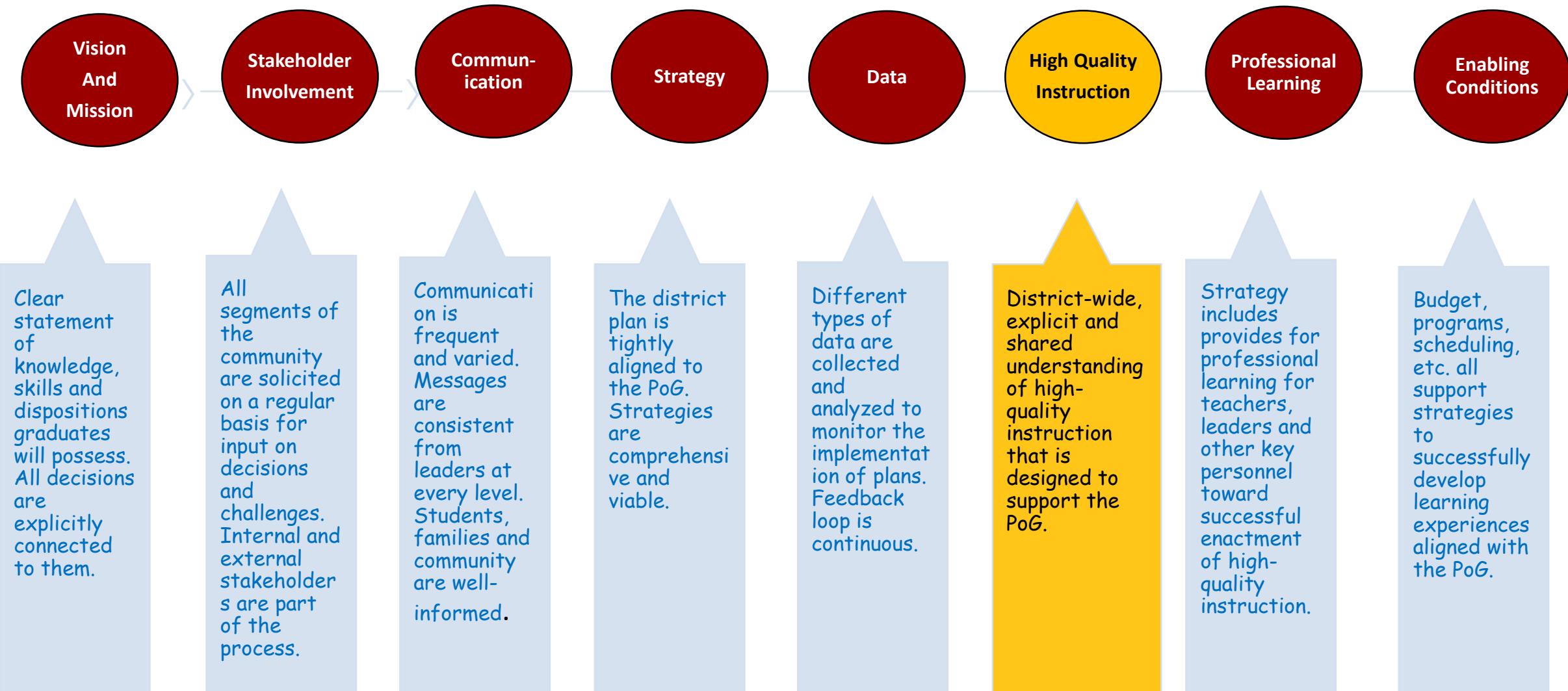
Portrait of the Graduate



- Portrait of the Graduate is not applied at the end of a student's education. It starts much earlier and its emphasis must be in the teaching and learning area.
- Our efforts to develop these should begin the first day a student enters our district.
- The focus must be on the instructional core: Student, Task and Teacher.
- In many respects, it's what we've always done.



Portrait of the Graduate



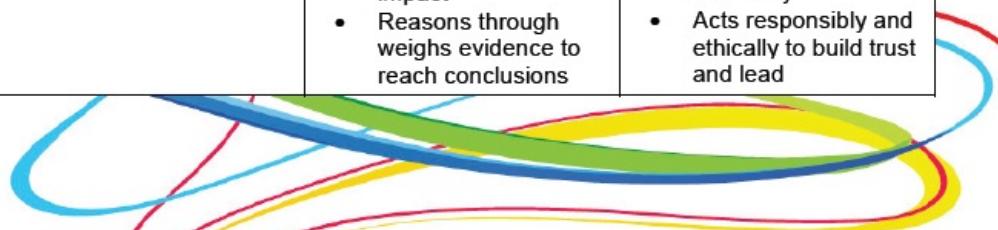


PORTRAIT OF A GRADUATE

Student Achievement Goals: Pursue Academic Excellence, Develop Essential Life Skills, and Demonstrate Responsibility to the Community and the World

The FCPS graduate will engage in the lifelong pursuit of academic knowledge and interdisciplinary learning by being a:

 Communicator	 Collaborator	 Global Citizen	 Creative and Critical Thinker	 Goal-Directed and Resilient Individual
<ul style="list-style-type: none">Applies effective reading skills to acquire knowledge and broaden perspectivesEmploys active listening strategies to advance understandingSpeaks in a purposeful manner to inform, influence, motivate, or entertain listenersIncorporates effective writing skills for various purposes and audiences to convey understanding and conceptsUses technological skills and contemporary digital tools to explore and exchange ideas	<ul style="list-style-type: none">Respects divergent thinking to engage others in thoughtful discussionDemonstrates the ability to work interdependently within a group to promote learning, increase productivity, and achieve common goalsAnalyzes and constructs arguments and positions to ensure examination of a full range of viewpointsSeeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks	<ul style="list-style-type: none">Acknowledges and understands diverse perspectives and cultures when considering local, national and world issuesContributes to solutions that benefit the broader communityCommunicates effectively in multiple languages to make meaningful connectionsPromotes environmental stewardship	<ul style="list-style-type: none">Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomesUses information in novel and creative ways to strengthen comprehension and deepen awarenessDemonstrates divergent and ingenious thought to enhance the design/build processExpresses thought, ideas, and emotions meaningfully through the artsEvaluates ideas and information sources for validity, relevance, and impactReasons through weighs evidence to reach conclusions	<ul style="list-style-type: none">Engages in healthy and positive practices and relationships to promote physical and mental wellnessPersists to accomplish difficult tasks and to overcome academic and personal barriers to meet goalsUses time and financial resources wisely to set challenging goals, complete tasks, and manage projectsShows strong understanding and belief of self to engage in reflection for individual improvement and self advocacyActs responsibly and ethically to build trust and lead



N A U G A T U C K P U B L I C S C H O O L S

VISION OF THE GRADUATE

Empower learners who are:

- The Responsible Citizen
- The Researcher
- The Innovator
- The Informed Thinker
- The Communicator
- The Problem Solver



Our mission is to empower learners who will:

- Be responsible and engaged community members
- Demonstrate initiative, persistence, adaptability and creativity
- Be curious and value risk-taking as part of the learning process
- Access and analyze information and formulate opinions
- Communicate effectively
- Work individually and collaboratively to solve real-world problems

Collaborator

Respect divergent thinking to engage others in thoughtful discussion.

Demonstrates the ability to work independently within a group to promote learning, increase productivity and achieve common goals.

Analyzes and constructs arguments and positions to ensure examination of a full range of view points.

Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.

Teachers

Uses open-ended questions to gather divergent views and opinions

Design role specific learning opportunities within group structures

Selects materials reflecting multiple perspective

Models use of feedback to support problem solving

Students

Acknowledges divergent views and provides counter opinions

Contributes to group goals and objectives through expectations of specific role

Develops and shares with others solutions and opinions based on analysis and examination of various points of view

Acknowledges contributions of others in development of opinions, completion of tasks or problem solving

Tasks

Analyze problems or issues from multiple perspectives using various forms of media

Provides opportunities for independent and collective effort toward a common goal or objective

Engage students to develop knowledge and opinions having weighed various points of view, evidence and arguments

Expectations for inclusion of feedback and opinions of others to support or refute ideas

Curriculum

Assessment

Instructional
Core

Designing Strategy For Systemic Transformation

Build Leadership Understanding and Capacity

Leadership Action

Build Understanding and Capacity of Teachers

High-Quality Teaching and Learning

3. Implementation

Big Ideas:

1. Equity is the superordinate construct
2. Portrait of the Graduate is only useful to the extent that it:
 - a. Includes all students;
 - b. Leads to creation of a strategy for fulfilling the vision.
3. High Quality Teaching and Learning is the key variable.
4. There is no such thing as an equity-neutral strategy.

Why is this important and what does it mean for them?

Who should this include?

Compelling vision of the future—the mission of the organization is to create these students

Portrait of the Graduate

Design

How do we get people engaged?

Communication

Community Engagement

Understanding of internal stakeholders

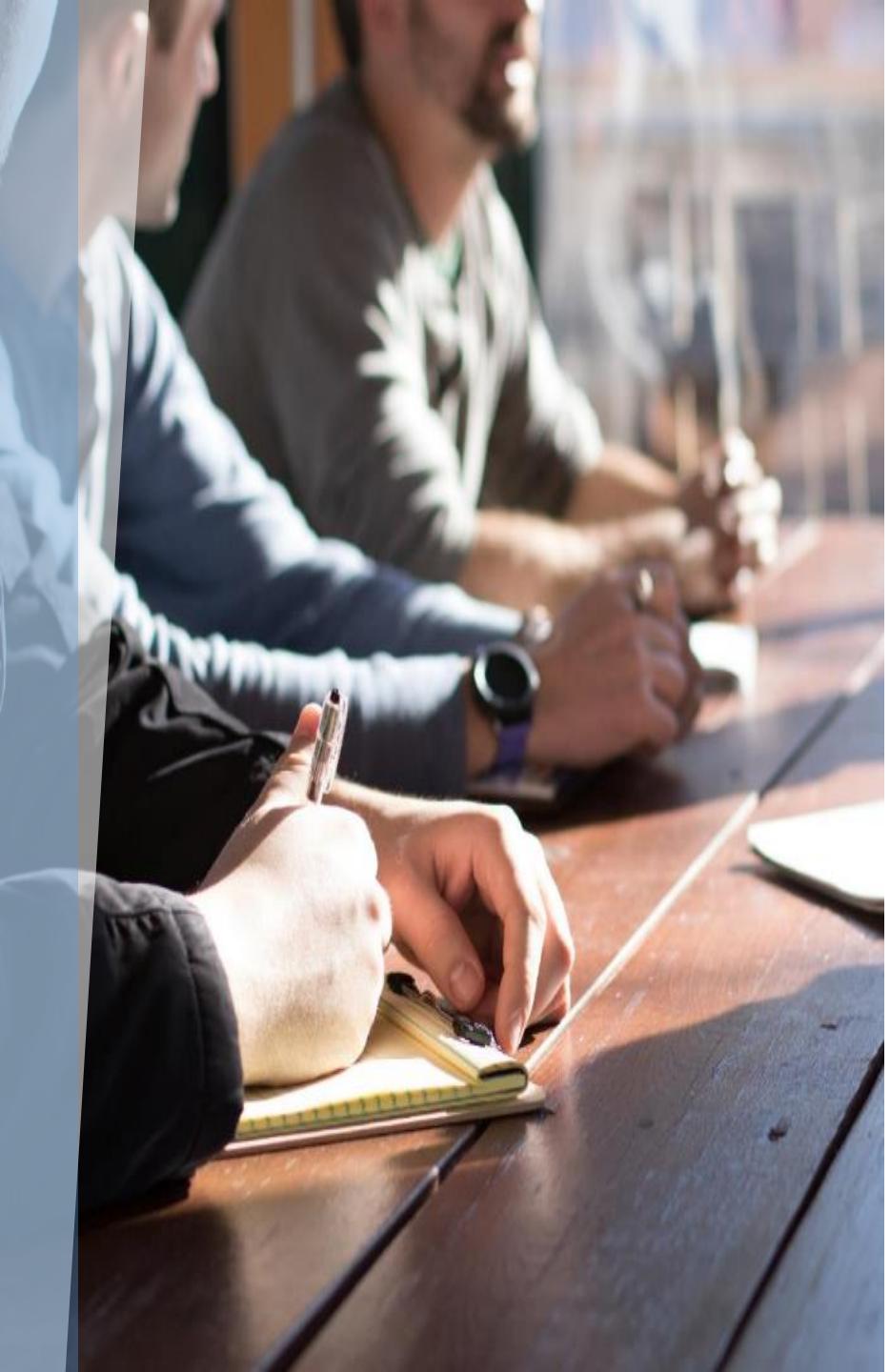
Create a guiding coalition

1. Creation of the vision of the graduate

Big Ideas:

- 1. Equity is the superordinate construct.*
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A photograph showing several students from behind, sitting at a long wooden desk in a classroom. They are all focused on writing in their open notebooks. The lighting is bright, coming from the front, creating strong shadows on the desk. The students are wearing casual clothing, including a grey hoodie and a white shirt. In the background, a large window looks out onto a city street with buildings and trees.

Waterbury Public Schools

1. What should a high school graduate know?
2. What should a high school graduate be able to do ?
3. What qualities of mind and character should a high school graduate possess?



Portrait of the Graduate Individual Activity

The basis of the district's strategy for improvement

Portrait of the Graduate

Compelling vision of the future—the mission of the organization is to create these students

What will it take to reach all stakeholders?

Design

How do we get people engaged?

Communication Community Engagement

Understanding of internal stakeholders

Who should this include?

Create a guiding coalition

1. Creation of the vision of the graduate

Why is this important and what does it mean for them?

Designing Strategy For Systemic Transformation



2. Backward Design

Build Leadership Understanding and Capacity
What knowledge, skills and dispositions to we need to build in leaders so that they lead the way we need them to?

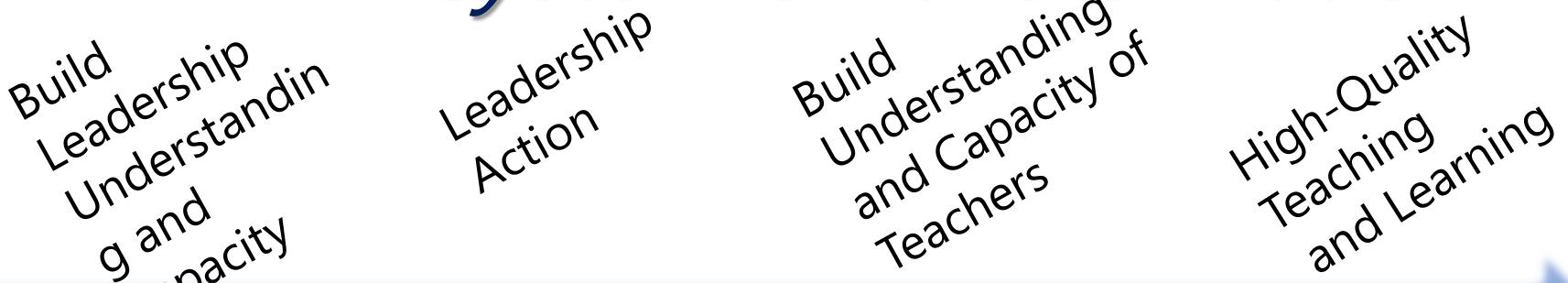
Leadership Action
What kinds of leadership moves do we need leaders to make in order to create systems, structures, cultures and learning environments to support the vision?

Build Understanding and Capacity of Teachers
What knowledge, skills and dispositions to we need to build in teachers so that they can create the educational experiences for students that we need them to create?

High-Quality Teaching and Learning
What educational experiences do we need to provide for students so that they will develop the knowledge, skills and dispositions that we desire for them?



Implementing Strategy For Systemic Transformation



3. Implementation

There is a plan in place for leadership development aligned to the vision of the graduate.

Leaders get ongoing, on-site support. The plan is monitored and adjusted.

Leaders take action to ensure that the curriculum is being taught, instruction is of consistently high quality, and teachers get the support they need. Their actions are supervised.

Teachers receive ongoing, job-embedded, high quality support for developing the knowledge, skills and dispositions they need to deliver the district's vision for high quality teaching and learning.

All students in the district are engaged in challenging and interesting learning in supportive environments designed to develop the knowledge, skills and dispositions described in the vision of the graduate.

Strategy For Systemic Transformation

Build Leadership Capacity

Leadership action

Build Understanding and Capacity teachers

3. Implementation

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1. *Creation of the vision of the graduate*

How do we get people engaged?