



Portraits

**Refreshing the current
Strategic Plan**

Furthering the current Vision

**Drafting the Learner
(Graduate), Educator and
System Portraits**



ARLINGTON HEIGHTS
SCHOOL DISTRICT 25

STRATEGIC PLAN
2021-2025

TOGETHER TODAY ^{TO} TRANSFORM TOMORROW!



Empower an inclusive, diverse community of learners to innovate and thrive as global citizens.



MISSION



VISION



VALUES

Our new strategic plan will build on our current mission, vision & values.

Where do we want to be in 2030?

Building on OUR MISSION

**Empower an inclusive,
diverse community of
learners to innovate
and thrive as global
citizens.**



Building on OUR VISION

Cultivate a personalized environment of excellence that *prepares every learner, every day, for a better tomorrow* by:

- Building the knowledge, skills and attitudes of **learners to be successful, contributing citizens of a global society.**
- Developing resilience and perseverance **in learners to problem-solve and co-create their learning.**
- Embracing **individuality and modeling empathy in an inclusive environment.**



Building on OUR VISION

Cultivate a personalized environment of excellence that *prepares every learner, every day, for a better tomorrow* by:

- Promoting learner confidence, courage growth mindset and well-being.
- Fostering collaboration, voice and engagement with and among staff, families and our communities to partner in ensuring each learner's continuous improvement.
- Ensuring equity of resources, access and opportunities for all learners and staff to learn, work and succeed.



Building on OUR VALUES

The following core values will guide our behaviors and actions:

- **Compassion and Empathy**
- **Inclusivity and Diversity**
- **Equity and Social Justice**
- **Innovation and Creativity**
- **Collaboration and Communication**
- **Resilience and Perseverance**





LEARNER

The background is a dynamic, abstract composition of various shades of blue. It features numerous bright, glowing streaks and lines that radiate from the center, creating a sense of rapid movement and depth, similar to a high-speed light trail or a futuristic tunnel. The lines are more concentrated in the center and become more sparse towards the edges.

**OUR PREFERRED FUTURE
WHERE WILL WE BE IN 2030?**

A "Portrait of a Graduate" is a school or district's vision for student success, outlining the skills and competencies needed for thriving in learning, work, and life beyond academics, often developed through community input.



Outcomes:

What will we
accomplish
today?

- **What is a Portrait?**
- ***Why is a Portrait important?***
- ***How are the Portraits established?***
- ***What are the relationships among the Learner (Graduate), Educator, System, Leader and Parent Portraits?***
- ***What is the future of the Portrait System?***
- ***How do the Portraits further our vision?***



Outcomes

- *What is a Portrait?*
- *Why is a Portrait important?*



Portraits

Your **North Star** for Impact

The first step to achieve lasting impact is establishing a shared vision of future-ready, deeper learning for every graduate (learner), educator, and system.

Locally developed and globally positioned, a school district's Portraits are developed with all stakeholders to **identify the durable skills and competencies** students, educators, and the district need for success in this rapidly changing, complex world.

A Portrait to Impact framework will **use both data and storytelling to showcase evidence of student growth, assess their knowledge and skills, and demonstrate real-world application.**



A great Learner (Graduate) PORTRAIT statement:

- Equips students with durable skills that enable them to **thrive as either employees or entrepreneurs upon entering the workforce.**
- Positions students to be “**owners**” of **their learning** and drivers of the experiences that prepare them for life and workforce readiness.
- Aims to **transform educators into facilitators of learning**, moving beyond the confines of standardized testing.

A great Learner (Graduate) PORTRAIT statement:

- Encourages **educators to embrace innovative teaching methods**, allowing for a more dynamic and exploratory learning environment.
- Enriches the student learning experience and revitalizes educators by empowering them **to experiment and take risks in their teaching practices**.
- This shared vision paves the way for **re-imagining education and optimally preparing students for a dynamic and intricate world**.

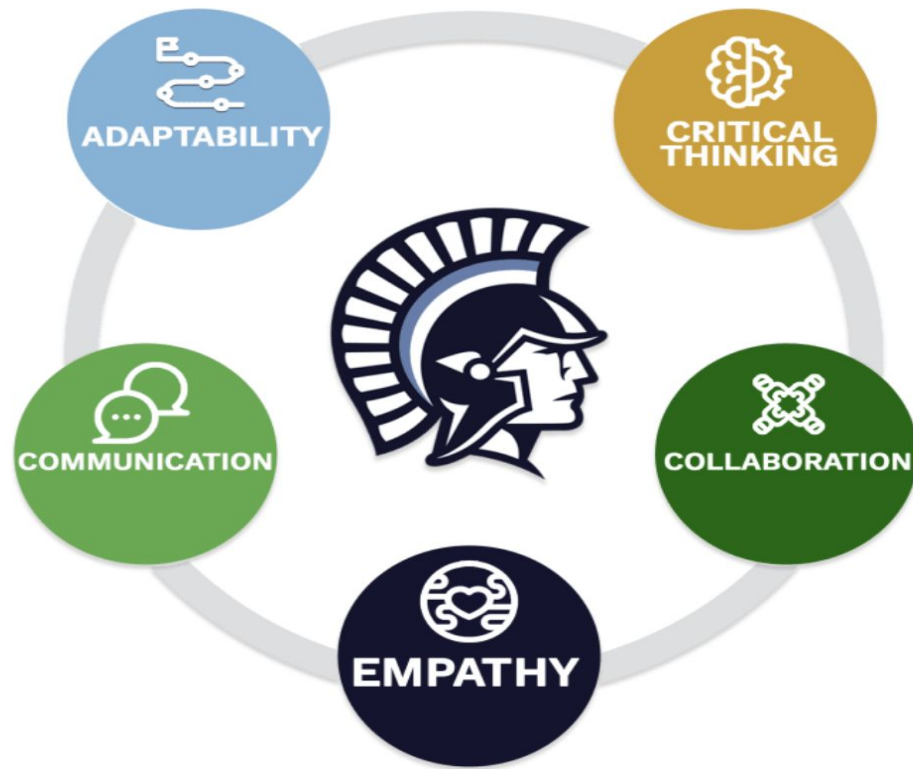
Criteria for evaluating Portrait statements:

- Does it manifest our mission and vision?
- Is it concise and compelling?
- Is it future oriented?
- Does it clarify and communicate expectations?
- Does it communicate promise and criteria for success?
- Does it create an image of something that cannot be seen today, but is possible tomorrow?
- Is it timely and realistic?



VALLEY VIEW LOCAL SCHOOLS

PORTRAIT OF A GRADUATE



VALLEY VIEW LOCAL SCHOOLS

Portrait of a Graduate Competencies

REMAIN ADAPTABLE

Demonstrate perseverance by embracing the idea that failure is a part of success and efficiently pivot to keep moving forward.

Demonstrate flexibility and creativity when acclimating to various roles and situations.

Respond respectfully and productively to criticism in order to understand, negotiate, and balance diverse views and beliefs to reach workable solutions.

COLLABORATE PRODUCTIVELY

Seek diverse perspectives and contribute with integrity.

Respond to other views and ideas with respect in order to achieve collective commitment and action.

Work together in an attempt to create knowledge and achieve shared learning goals.

COMMUNICATE EFFECTIVELY

Confidently articulate clear thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts.

Actively listen to decipher meaning, including knowledge, values, attitudes, and intentions.

Embrace curiosity with the desire to learn, unlearn, and relearn through open dialogue.

PROMOTE EMPATHY

Demonstrate awareness, sensitivity, concern, and respect to connect with others' feelings, opinions, experiences, and culture.

Experience the feelings, thoughts, and experiences of others and consider those to make a positive difference in the lives of others.

Demonstrate care for the interests of the larger community and greater good.

THINK CRITICALLY

Consistently improve the quality of one's own thinking by skillfully analyzing, assessing, and reconstructing.

Implement reflective thinking that is open-minded, evaluates, and uses objective information.

Propose solutions to complex situations.



Led by our **ASPIRATIONAL BELIEFS** and informed by data...

If we engage and challenge all students in every classroom

using our exceptional educators to strengthen relationships and engage every student in rigorous learning through real-world experiences...

And we build in agility and youth leadership
by empowering students and fostering a culture of agility...

...then we will **INSPIRE**
lifelong learners who
thrive in ***innovation***

ASPIRATIONAL BELIEFS

Students are our focus.

Youth leadership and voice is critical for student success.

Inclusivity is our strength.

We are committed to equity and working with our diverse communities to enhance experiences for all.

Hard decisions are required.

We must take bold, data-driven action to deliver results for students.

Agility is non-negotiable.

A rapidly-changing world demands innovation and adaptation.

A shared vision is our way.

Each school is unique *and* aligned with district goals so together we can go farther.



GOAL
1

Engage all
students in
meaningful
learning

*Leveraging our **incredible educators** and **robust career pathways***

- 1A.** Enhance instruction for ALL students aligned to a clear district-wide vision supported by high-quality practices
- 1B.** Provide **strong staff support** and professional learning aligned to the instructional vision
- 1C.** Ensure **strong transitions** into and beyond high school

GOAL
2

Foster an
environment that
values everyone
and **supports them**
to succeed

*Building on our **strong relationships** and a **connected community***

- 2A.** Cultivate a **sense of belonging** for all students, families, and staff
- 2B.** Offer dedicated **social-emotional resources** to promote student wellness

GOAL
3

Maximize the
impact of
district resources

*Keeping our commitment to the **intentional allocation of resources***

- 3A.** Maximize learning and **efficiencies across schools**
- 3B.** Improve operations, **systems, and resources** to be data-driven and equitable
- 3C.** Ensure transparency and strategic use of **financial resources**

GOAL
4

Unlock
new possibilities
for D214

*Continuing **innovative learning experiences** happening across buildings*

- 4A.** Reimagine premiere **facilities** to support student development and flexible learning in all spaces
- 4B.** Drive **innovation** through small-scale efforts to reenvision teaching and learning (e.g., student experiences, instructional strategies, emerging technology) and leverage operational resources to support them



STRATEGIC PLAN

District 214 DRAFT Graduate Portrait

- I take care of my physical, emotional, and mental health needs.
- I believe in myself and advocate for what I need.



EMPOWER MYSELF

- I never stop learning and pursuing knowledge.
- I actively seek out different viewpoints and remain open to ideas that challenge my assumptions.



REMAIN CURIOUS

- I adapt to change and remain flexible, even in the face of challenges.
- I dream big and succeed by using setbacks as learning opportunities.



SHOW RESILIENCE

- I analyze complex issues and propose creative solutions to solve problems.
- I seek and check information from multiple sources before coming to conclusions.



THINK CRITICALLY



OWN MY FUTURE

- I take ownership of my learning and seize opportunities available to me.
- I have a plan and am confident in my ability to succeed in the next phase of my journey.



COMMUNICATE EFFECTIVELY

- I thoughtfully describe my views, opinions, and ideas.
- I listen respectfully to different audiences and encourage constructive conversations.



DEMONSTRATE KINDNESS

- I am kind and compassionate in my words and actions toward all people.
- I empathize, build meaningful connections, and collaborate effectively with others.



SUPPORT MY COMMUNITY

- I actively participate in and serve my community.
- I apply my practical knowledge and visionary thinking to make a positive impact in the world.





Engage all students in meaningful learning

This goal focuses on ensuring all students in all classrooms are learning and growing as a result of rigorous and meaningful instruction. It begins with clarifying what D214's vision for high-quality instruction is, and then aligning instructional materials, practices, and assessments to this vision with a focus on the skills articulated in the Portrait of a D214 Graduate, along with relevant, engaging content for students. It then layers on the necessary supports for educators to support this vision, ensuring strong transitions into and beyond high school for students.

Outcome Metrics

- Increase percentage of ALL students meeting ACT Illinois State Board of Education (ISBE) benchmarks* (ELA and Math)
- Increase growth for ALL student groups meeting ACT ISBE benchmarks* (ELA and Math)
- Increase in graduates from ALL student groups earning >15 college credits
- Increase in measurement of Portrait of a D214 Graduate skills demonstrated by graduates (measure defined and target set with baseline collected by Summer 2027)

*inclusive of alternative assessments where applicable

Priority Strategies

Strategy 1A Enhance instruction for ALL students aligned to a clear district-wide vision supported by high-quality practices

We will enhance instruction for all students by developing and implementing a united D214 vision of high-quality instruction. This vision will be carried out through the delivery of skills aligned to the identified standards in each course and aimed at teaching and enhancing the skills articulated in the Portrait of a D214 Graduate. Process will include infusion of high-impact instructional practices, alignment of curriculum, and the eventual use of common formative and/or summative assessments for learning.

Strategy 1B Provide strong staff support and professional learning aligned to the instructional vision

We will design and implement a sustained and differentiated staff support program and a focused professional learning program that is aligned to the district's instructional vision, which positively impacts students' experiences and outcomes.

Strategy 1C Ensure strong transitions into and beyond high school

The transition from our sender schools to D214 will be seamless for our students and families through programs that ensure academic readiness with a streamlined registration and scheduling process. Post-high school transitions will be intentionally integrated into the student experience, ensuring the majority of students at every school are equipped to pursue post-secondary pathways that foster lifelong learning and economic advancement.





Foster an environment that values everyone and supports them to succeed

This goal aims to create a school environment where every student, family, and staff member is valued, supported, and able to thrive. By fostering meaningful relationships, ensuring inclusivity for historically marginalized groups, and providing targeted social-emotional supports, D214 will build a foundation for academic and personal success for all. We see you, we hear you, we will try to make it happen.

Outcome Metrics

- Reduction in chronic absenteeism for students overall, and in particular for EL students who are chronically absent at a higher rate than other subgroups
- Increase in students reporting that they feel a sense of belonging
- Increase in family perception of welcoming environment or engagement opportunities

Priority Strategies

Strategy 2A Cultivate a sense of belonging for all students, families, and staff

All students, family, and staff feel seen, heard, and welcome in our buildings. Stakeholders report their voice is heard and their individual cultures and languages are honored. Everyone knows they are valued at D214.

Strategy 2B Offer dedicated social-emotional resources to promote student wellness

All students in District 214 will engage in an embedded Social-Emotional Learning (SEL) curriculum, ensuring equitable access to opportunities and fostering a shared sense of ownership and responsibility across the entire school community.





Maximize the impact of district resources

This goal focuses on breaking down silos across the district to foster a more cohesive and efficient system that addresses the unique needs of each school. By promoting cross-school collaboration, sharing best practices, and ensuring resources are allocated based on specific needs, D214 will create a more unified district culture that maximizes impact. This goal will create a more interconnected and efficient system, improve transparency and decision making, and ensure that all schools have the resources they need to best serve their students.

Outcome Metrics

- List of District-wide improvements and qualitative feedback on their impact
- Measurement and accountability for operational efficiencies (measure defined and target set with baseline collected by August 2025)
- Enhanced financial transparency

Priority Strategies

Strategy 3A Maximize learning and efficiencies across schools

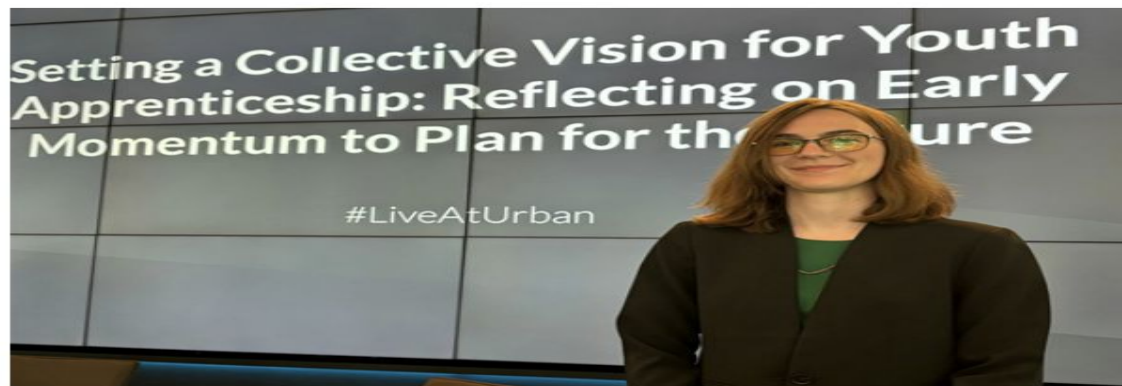
Efficiency and Standardization: Establishing a consistent “District 214 way” of operating while allowing for school-level customization, streamlining operations, and conducting resource inventories across various departments (Human Resources, Technology, etc.).

Strategy 3B Improve operations, systems, and resources to be data-driven and equitable

Data-Driven Approach: Refining and enhancing systems to maximize resource utilization and ensure access to appropriate tools and supports for students and staff.

Strategy 3C Ensure transparency and strategic use of financial resources

Financial Transparency and Accountability: Prioritizing transparent, strategic financial decision-making, conducting annual program reviews to identify Return on Investment (ROI), creating internal budget consistency, and increasing public transparency around the budget.





Unlock new possibilities for D214

This goal provides space for us to build on the strong reputation and history of innovation in D214 to continue to test new bold initiatives for stakeholders. It also allows us to lay the foundation for achieving our ambitious vision of graduating thriving lifelong learners by providing opportunities to innovate and scale new practices that lead to better outcomes for students.

Outcome Metrics

- Increase percentage of students reporting positive perception of facilities/facilities that meet needs (target to be set fall 2025 using baseline collected spring 2025)
- Build a tracking and evaluation process and scale impactful innovations appropriately
- Increase number of students engaging in newly offered personalized learning opportunities

Priority Strategies

Strategy 4A Reimagine premiere facilities to support student development and flexible learning in all spaces

Maximize the campus facility to engage and inspire all learners in their collaboration, flexibility and creativity, within an attractive, welcoming, and comfortable environment.

Strategy 4B Drive innovation through small-scale efforts to reenvision student experiences (e.g., instructional strategies, emerging technology) and leverage operational resources to support them

Continue to innovate across D214 to improve support for students through ongoing efforts to test and scale up practices that ensure variety, personalized instruction, student choice and agency. Leverage and prioritize operational resources to support learning and innovation.





DURANGO SCHOOL DISTRICT

Portrait of a Graduate FIELD GUIDE

How
to make
our vision
come alive



West Grand School District **PROFILE OF A LEARNER** Excellence in Learning : Excellence in Leadership : Excellence in Engagement



Knowledgeable

- Learn with depth
- Lead with confidence
- Engage by problem-solving

Empowered

- Learn with passion & pride
- Lead by example
- Engage with ownership

Adaptable

- Learn with perseverance
- Lead by taking risks
- Engage with reflection

Inquisitive

- Learn with a growth mindset
- Lead with inspiration
- Engage as critical thinkers

Connected

- Learn by communicating
- Lead with inclusion
- Engage with their community

Open-minded

- Learn with curiosity
- Lead with respect
- Engage with understanding

Partners

Partners are essential for ALL to receive the expertise, perspectives, and guiding characteristics to "fill up the cups" of West Grand learners.

Foundation

A solid foundation provides opportunities for students to grow and excel.

Why is the Learner (Graduate) Portrait Foundational?

- Focus
- Clarity
- Communication
- Consistency
- Expectations

Portrait of a Graduate

The knowledge, skills and mindsets students need to be prepared for college, careers and life.



Critical Thinker	Inclusive Collaborator	Effective Communicator	Responsible Decision Maker	Self-Directed & Confident	Empathetic & Resilient
The Graduate as a Critical Thinker will: Collect, assess and analyze relevant information Reason effectively Use systems thinking Make sound judgements and decisions Reflect critically on learning experiences, processes and solutions Identify, define, and solve authentic problems and answer essential questions			Student as Critical Thinker A "critical thinker" has the ability to question; to acknowledge and test previously held assumptions; to recognize ambiguity; to examine, interpret, evaluate, reason, and reflect; to make informed judgments and decisions; and to clarify, articulate, and justify positions.		
Reflection Questions Do you analyze information effectively, evaluate evidence, construct logical arguments, and understand complex concepts? Do you make informed decisions, leading to better academic performance, problem-solving abilities, and adaptability in a complex world, beyond just the classroom? Are you proficient at collecting, analyzing and reporting data and information?			Example Actions Analyze information from multiple perspectives Consider alternative explanations Evaluate evidence before forming an opinion Ask probing questions about a topic Brainstorming and assessing ideas Comparing perspectives of others Synthesizing or summarizing Practicing self-reflection, self-assessment Being open minded		





Outcomes

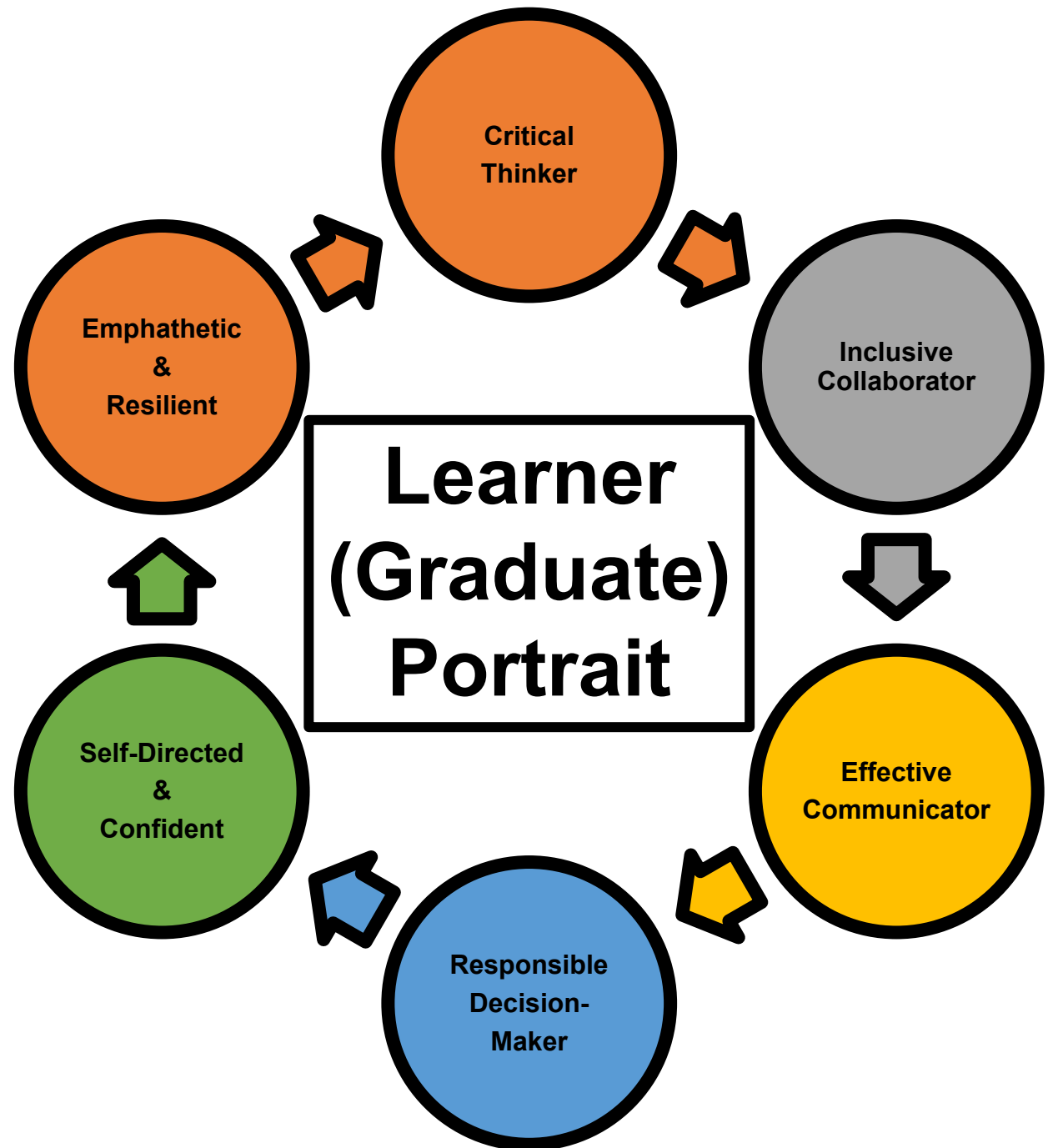
How are the Portraits established?





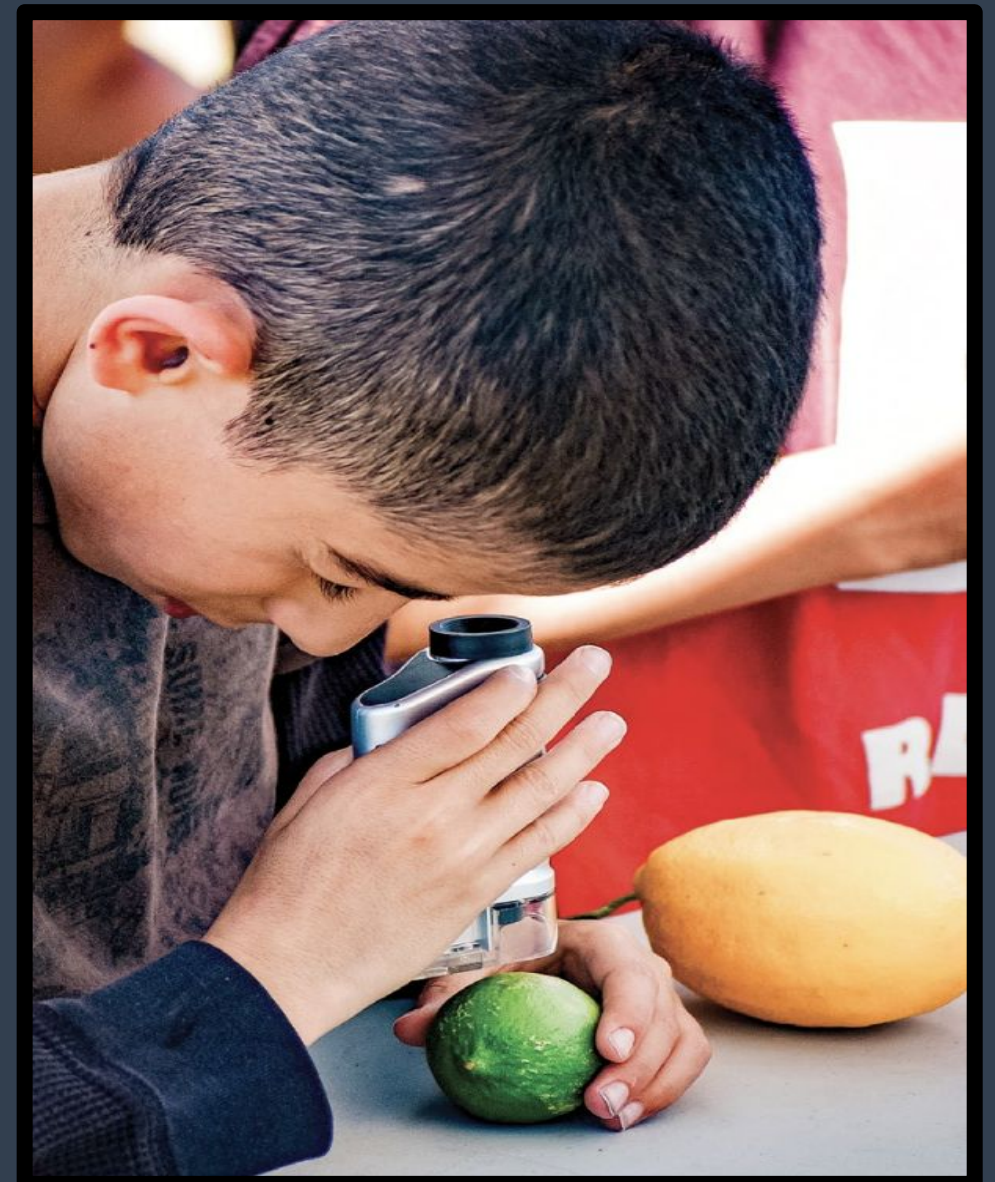
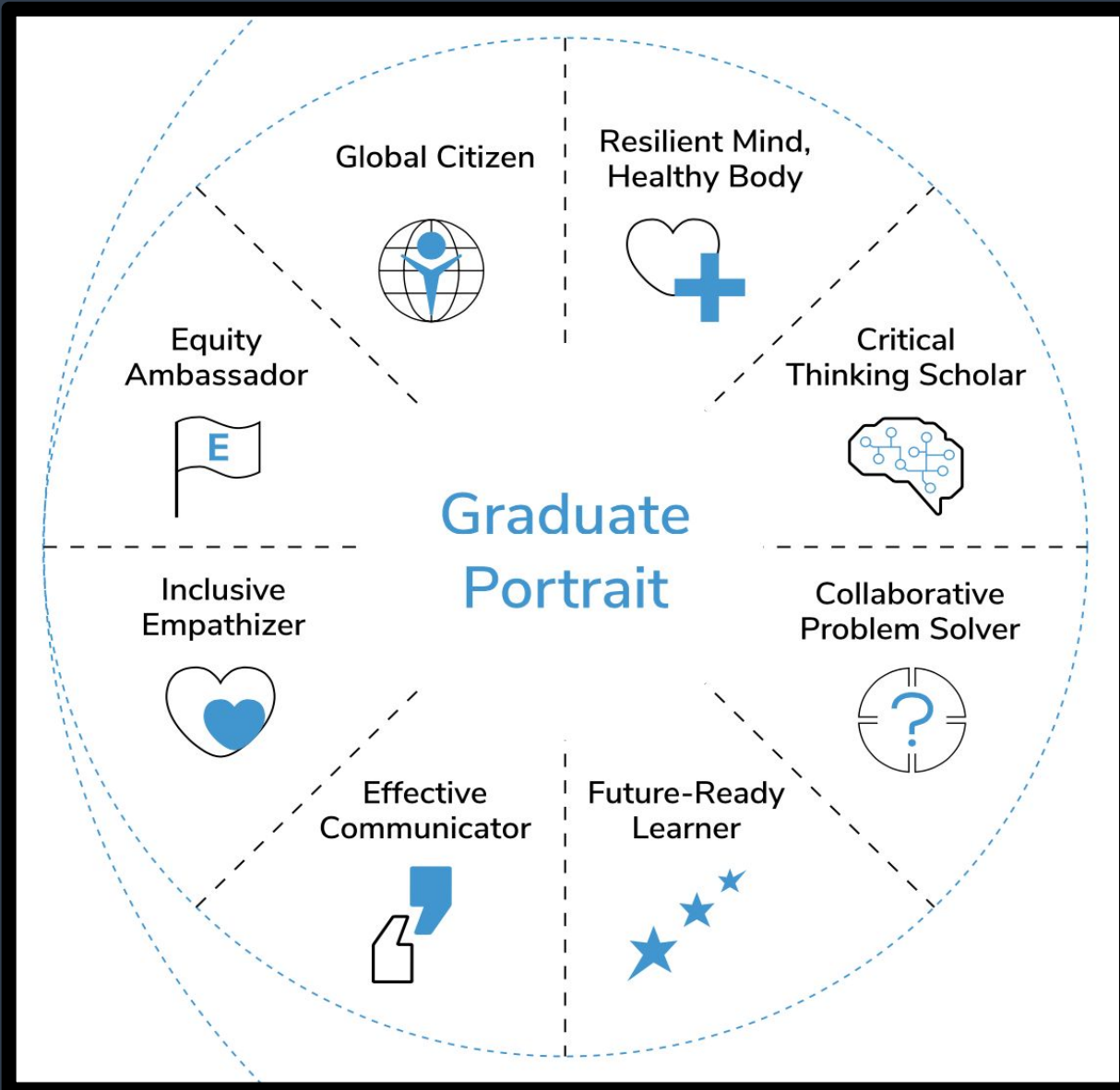
Learner (Graduate) Portrait

This district selected these six attributes to clarify the attributes they feel all students need to demonstrate to be ready for high school, college, career and life.



The Learner (Graduate) Portrait

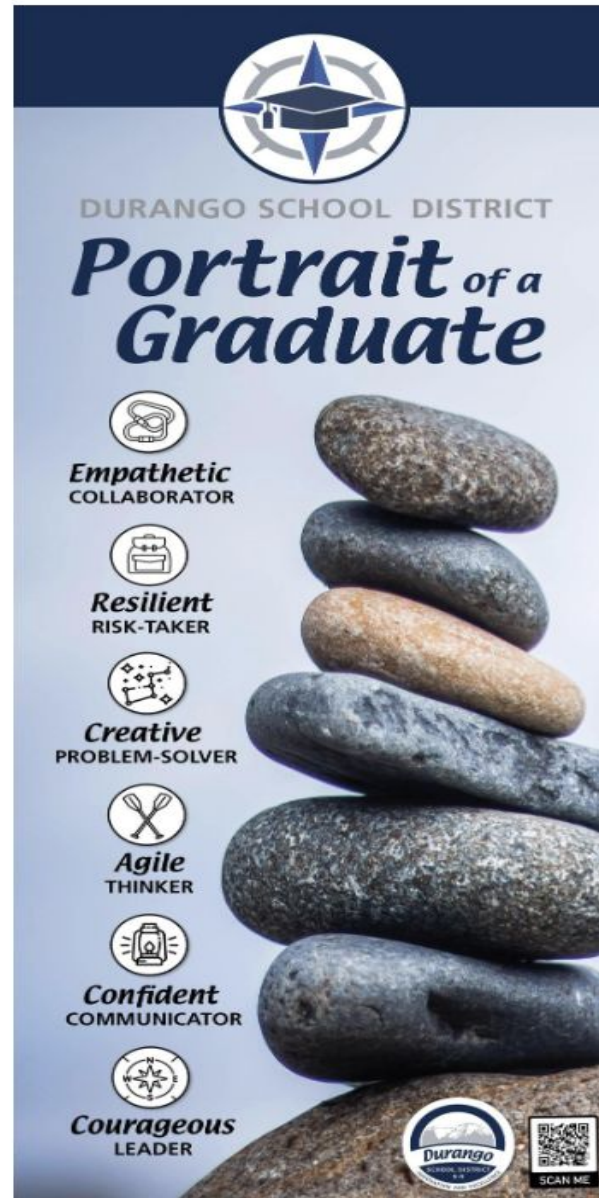
Learning Skills	Literacy Skills	Life Skills
Critical & Creative Thinking	Problem-Solving, Decision-making	Flexibility & Agility
Communication & Collaboration	Literacy – Listening, Reading, Speaking & Writing	Leadership
Data Analysis & Reporting	Information	Physical, Emotional, & Social Skills
Innovation and Future Orientation	Media	Self-awareness & Confidence
Continuous Improvement	STEM- Science, Technology, Engineering and Mathematics	Empathy & Perseverance
Teamwork and Engagement	Civic Literacy	Global Citizenship
Responsibility & Accountability	Tech Literacy	Cultural Proficiency & Awareness



Durango School District

Portrait of a Graduate

A wayfinder to balance skills on the path to success



After six months, 36 community meetings, and more than 6,800 engaged participants, Durango School District 9-R's Board of Education approved a Portrait of a Graduate plan on May 24, 2022. This vision guides the district as a "north star" to prepare students for life after school. When students graduate, that's really just the beginning.

"This is a shared vision of what qualities our graduates need to possess in order to be positive contributors to society and have a good quality of life," said Durango School District 9-R Superintendent Dr. Karen Cheser. "Portrait of a Graduate adapts the traditional model of education to evolve in an ever-changing world."

An infographic featuring a cairn – a vertical stack of rocks – serves as a visual metaphor for Portrait of a Graduate. Cairns are familiar to hikers navigating local trails, and for students it will represent "a wayfinder to balance skills on the path to success."

Here are the six competencies (a combination of dispositions and skills) that the community identified:

- **Courageous Leader:** Responsible, productive community member who takes initiative
- **Creative Problem-Solver:** Entrepreneurial, innovative, solution-focused design thinker
- **Confident Communicator:** Successful writer, speaker, listener, and digital content producer
- **Agile Thinker:** Curious, flexible, critical thinker exhibiting a growth mindset
- **Empathetic Collaborator:** Compassionate, inclusive connector focused on interdependence
- **Resilient Risk-Taker:** Self-aware, persistent, and hopeful future-planner

What are the
skills to ensure
student
success?





BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL PORTRAIT OF A GRADUATE

EMPOWERING STUDENTS ON THEIR PATHWAY TO SUCCESS

This profile describes the expectations our district believes are required of successful leaders who graduate from BBCHS. A BBCHS graduate embodies...



CRITICAL THINKING

- Evaluating information and arguments
- Making connections and identifying patterns
- Problem solving
- Constructing meaningful knowledge
- Experimenting, reflecting, and taking action on ideas in the real world



CHARACTER

- Learning to learn
- Grit, tenacity, perseverance, and resilience
- Self regulation, responsibility, and integrity



CITIZENSHIP

- Thinking like global citizens
- Considering global issues based on a deep understanding of diverse values and worldviews
- Genuine interest and ability to solve ambiguous and complex real world problems that impact human and environmental sustainability
- Compassion, empathy, and concern for others



CREATIVITY

- Having an "entrepreneurial eye" for economic and social opportunities
- Asking the right inquiry questions
- Considering and pursuing novel ideas and solutions
- Leadership to turn ideas into action



COMMUNICATION

- Communicating effectively with a variety of styles, modes, and tools including digital
- Communication designed for different audiences
- Reflection on and use of the process of learning to improve communication



COLLABORATION

- Working independently and synergistically in teams
- Interpersonal and team-related skills
- Social, emotional, and intercultural skills
- Managing team dynamics and challenges
- Learning from and contributing to the learning of others



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BRADLEY-BOURBONNAIS COMMUNITY HIGH SCHOOL
VISION 307
BUILT ON TRADITION... PREPARING FOR THE FUTURE



RACINE
UNIFIED
SCHOOL DISTRICT

**NORTH
STAR**

ALL STUDENTS WILL GRADUATE COLLEGE AND/OR CAREER READY

GR	ACADEMIC	SOCIAL / EMOTIONAL	CAREER / LIFE SKILLS
12	Accomplishes one or more indicators of college/career readiness		Demonstrates workplace soft skills
11		Identifies and demonstrates resiliency in life events	Documents learning and career goals in an electronic academic career plan
10		Effectively express own viewpoints and interprets diverse perspectives	
9	Earns 6 credits including 1 in Algebra (or higher) and 1 in science		Maintains school/class attendance rate of 97%
8	Scores proficient or advanced on District writing assessment	Respects and supports diversity	Documents learning and career goals in an electronic academic career plan
7	Demonstrates algebra readiness	Demonstrates empathy	Contributes to community through class-based or individual project
6		Identifies and demonstrates resiliency in life events	Maintains school/class attendance rate of 97%
5	Attains proficient or advanced level on state reading and math tests		Contributes to the community through a school-based project
4		Resolves conflicts appropriately	Documents learning and goals in an electronic academic career plan
3	Attains proficient or advanced level on state reading and math tests		
2			
1	Scores at or above benchmark on reading measures	Understands and demonstrates appropriate interpersonal and social behavior	
K			Attends school 97% of the time or more
4K		Regulates own emotions	

EDUCATE EVERY STUDENT TO SUCCEED

KEY QUESTIONS for a Graduate Portrait :

What 21st century skills, character traits, and/or social-emotional competencies do all students need to succeed in college, career, and life?

How has the world changed, and how will it continue to change? What skills and mindsets will be necessary in a rapidly changing and complex world?

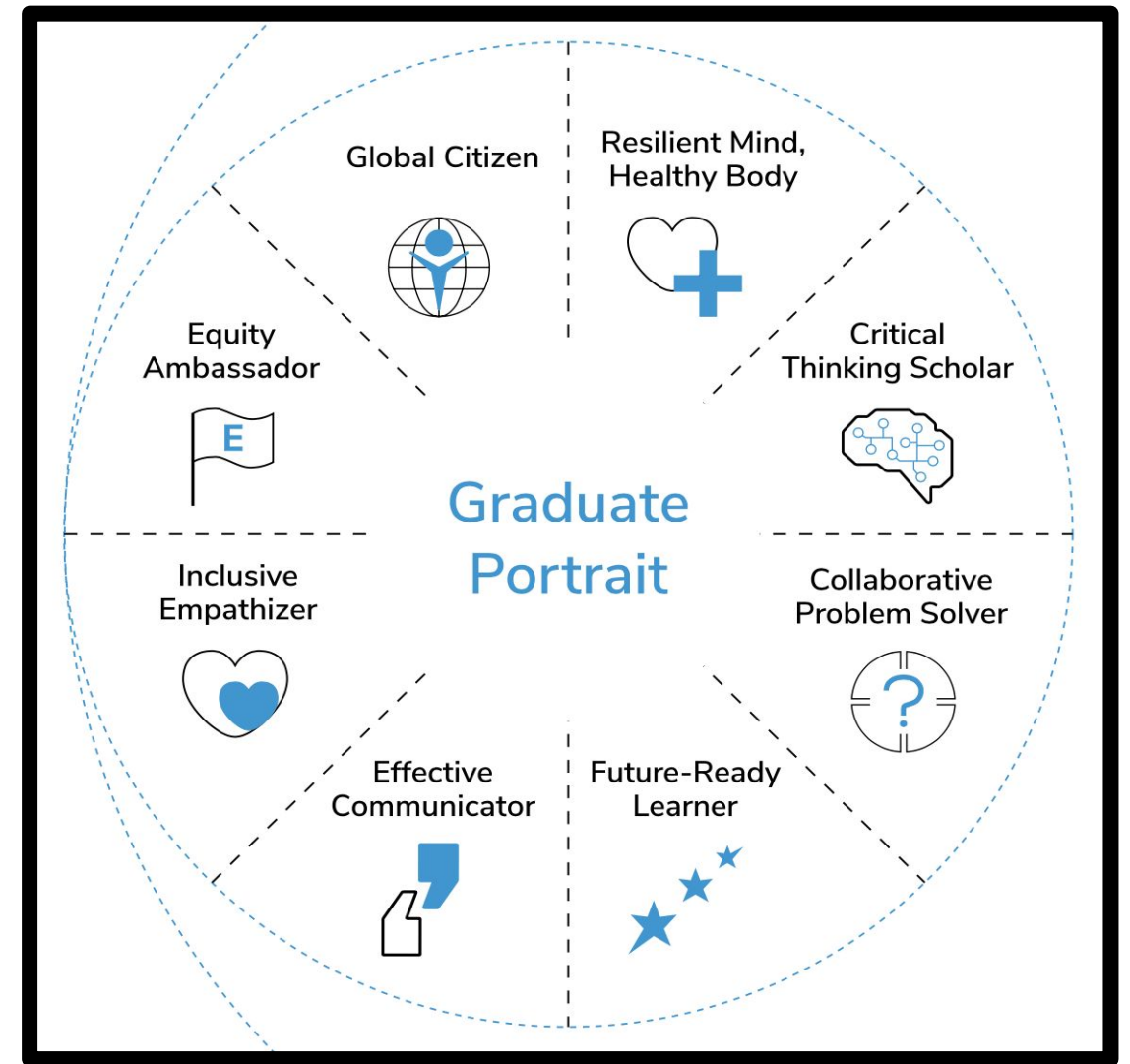
What are the skills and traits that community members take pride in and hope to pass on to their students and children?



Our team's Graduate Portrait **30 Minutes**

Individually **put 8
check marks on the
poster**

**Circle Top 8 on Poster
with most check marks**



Graduate (Learner) Portrait Characteristics

(Circle 10- at least 2 in each column)

Learning Skills	Literacy Skills	Life Skills
Critical & Creative Thinking	Problem-Solving, Decision-making	Flexibility & Agility
Communication & Collaboration	Literacy – Listening, Reading, Speaking & Writing	Leadership
Data Analysis & Reporting	Information	Physical, Emotional, & Social Skills
Innovation and Future Orientation	Media	Self-awareness & Confidence
Continuous Improvement	STEM- Science, Technology, Engineering and Mathematics	Empathy & Perseverance
Teamwork and Engagement	Civic Literacy	Global Citizenship
Responsibility & Accountability	Tech Literacy	Cultural Proficiency & Awareness

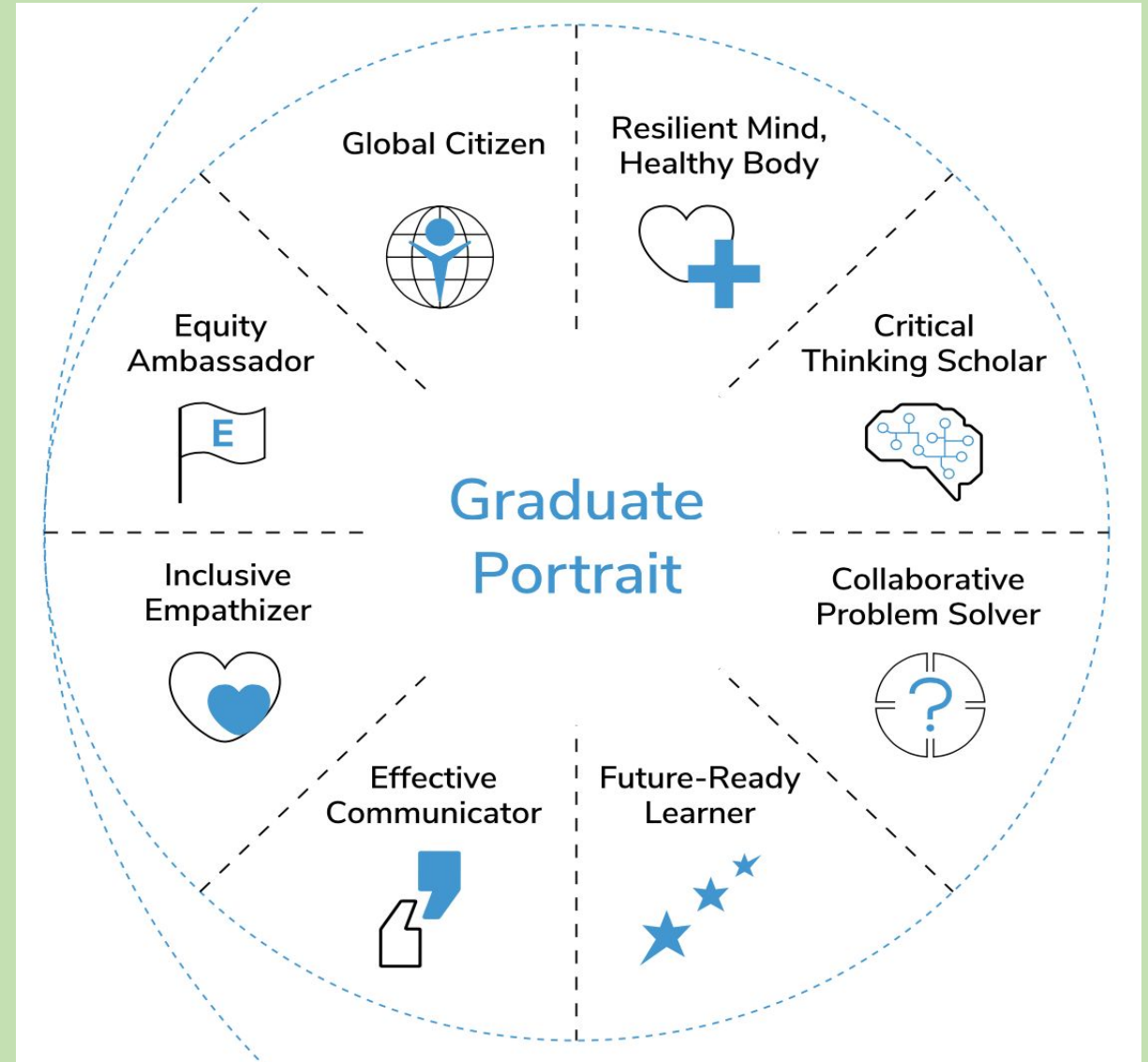
Graduate (Learner) Portrait Characteristics

(Circle 10- at least 2 in each column)

Learning Skills	Literacy Skills	Life Skills
Critical & Creative Thinking	Problem-Solving, Decision-making	Flexibility & Agility
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Innovation and Future Orientation	Media	Self-awareness & Confidence
Continuous Improvement	STEM- Science, Technology, Engineering and Mathematics	Empathy & Perseverance
Teamwork and Engagement	Civic Literacy	Global Citizenship
Responsibility & Accountability	Tech Literacy	Cultural Proficiency & Awareness

Graduate Portrait Summary

- **Growth & Grit:** Scholars courageously and effectively persevere to work in a changing environment. Scholars embrace a lifelong learning mindset and demonstrate care for themselves and self-compassion.
- **Learner's Mindset:** Scholars receive feedback constructively, learn something new in every context, own their learning, and embrace curiosity and innovation.
- **Complex Thinkers:** Scholars question the world without fear or reservation, use logic to reason with problems, and think through the issues in diverse and creative ways.
- **Responsibility & Integrity:** Scholars demonstrate care for themselves and others, establish and maintain positive relationships, honor commitments, and engage in civic opportunities for the betterment of society

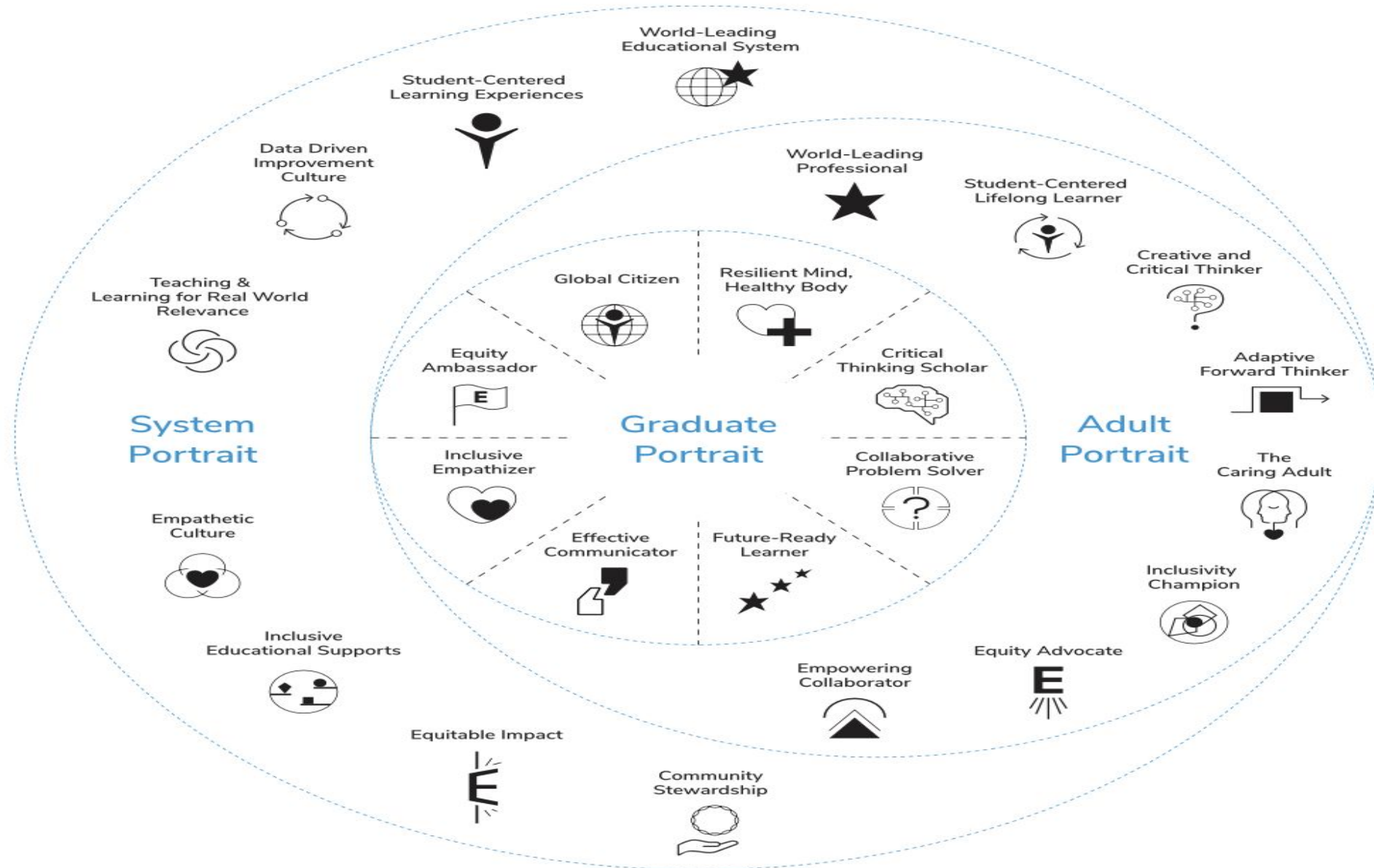




Outcomes

- *What are the relationships among the Learner (Graduate), Educator, System, Leader and Parent Portraits?*



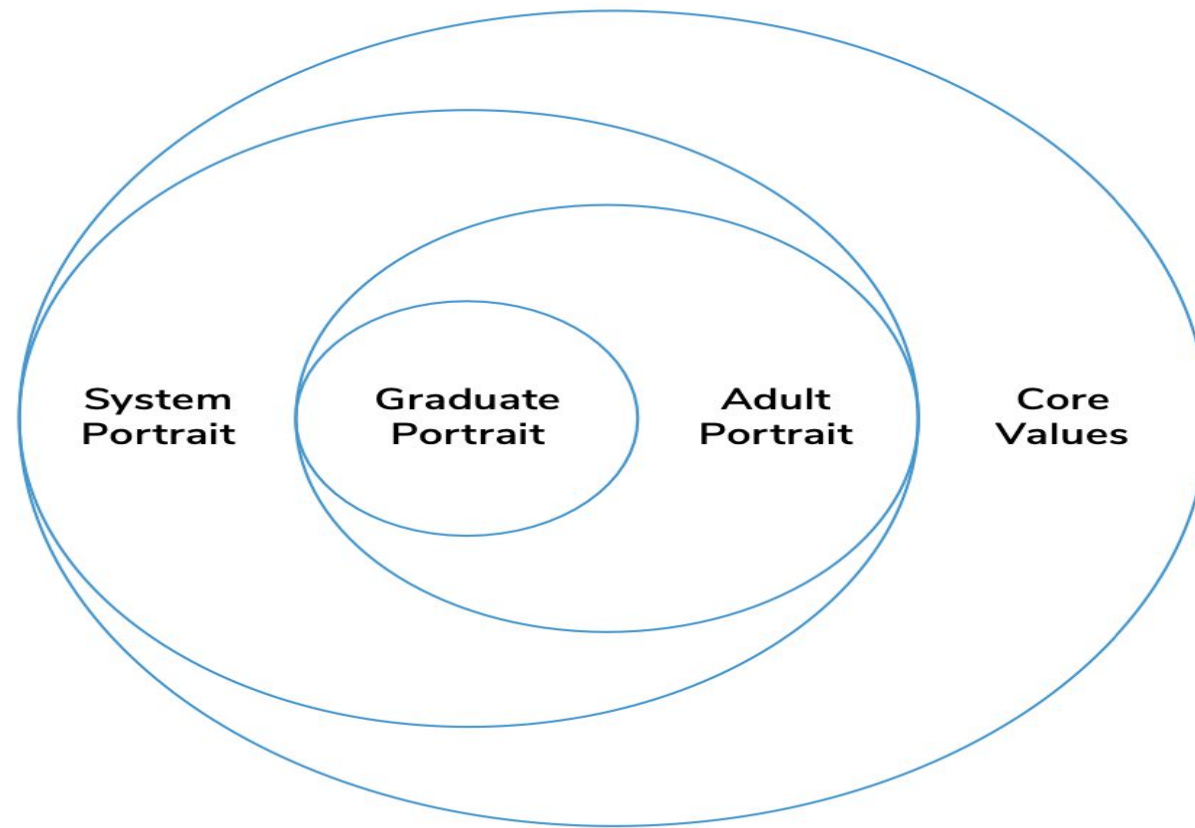




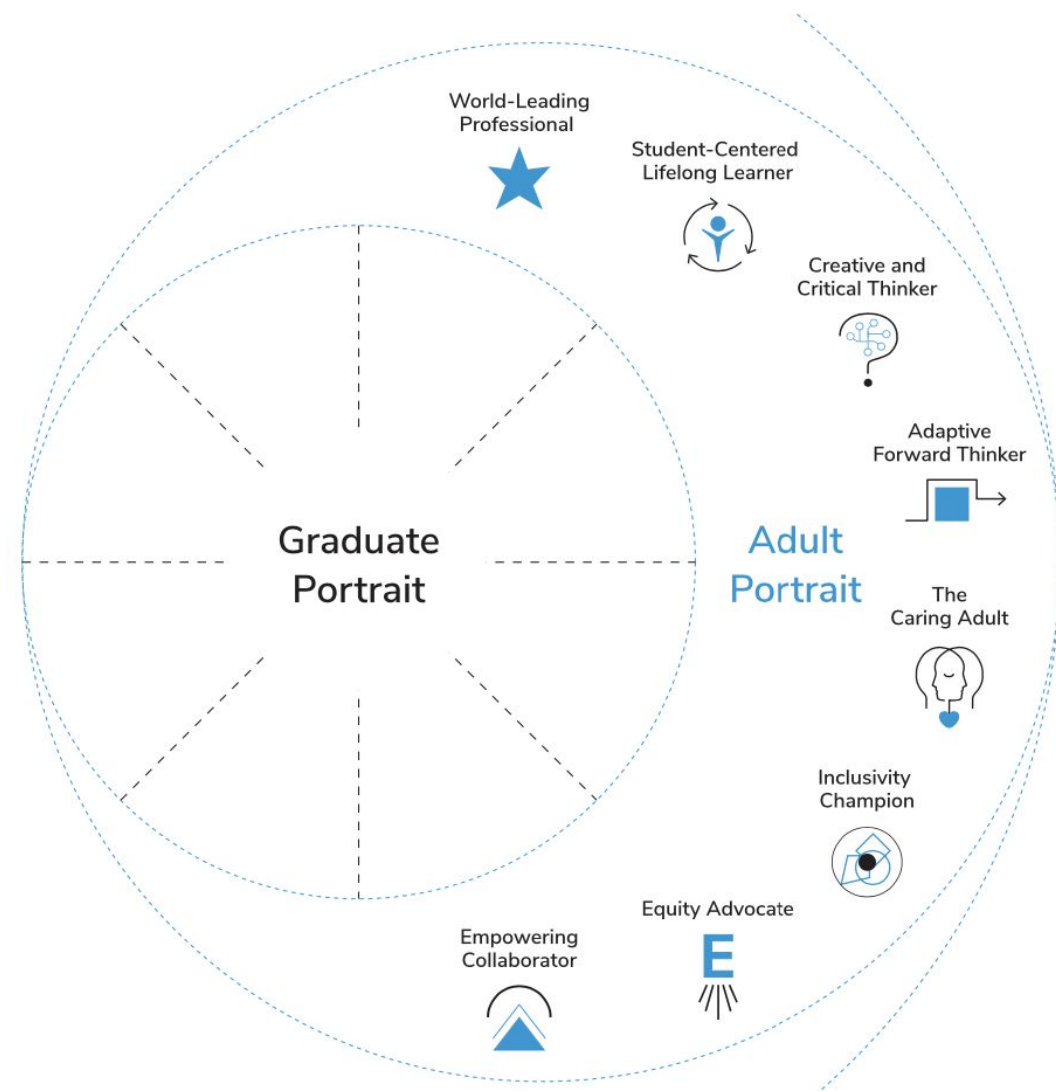
INTEGRATED DIAGRAM

This diagram shows the Graduate Portrait at the center, supported by the Adult Portrait, which is supported by the System Portrait. This diagram shows how the other elements of the vision wrap around the Graduate Portrait and how every element in it is supported by the Adult Portrait and the System Portrait.

VISION 2035 COMPRISES FOUR MAIN AREAS



EDUCATOR PORTRAIT





TEAM

Growth
Mindset

Problem
Solver

Skilled
Communicator

Digitally
Literate

Passionate
&
Empathetic

Team
Player

Portrait of an EDUCATOR. This Portrait describes the expectations our District believes are required of adults who ensure all students are successful. A CHS94 educator embodies:



EDUCATOR PORTRAIT

- **Leading Professional Development**
- **Student Centered Lifelong Learner**
- **Creative and critical Thinker**
- **Adaptive Forward Thinker**
- **Caring and Compassionate Adult**
- **Inclusivity Champion**
- **Equity Advocate**
- **Empowering Collaborator**



HILLSBORO ISD'S PORTRAIT OF AN EDUCATOR



COMMITTS TO EXCELLENCE IN TEACHING AND LEARNING FOR STUDENT SUCCESS

- Demonstrates a command of subjects taught
- Recognizes concepts central to subject and relationships to other content
- Cultivates rich environments for learning with an awareness of different learning modalities
- Understands relationships are central to learning
- Seeks professional learning opportunities in order to grow in craft
- Designs engaging learning experiences that connect to students' interests
- Utilizes multiple types of data to personalize instruction
- Understands learning can happen anywhere
- Displays a variety of problem-solving



EMBRACES CHANGE FOR TODAY'S LEARNER

- Designs learning experiences that reflect the continuous change of today's learning culture
- Fosters a learning environment that empowers all students to take intellectual risks
- Cultivates courage in learners to become self-directed
- Encourages learners to make connections with past, present, and future learning
- Supports learners connecting with their global peers to gain a broad understanding of the world around them
- Engages in the latest methodologies and technology best practices to maximize each learner's application and mastery of



LEADS BY EXAMPLE

- Exemplifies integrity and character
- Believes in the purpose of learning
- Cares for students, peers, and community
- Expresses pride in student accomplishments
- Willing to experience and accept failure as part of the process to learning and success

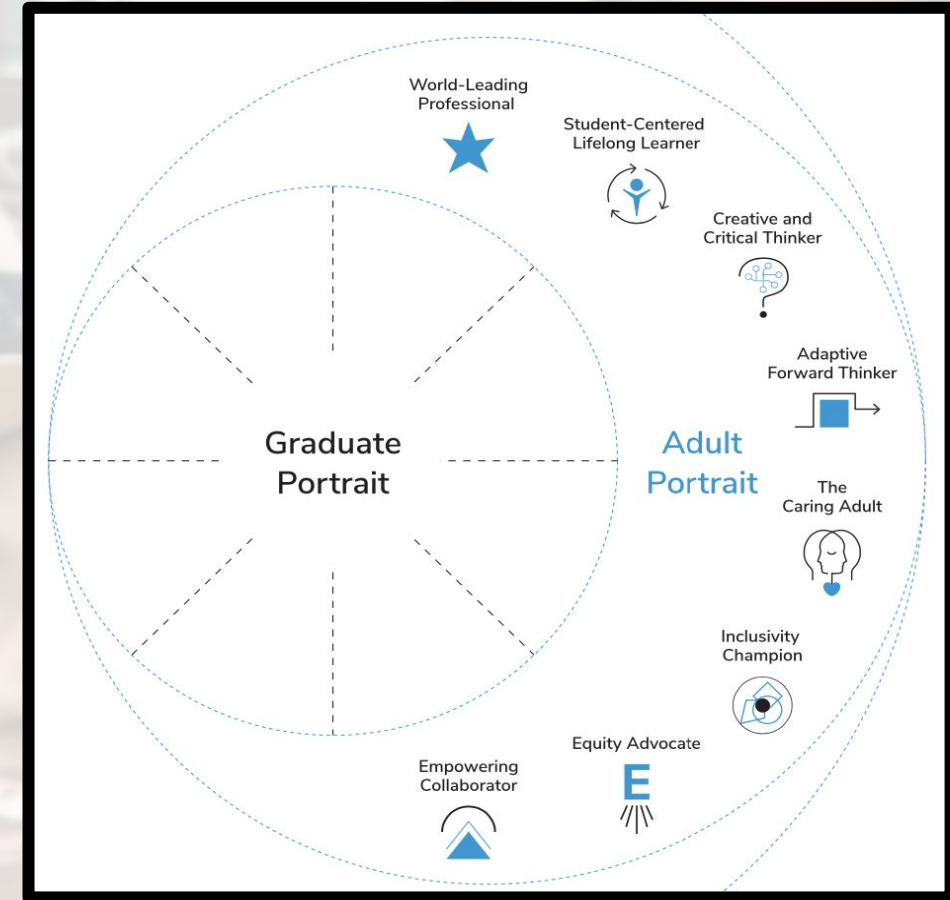


CHAMPIONS FOR LEARNERS

- Understands and utilizes data to personalize learning for students
- Encourages intellectual growth through diverse academic discussions
- Knows the 21st century learner and creates relevant learning experiences
- Supports all aspects of learning
- Values student feedback and incorporates it into the design of work
- Is flexible in responding to individual student needs

Educator Portrait Summary

- **Innovative, Creative, & Forward Thinker:** Employees embrace change and continuously use best instructional practices to challenge and grow each scholar.
- **Problem Solver and Critical Thinker:** Employees use data and critical thinking skills to solve problems and make decisions in the best interest of their students.
- **Equity & Inclusionary Advocate:** Employees promote diversity, embrace cultural differences, and foster inclusion, engagement, and empathy.
- **Adaptive & Resilient Professional:** Employees hold high expectations, work to continuously improve their practice, and build trust by being consistent, flexible, and reliable.
- **Student Centered Life-long Learner:** Employees listen to students and develop the ability to apply meaningful feedback to support students in becoming self-directed learners.
- **Responsible & Accountable Leader:** Employees are team players, make decisions in the best interests of students, and take responsibility for both student growth and proficiency.



The Educator Portrait

Learner	Workplace	Life
Critical Thinking & Problem Solving	Leadership & Management	Lifelong learner
Constructive coach providing Feedback	Exploit Technology to Support Learning	Mindfulness & Stress Management
Student-centered	Time Management	Ethical Decision-maker
Relevancy & Engagement	Conflict resolution	Agility & Adaptability
Teach for Transfer of Learning	Love for teaching	Accessing and Analyzing Information
Learn HOW to Learn	Teamwork & Collaboration	Creativity & Innovation
Student Innovation and Creativity	Oral and written Communication	Empathy & Perseverance
Meaningful Assessment	Timely Differentiated Instruction & Support	Listening, Learning, Responding



KEY QUESTIONS for an Educator Portrait:

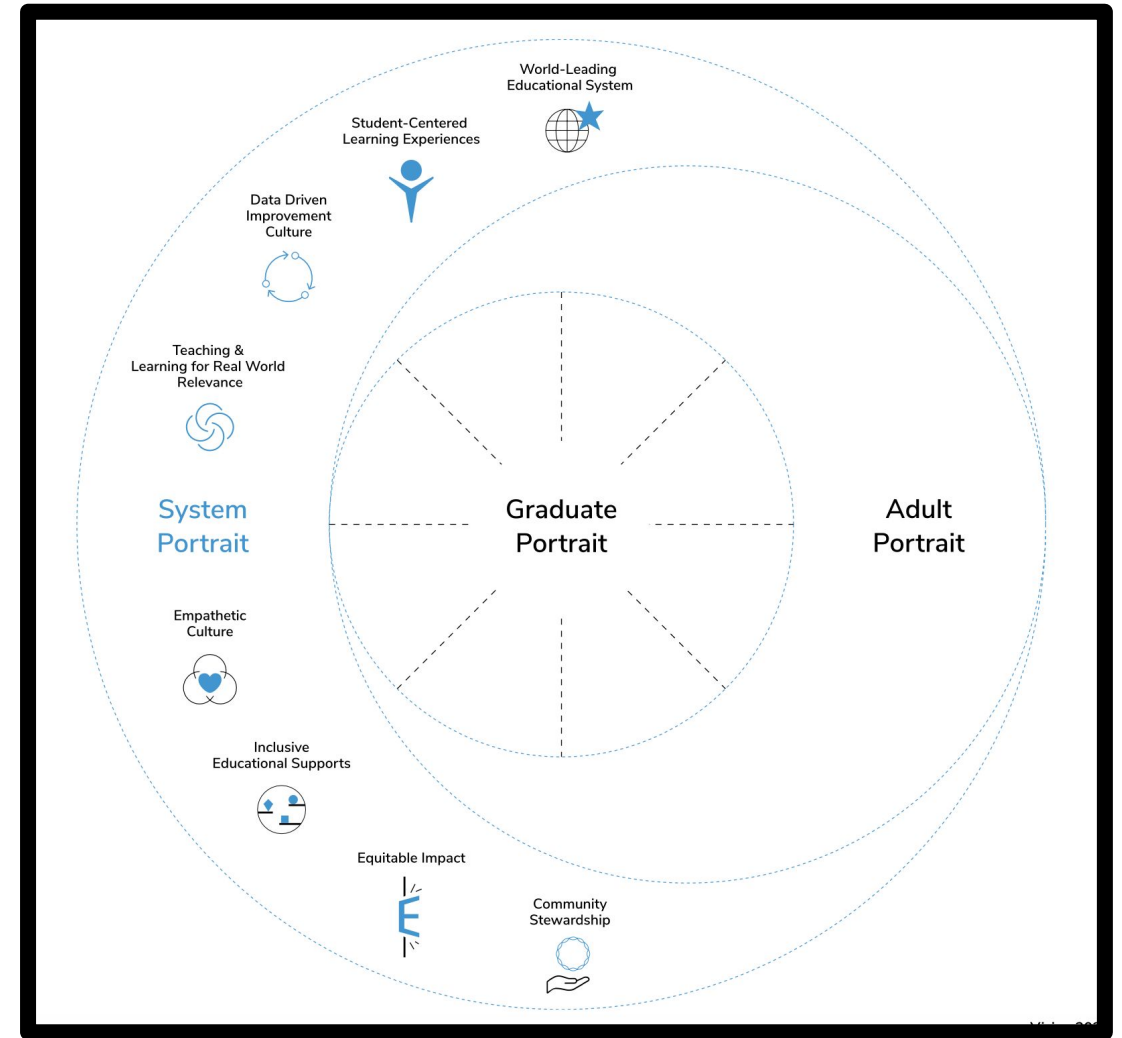
- **What are the critical 21st Century characteristics of a great educator?**
- **What 21st Century characteristics enable educators to be collaborators and good team players?**
- **What 21st Century characteristics should educators possess to be successful learners and teachers?**

Our team's Educator Portrait

30 Minutes

Individually **put 8
check marks on the
poster**

Circle Top 8 on Poster
with most check marks



Educator Portrait Characteristics

(Circle 10- **at least 2 in each column**)

Learner	Workplace	Life
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Student Innovation and Creativity	Oral and written Communication	Empathy & Perseverance
Meaningful Assessment	Timely Differentiated Instruction & Support	Listening, Learning, Responding

Educator Portrait Summary

- **Innovative Creative & Critical Thinker:**

D87 Employees support students in learning how to learn, problem solve, develop a growth mindset, and instill confidence in exercising their own creative and critical capacities.

- **Equity & Inclusionary Advocate:**

D87 Employees promote diversity, embrace cultural differences, and foster inclusion, engagement, and empathy.

- **Adaptive & Resilient Professional:**

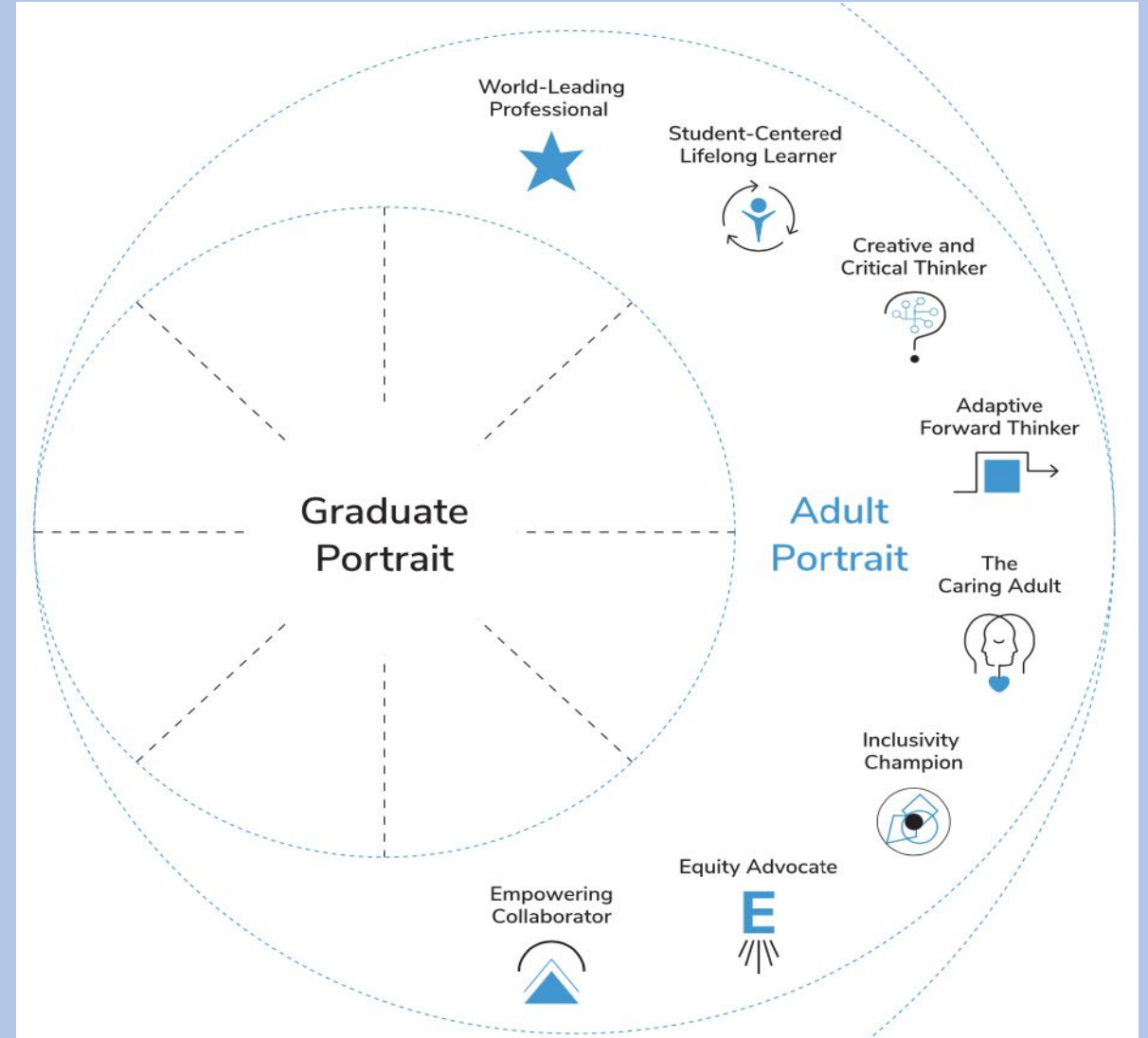
D87 Employees hold high expectations, work to continuously improve their practice, and build trust by being consistent, flexible, and reliable.

- **Student Centered Life-long Learner:**

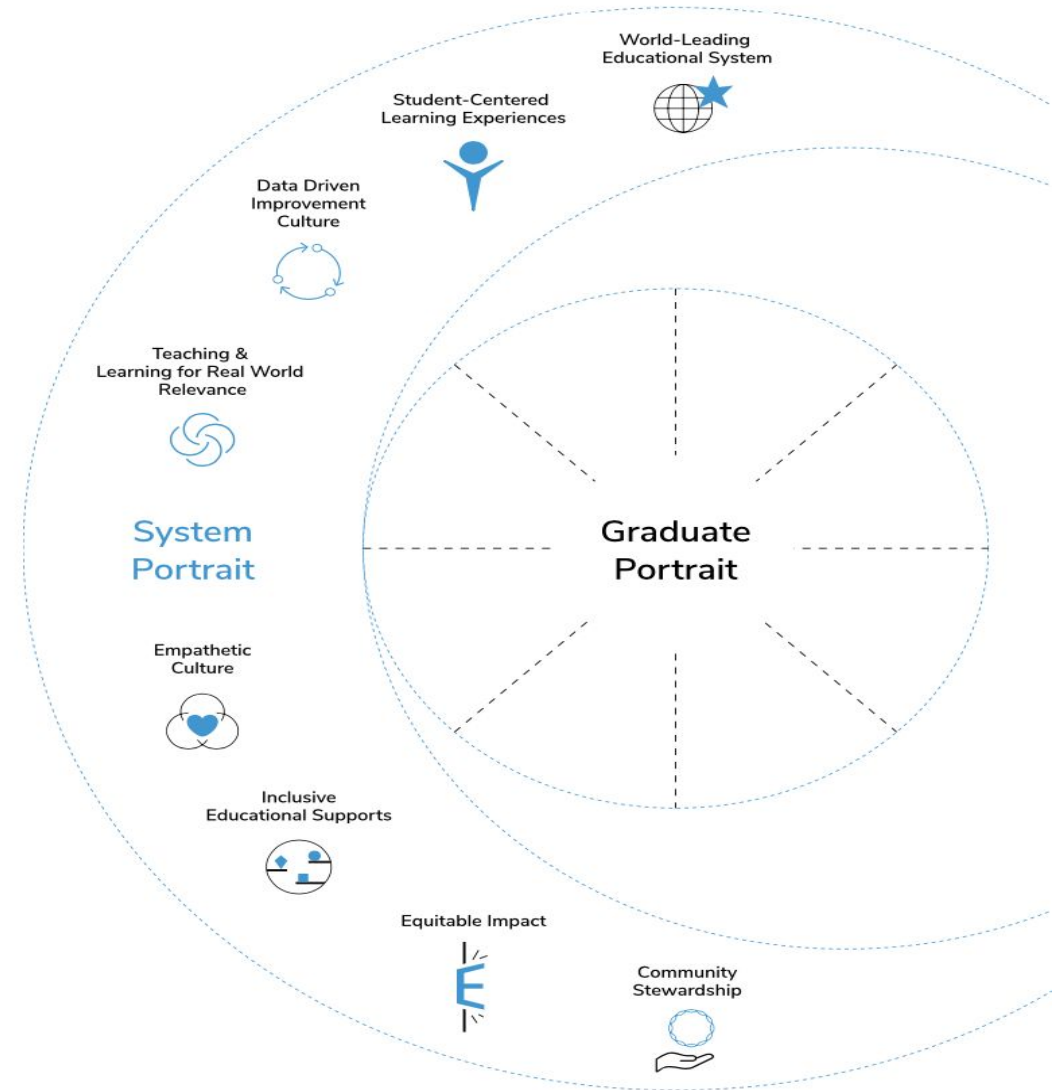
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- **Responsible & Accountable Leader:**

D87 Employees are team players, make decisions in the best interests of students, and take responsibility for both student growth and proficiency.



SYSTEM PORTRAIT





We strive to ensure these
five attributes of a high-quality
school system

1. Leadership

A successful school districts promotes shared leadership and decision-making.

2. High Expectations

A successful school district holds high expectations for all students and teachers.

3. Ongoing Evaluation

A successful school district personalizes instruction to know what each learner knows an needs to know next.

4. Goals and Direction

A successful school district is focused through clear goals and direction,

5. Secure and Organized

A successful school district promotes a safe, nurturing and secure culture.

System Portrait

- Competitive Educational System
- Data Driven Continuous Improvement Culture
- Teaching and Learning for Real World Relevance
- Empathetic Culture
- Inclusive Educational Supports
- Equitable Impact
- Community Stewardship





System Portrait

- **Visionary Leadership**
- **Continuous Improvement**
- **Data-Driven Decision making**
- **Innovative and Happy Staff**
- **Inclusive Supports**
- **Future-Oriented Curriculum**
- **Social and Emotional Priorities**
- **Effective Communication and Collaboration**
- **Equitable Impact**
- **Trusting and Respectful Stewardship**
- **Happy and Engaged Customers**

The System Portrait

Learner	Workplace	Life
Personalized learning	Rethink Educator roles	Equity, Diversity, & Inclusivity
Responsibility for their Learning	Use Curricula to Create Opportunities for Student Agency	Value relationships & Safety
Inquiry-based or Project-based learning	Demonstrate Visionary Leadership	Make connections
Use Technology Wisely	Measure Learning and Efficacy	Ensure partnerships through engagement & collaboration
Opportunities to exhibit of Present	Ensure Professional Learning is Relevant	Believe in Continuous Improvement
Promote Learner Interests, Voice, and Choice	Promote Innovation and Real- World Relevance	Cultivate healthy, positive Mindsets
Ensure Ambitious Instruction	Hire, Retain and Develop excellent Employees	Value fiscal health and stewardship



KEY QUESTIONS for a **System Portrait:**

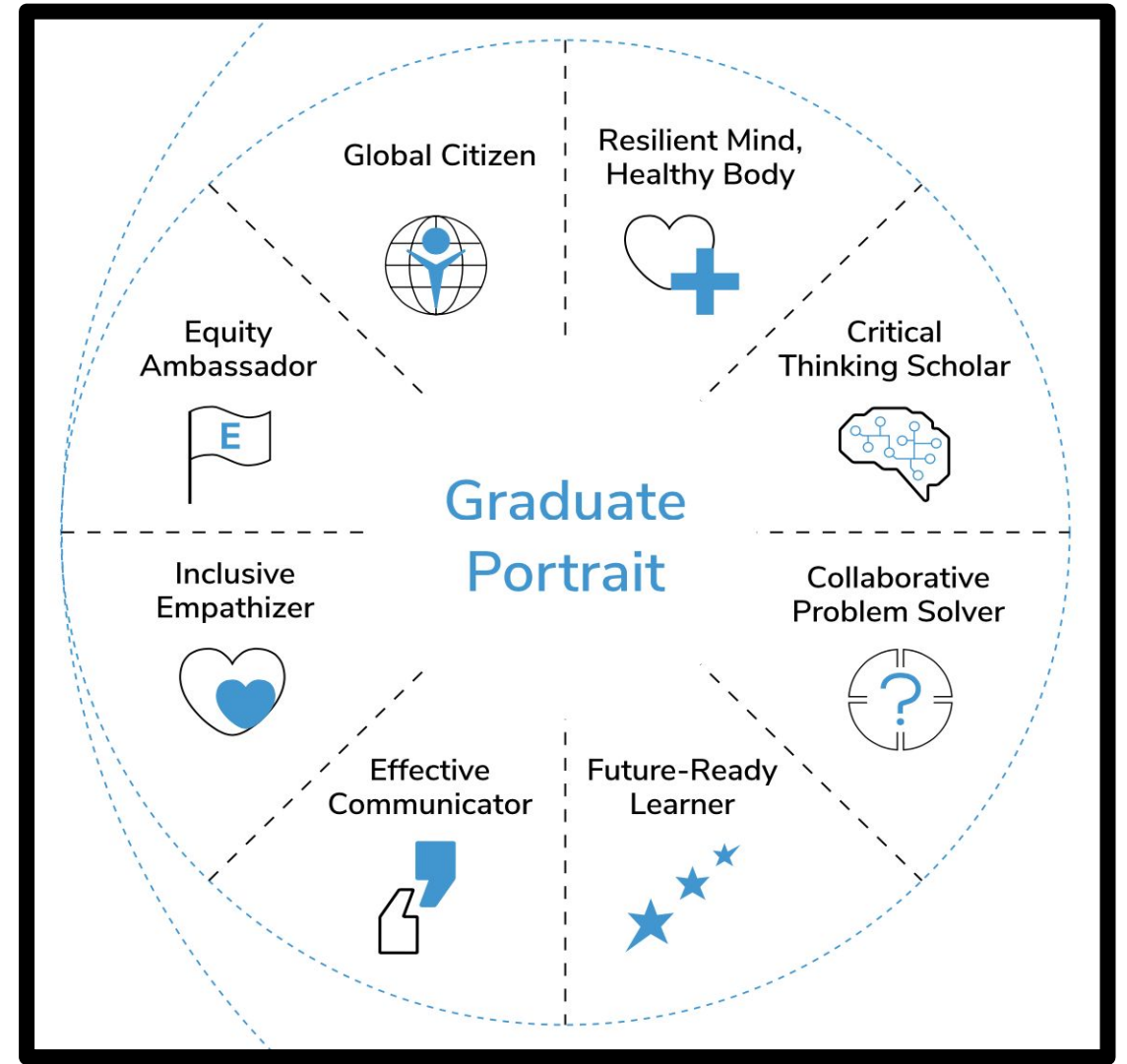
What 21st Century District System Characteristics define an effective 21st century school system?

What 21st Century District System Characteristics do we want to guarantee every student, every family, every staff member to ensure high productivity and satisfaction?

Our team's System Portrait 30 Minutes

Individually **put 8
check marks on the
poster**

**Circle Top 8 on Poster
with most check marks**



System (District) Portrait Characteristics

(Circle 10- at least 2 in each Column)

Learner	Workplace	Life
Personalized learning	Rethink Educator roles	Equity, Diversity, & Inclusivity
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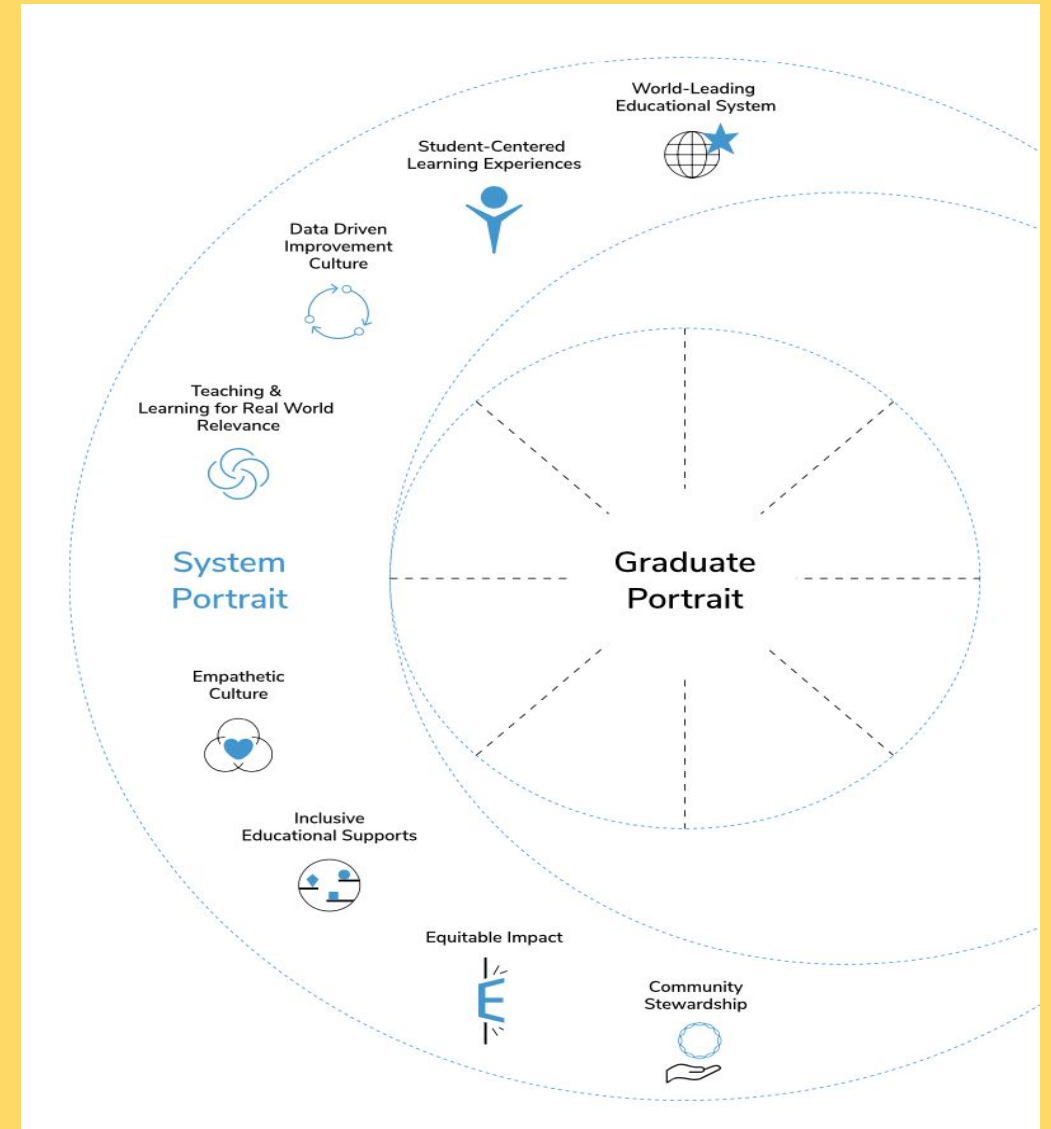
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Tips for Writing Great Portrait Characteristics

Characteristics	Example
How will we behave? Value as a noun Present Tense Value as a Verb Behavior Expected Non-negotiable Stand by no matter what 5-7 tops/core	Respect & Authenticity We believe in connecting to the heart of the matter by listening respectfully and acting authentically

System Portrait Summary

- **Trust & Integrity:** values its students, families, staff, and community by supporting The climate and culture attends to the whole person, appreciating that every individual has value and is important. The culture is trusting, safe, and respectful.
- **Excellence through Continuous Improvement:** articulates a clear focus and leverages data to drive systemwide continuous improvement practices. Data is used collaboratively by students and adults in assessing their own progress, adjusting their strategies, advocating for their own work, and providing mutual feedback.
- **Community Stewardship, Responsibility & Accountability:** ensures that community fiscal resources are invested responsibly and used to benefit its stakeholders. The district's structures, practices, and culture focus on transparency and ensure responsibility and accountability.
- **Inclusive Educational Supports:** accepts and cultivates diversity, removes barriers, values individual differences, and distributes resources equitably to advance inclusive educational practices that ensure successful learning outcomes for every student.
- **Curiosity, Innovation, Forward Thinking, & Relevance:** prepares students for life through standards-based learning that is rigorous, relevant, and interdisciplinary. Teachers encourages students to discover and progress toward their dreams, passions, and life and career goals through real-life educational experiences promote curiosity and innovation.
- **Highly Skilled & Trained Professionals:** actively recruits and develops a high-performing, diverse workforce that delivers exceptional services to students, families, and the community. Through continuous professional development and support, all adults use evidence-based, culturally, and linguistically responsive and sustaining practices that enable them to learn, grow, and hone methods that thoughtfully engage students, families, staff, and communities.





Outcomes

What is the future of the Portrait System?

How do the Portraits further our vision?





Able to focus on a problem, identify its root, generate reasonable alternatives, & determine a path towards the best possible solution.



Able to effectively consider the audience, use verbal and non-verbal skills, and be responsive to the communication signals of others when speaking or writing.



Able to value and embrace diversity through mutual respect & contribute to the betterment of society through responsible civic engagement.



Able to continue a task, in spite of being presented with difficulties or limited progress, & recover quickly from setbacks.



Able to think things through for the intentional purpose of making forward progress.

Able to understand and share the feelings of others in order to positively impact the community.



Able to work with others through two-way idea sharing & thinking in order to accomplish a common goal (*Teamwork* at a higher level.)



Progressions

Effective Communicator

Able to consider the audience, use verbal and non-verbal skills and be responsive to the communication signals of others effectively when speaking or writing.

By the end of 2nd grade, students will...

By the end of 5th grade, students will...

By the end of 8th grade, students will...

Consider Audience

Understand that there are different audiences, and be able to vary the way you talk to different audiences with support.

Make purposeful choices in how a message is communicated based on the audience.

Select the most effective method/means of communication for your audience. (written vs. verbal, video, presentation, etc.)

Speaking/Presenting Skills: Verbal and Non-verbal

Demonstrate eye contact and body positioning toward the speaker when listening.

Understand that gestures and facial expressions lend meaning to or alter the meaning of verbal communications.

Use a variety of gestures and facial expressions to enhance verbal communication

Use appropriate volume when participating in a discussion (one-on-one vs. group)

Add emphasis to speaking points by utilizing gestures and facial expressions in an impactful way.

Speak with an adequate volume, rate, intonation, and clear pronunciation

Reciprocal Communicator

Understand that different facial expressions and body language are communicating something and recognize what they may be communicating.

Be responsive to other people's facial expressions and body language in various settings with support.

Be responsive to other people's facial expressions and body language independently.

Recognize what should and should not be said in a situation with support.

Use appropriate tone and language to communicate a message.

Alter method, tone, or message to achieve intended effect. (entertain, persuade, etc.)

With support, experiment with the use of tone in speaking and writing.

Collaboration

Able to work with others through two-way idea sharing & thinking in order to accomplish a common goal (*Teamwork* at a higher level).

By the end of 2nd grade, students will...

By the end of 5th grade, students will...

By the end of 8th grade, students will...

Active Listening

Identify characteristics of whole-body listening (eye contact, listening ears, body facing speaker, thinking about what is being said).

Apply whole-body listening characteristics.

Apply personal, whole-body listening and understand its impact toward group accomplishment of the common goal.

Use whole body listening with teacher prompts.

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.


Pose questions that connect the ideas of several speakers and respond to others' questions and comments.

Ask and answer questions about what a speaker says.

Responding Respectfully

Recognize and use a polite tone and volume in discussion.

Adjust tone and volume to match different situations.

Plan for and use different tones for different purposes. 

Take turns within discussion, and speak one at a time.

Listen, acknowledge, connect, and respond directly to the ideas presented by peers.

Listen, reflect, and be willing to consider other perspectives when responding directly to an idea presented by peers.

Maintain "I-centered" response to disagreements.

Focus remains on the issue, not the person in response to disagreements.

Paraphrase and articulate the points of contention before responding in disagreements.

With support, students will agree to compromise on possible points of conflict.

With support, students will generate ideas towards possible compromise when encountering conflict.

Students will generate their own ideas towards a compromise.

Sharing Responsibility / Moving Work Forward

Describe each group member's role in the conversation or task.

Analyze how each group member's role is important for moving the work forward.

When given a task, identify the needed roles or sub-tasks and allocate accordingly.

Complete your assigned task/work/role.

Self-evaluate personal contribution to the work of the group.

Analyze how each group member is uniquely contributing.

Engage others in the task/work.

Lead, organize, or facilitate the effort/work.



UTAH PORTRAIT OF A GRADUATE COMPETENCIES





CRITICAL THINKING AND PROBLEM SOLVING

Access, evaluate and analyze information to make informed decisions, recognize bias and find solutions.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
With support, students will be able to identify, categorize and sequence information to make choices based on new learning and real-life experiences.	Students will be able to find key information, make inferences and form generalizations.	Students will be able to evaluate the relevance and importance of key information presented from a variety of reliable sources to justify solutions and claims.	Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts.	Students will be able to analyze and synthesize multiple perspectives of an issue to solve problems. Students will be able to cite valid, reliable data and evidence that apply in a variety of situations across contexts.	Lifelong learners will be able to investigate and take a stance on complex issues, making sure to address bias in information and beliefs and propose and defend solutions that lead to deliberate choices and actions.
	Students will be able to explain reasons for making a decision based on new learning and real-life experiences.	Students will be able to consider multiple sides of an issue, seek alternative solutions and make decisions based on new learning.	Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions.	Students will be able to evaluate and defend their thinking, adjust their ideas based on new learning and create viable solutions to complex problems in unique and	



WELLNESS

Develop self-awareness, self-advocacy skills and the knowledge to maintain healthy lifestyles that provide balance in life and improve physical, mental and social-emotional well-being.

Pre-K	K-2	3-5	6-8	9-12	Postsecondary
Students will be able to identify emotions, recognize physical and social needs, ask for help and participate in guided wellness activities.	Students will be able to explore self-awareness, participate in wellness activities and develop self-advocacy skills to express physical and social-emotional needs appropriately with trusted adults.	Students will be able to develop self-awareness, participate in wellness routines and practice self-advocacy skills by asking for help with mental, physical and social-emotional needs from trusted relationships.	Students will be able to practice self-awareness and self-advocacy, set goals and build routines towards balance through mental, physical and social-emotional wellness.	Students will be able to apply self-awareness to assess and monitor needs, set goals and routines and self-advocate for the supports they need to develop balance through mental, physical and social-emotional wellness.	Lifelong learners will be able to evaluate and adjust self-awareness and self-advocacy skills, be adept in achieving goals, maintain wellness habits and seek out supports to create lifelong balance through mental, physical and social-emotional well-being.



GRADES 6-8 AUTONOMY

Autonomy is having the self-confidence and motivation to think and act independently.

Communication	Critical Thinking and Problem Solving	Creativity and Innovation	Collaboration and Teamwork
Students will be able to organize and express purposeful information in a modality appropriate to the environment and audience.	Students will be able to analyze and select key information and data from a variety of reliable sources to solve problems in a variety of situations across contexts.	Students will be able to think abstractly in creative and artistic endeavors while recognizing their own strengths and the divergent contributions of other group members.	Students will be able to create appropriate group norms, by preparing in advance for effective collaboration, and engage by taking ownership of their individual responsibilities for a given role.
Students will be able to interpret meaning from others' communications and respond effectively within different contexts.	Students will be able to critique issues, identify constraints and barriers and evaluate multiple perspectives to make and defend judgments and actions.		Students will be able to negotiate problem-solving practices through the solicitation of team members' perspectives and lead when appropriate to accomplish shared group goals.



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Santa Clara Unified School District

VISION 2035

PREPARING STUDENTS FOR
AN EVER-CHANGING WORLD

Scaling to Reach Every Student

How does the school district's Portrait of a Graduate become a reality for every student? To bring the vision to life, the entire system must be aligned, and educators must be empowered and supported. The Portrait is just the first move. Battelle for Kids believes in working to develop a shared understanding in the district of what it looks like to implement a Portrait of a Graduate. Every district's implementation journey will be different, but to ensure success, shared goals must be established.



ADVANCE

YOUR SYSTEM'S CAPACITY TO
ACCELERATE YOUR PORTRAIT OF
A GRADUATE OUTCOMES.



DEEPEN

YOUR TEAM'S CAPACITY TO
FACILITATE FUTURE-READY
CHANGE USING A PURPOSEFUL,
SYSTEMIC APPROACH.



ENGAGE

IN AN INQUIRY PROCESS TO ARTICULATE
A THEORY OF ACTION AND CREATE A
ROADMAP WITH ACTION STEPS TO LEAD
YOUR TEAM ON A PATH TO FUTURE-READY
TRANSFORMATION FOR ALL STUDENTS.

Bringing the Portrait to Life

Balance is the Key

One thing I've heard repeatedly as I've supported districts in implementing their Portrait of a Graduate is that this work requires a mindset shift at every level of the system. Being willing to take risks, try something new, and then adjust if it goes differently than planned is not something we're necessarily comfortable with in education. To help support that mindset shift, there is a need to balance the "We are already doing this" mentality with the "This is too hard. We can't do it!" response. Efficacy is important. Learners need to feel like success is possible when asking them to try something new. Hence, the tendency is to lean into the "we're already doing this" mentality. However, this will leave you to settle for the status quo.

Even if things that are currently happening connect to the work, chances are high that there are still things you'll need your educators to do differently or more consistently. Affirm the connections your educators are making and invite them to take it further. Even if it is just one baby step, that is progress. "Go slow to go fast" is a mantra that fits here.

Take Action

- Frame your vision for the Portrait and the deeper learning required to bring it to life as approachable AND aspirational.
- Unpack your competencies and create a learning framework that shows the connections between the vision for learning that aligns with your Portrait of a Graduate and the other vital things in your district.
- Once that clarity is provided, elevate teacher voice and student voice as you progress toward your goals.
- Celebrate those bright spots, but as Pam Betten from Sunnyside Unified School District in Arizona reminds us, don't stop there. "You have to have relentless focus, or you'll end up settling for bright spots instead of systemwide change."

Bringing the Portrait to Life



Coherence is an essential aspect of Portrait to Practice work

As we've supported districts in bringing their Portrait to life, we always start by inviting them to look at the system. A systems approach is essential in this work, or you'll wind up with programs or priorities that are at odds with your Portrait vision. That leads to mixed messages and unnecessary barriers to implementation.

One of the first things we encourage is for districts to bring a team of leaders together to engage in self-reflection. We ask them to look critically at things you are already doing and hold them up considering your Portrait vision and determine which things bring coherence to the work and which things are out of alignment.

Districts finding success in this work create a learning framework to provide clear direction. The learning framework helps define the critical aspects of educator practice. Some elements of a learning framework include your Theory of Action for the change you want to see in your Portrait to Practice work, how you're defining key terms in your district, and how to approach the design of learning experiences that include your Portrait of a Graduate durable skills.

One great example of this is Pike County Schools in Georgia. Their leadership team worked to continually examine what their district was doing considering their Portrait goals and created the graphic shown in **Figure 1** to help show educators how all the pieces fit together in service of their mission.

Get clear about what success looks like

Once you have your Portrait, unpack those skills and competencies to clarify how to nurture those things in your learners. Words like collaboration, critical thinking, and empathy are not new, and many of us have an existing definition in mind when we hear them. Unpacking the durable skills and defining what they look like as they develop for students will help educators use them as they plan, finding ways to incorporate them into learning experiences by cross-walking them with state standards.

Additionally, unpacking the Portrait durable skills to show their requisite competencies will help you create tools that educators and students can use. For example, many districts create "I Can Statements" for students to use in self-reflection. In contrast, others create observation tools to support learning walks or instructional rounds based on their Portrait vision. The possibilities for tools to support implementation are limitless if you have clearly defined what you're looking for.

San Gabriel Unified School District in California is an example of this approach. After establishing their goal to create tools for reflection and feedback to support the implementation of their Portrait, they brought a team of educators together to unpack their Portrait of a Graduate and create learning progressions: "I Can Statements," T-Charts, and overview documents to support educators with implementation.

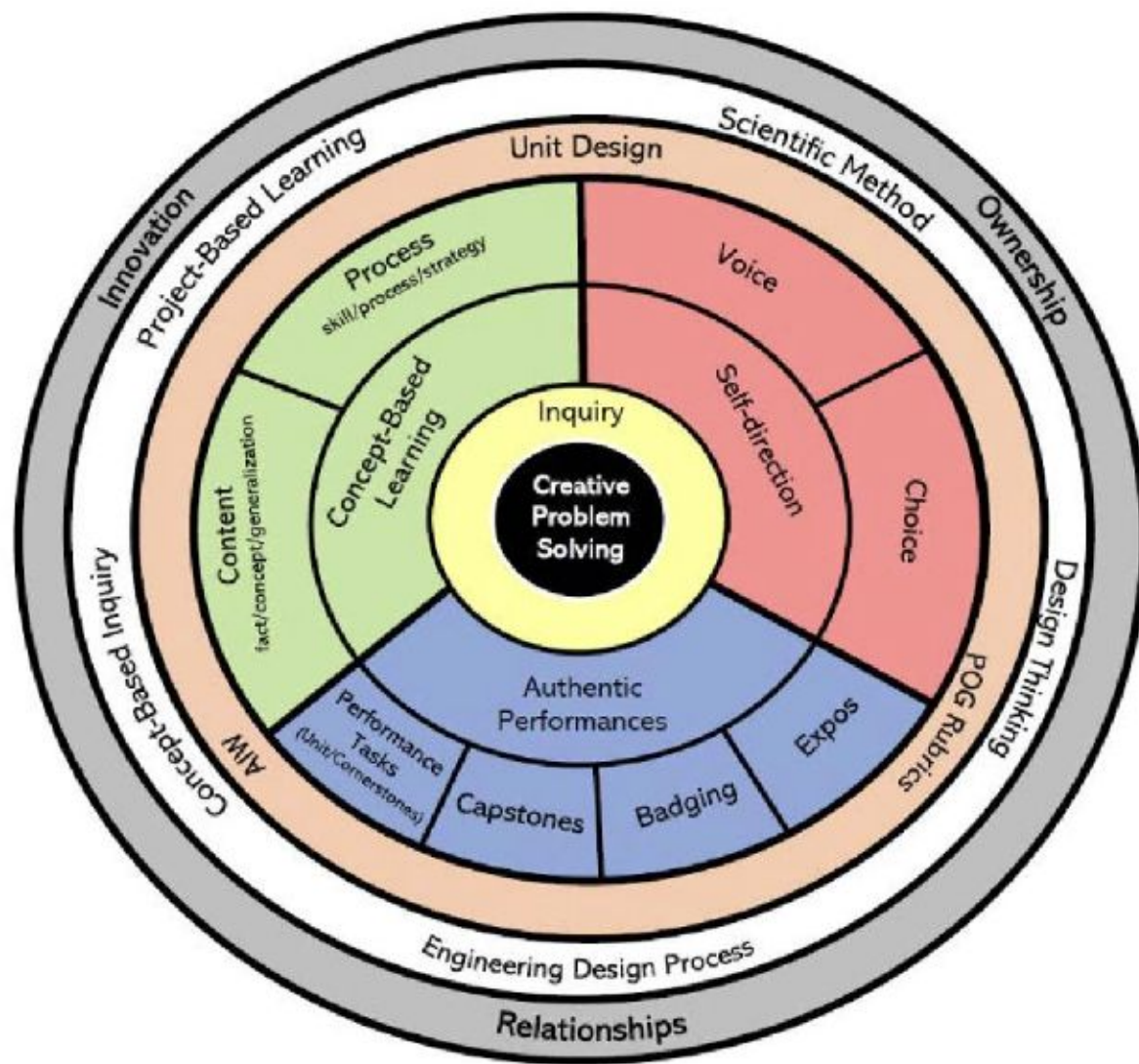
Additionally, Durango School District 9-R in Colorado provided clarity for its educators and community by creating Portrait of a Graduate Blueprints and a Field Guide to support implementation.



Shannon King, Ph.D.
*Chief Learning Officer,
Battelle for Kids*

Creating a Portrait of a Graduate is not just about envisioning student success beyond test scores and grades. It's about igniting a transformative journey that prepares students for the world beyond the school walls. But why stop at the vision? Why not take bold steps to turn this vision into a reality? Why not harness the momentum gained in the Portrait process to propel your work forward? This can be the transformative next step for every student in your school system.

At Battelle for Kids, we don't just view the Portrait of a Graduate as a beautiful concept. We see it as a practical, effective tool that can guide your decisions and actions. The districts I've worked with that adopted this practical approach have made significant changes that directly benefit their students. Let's delve into some key lessons we can learn from these districts.





WE WANT
YOUR
FEEDBACK

A top-down view of a blue speech bubble held by six hands. The hands are positioned around the edges of the bubble, with some showing dark nail polish and others wearing watches or bracelets. The background is a plain, light gray surface.

A row of wooden figures, resembling pawns, arranged in a line on a white surface. The figures are light-colored wood, except for one in the center which is painted red. The figures are slightly out of focus as they recede into the background.

**Use May to seek
feedback from
stakeholder groups.**

**Students, Families, Community Partners, Board of Education,
Certified Staff, Non-Certified Staff, Administrators**

Report Feedback Results

Draft Documents for
Strategic Plan Refresh
Team

A close-up photograph of four hands of different skin tones (light, medium, dark, and light) all giving a thumbs-up gesture. The hands are arranged in a row, with the thumbs pointing upwards. The background is blurred, showing parts of people in business attire. The entire image is framed by a thick red border.

QUESTIONS