

District Portrait of the Graduate Self-Assessment

	Caterpillar	Chrysalis	Butterfly
District mission and vision	The mission and vision exist as posters and text on the website; they have not been updated in some time and the district vision does not clearly represent what knowledge, skills and dispositions the graduates of the district will possess (i.e. Portrait of the Graduate).	The mission and vision are accurate and up to date and district leaders refer to them periodically. District leaders are starting the work of making the vision a statement of what knowledge, skills and dispositions graduates of the district will possess (i.e. Portrait of the Graduate).	The vision and mission include a clear statement of what knowledge, skills and dispositions graduates of the district will possess (i.e. Portrait of the Graduate). All decisions, including instruction, facilities, and budget are explicitly connected to them.
Stakeholder involvement	Stakeholders have the opportunity to express their views at Board meetings; some do.	The board and superintendent solicit involvement from a range of stakeholders on important issues.	All segments of the community are solicited on an ongoing basis for input on district decisions and challenges.
Communication	Communication with stakeholders is largely through the district website and focuses on events, such as the district calendar or the appointment of a new superintendent.	District and school communication takes varied forms and reaches varied audiences and may occasionally provide information about district improvement efforts.	Communication about the work of the district is frequent and varied. Messages are consistent from leaders all every level and parents, students and community are well-informed about the district's improvement efforts.
Strategy	School and district action plans are loosely connected to district vision and mission. School plans may or may not be aligned to district plan and may not include clear and specific information about a strategy for enacting the plan.	School and district plans are aligned with one another and with the district vision and mission. They include some specific information about a strategy for moving the plan forward.	The district plan is tightly aligned to the district Portrait of the Graduate, the strategy it contains is comprehensive and its viability has been carefully considered.
Data	Plans are not monitored during implementation and may not be evaluated at the end of the plan period to see whether they were successful.	The results of school and district plans may be evaluated at the end of the plan period, generally on the basis of student performance.	Different types of data are collected to monitor the implementation of school and district plans as well as results. Feedback loops are in place for continuous improvement.
High quality instruction	The district's definition of high-quality instruction is expressed through generic statements and/or connected to CCT by default rather than design.	The district's definition of high-quality instruction can be inferred by the programs it adopts and the professional development it provides to teachers and leaders.	There is a district-wide, explicit and shared understanding of high-quality instruction that is designed in support of the Portrait of the Graduate and that guides the district's instructional program.
Professional learning	Schools and departments design their own professional learning independent of each other. Topics are based on immediate need.	The district offers coordinated professional development for key instructional programs.	The district's strategy includes provision for the professional learning for teachers, leaders and other key personnel toward successful enactment of the vision for high quality instruction.