DESIGNING OUR DISTRICTS WITH THE END IN MIND

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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**

- **Vision And Mission**: Clear statement of knowledge, skills and dispositions graduates will possess. All decisions are explicitly connected to them.
- **Stakeholder Involvement**: All segments of the community are solicited on a regular basis for input on decisions and challenges. Internal and external stakeholders are part of the process.
- **Communication**: Communication is frequent and varied. Messages are consistent from leaders at every level. Students, families, and community are well-informed.
- **Strategy**: The district plan is tightly aligned to the PoG. Strategies are comprehensive and viable.
- **Data**: Different types of data are collected and analyzed to monitor the implementation of plans. Feedback loop is continuous.
- **High Quality Instruction**: District-wide, explicit and shared understanding of high-quality instruction that is designed to support the PoG.
- **Professional Learning**: Strategy includes provides for professional learning for teachers, leaders and other key personnel toward successful enactment of high-quality instruction.
- **Enabling Conditions**: Budget, programs, scheduling, etc. all support strategies to successfully develop learning experiences aligned with the PoG.
• 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**

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**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:

<table>
<thead>
<tr>
<th>Communicator</th>
<th>Collaborator</th>
<th>Global Citizen</th>
<th>Creative and Critical Thinker</th>
<th>Goal-Directed and Resilient Individual</th>
</tr>
</thead>
</table>
| - Applies effective reading skills to acquire knowledge and broaden perspectives  
- Employs active listening strategies to advance understanding  
- Speaks in a purposeful manner to inform, influence, motivate, or entertain listeners  
- Incorporates effective writing skills for various purposes and audiences to convey understanding and concepts  
- Uses technological skills and contemporary digital tools to explore and exchange ideas | - Respects divergent thinking to engage others in thoughtful discussion  
- Demonstrates the ability to work interdependently 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 viewpoints  
- Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks | - Acknowledges and understands diverse perspectives and cultures when considering local, national and world issues  
- Contributes to solutions that benefit the broader community  
- Communicates effectively in multiple languages to make meaningful connections  
- Promotes environmental stewardship | - Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes  
- Uses information in novel and creative ways to strengthen comprehension and deepen awareness  
- Demonstrates divergent and ingenious thought to enhance the design/build process  
- Expresses thought, ideas, and emotions meaningfully through the arts  
- Evaluates ideas and information sources for validity, relevance, and impact  
- Reasons through evidence to reach conclusions | - Engages in healthy and positive practices and relationships to promote physical and mental wellness  
- Persists to accomplish difficult tasks and to overcome academic and personal barriers to meet goals  
- Uses time and financial resources wisely to set challenging goals, complete tasks, and manage projects  
- Shows strong understanding and belief of self to engage in reflection for individual improvement and self advocacy  
- Acts responsibly and ethically to build trust and lead |
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
<table>
<thead>
<tr>
<th>Teachers</th>
<th>Students</th>
<th>Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Respect divergent thinking to engage others in thoughtful discussion.</strong></td>
<td><strong>Uses open-ended questions to gather divergent views and opinions</strong></td>
<td><strong>Analyze problems or issues from multiple perspectives using various forms of media</strong></td>
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<tr>
<td><strong>Demonstrates the ability to work independently within a group to promote learning, increase productivity and achieve common goals.</strong></td>
<td><strong>Design role specific learning opportunities within group structures</strong></td>
<td><strong>Provides opportunities for independent and collective effort toward a common goal or objective</strong></td>
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<tr>
<td><strong>Analyzes and constructs arguments and positions to ensure examination of a full range of view points.</strong></td>
<td><strong>Selects materials reflecting multiple perspective</strong></td>
<td><strong>Engage students to develop knowledge and opinions having weighed various points of view, evidence and arguments</strong></td>
</tr>
<tr>
<td><strong>Seeks and uses feedback from others to adapt ideas and persist in accomplishing difficult tasks.</strong></td>
<td><strong>Models use of feedback to support problem solving</strong></td>
<td><strong>Expectations for inclusion of feedback and opinions of others to support or refute ideas</strong></td>
</tr>
</tbody>
</table>

**COLLABORATOR**
Instructional Core
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?

1. Creation of the Vision of the Graduate
2. Portrait of the Graduate
3. Implementation
   - Create a guiding coalition
   - Compelling vision of the future—the mission of the organization is to create these students
   - Communication
   - Community Engagement
   - Understanding of internal stakeholders
   - Design
   - How do we get people engaged?
BIG IDEAS:

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3. **High Quality Teaching and Learning is the key variable.**
4. **There is no such thing as an equity-neutral strategy.**
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?
Understanding of internal stakeholders

Community Engagement

How do we get people engaged?

Create a guiding coalition

1. Creation of the vision of the graduate

What will it take to reach all stakeholders?

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 do 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 do 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?

Portrait of the Graduate
3. IMPLEMENTATION

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

BUILD LEADERSHIP UNDERSTANDING AND CAPACITY

LEADERSHIP ACTION

BUILD UNDERSTANDING AND CAPACITY OF TEACHERS

HIGH-QUALITY TEACHING AND LEARNING

PORTRAIT OF THE GRADUATE
1. Big Ideas:
   a. Equity is the superordinate construct.
   b. The key variable in fulfilling the vision.
   c. High quality teaching and learning is the key variable.
   d. The superordinate construct of equity.

2. Portrait of the Graduate is the only useful strategy 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.

Who should this include?

1. Creation of the vision of the graduate
2. Communication of the vision of the graduate
3. Understanding of internal stakeholders
4. Create a guiding coalition
5. Community engagement

How do we get people engaged?

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

Design
District Examples of PoG