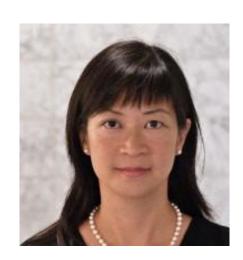
Panelists



Jon Alfuth
Senior Director, State Policy
KnowledgeWorks



Kipp D. Rogers, Ph.D.
Chief Academic Officer
Virginia Beach City
Public School



Doris Zahner, Ph.D.Chief Academic Officer
CAE





Learning Objectives

- Understand common challenges and solutions to move from vision to practice
- How to use innovative performance-based assessments to improve outcomes
- Learn from a Virginia school district's journey





Key Elements of a Portrait of a Graduate

A document that outlines a shared community vision of the characteristics a student should have after going through the K-12 system that would consider:

- The hopes, dreams, and aspirations that our community has for its students
- The skills and mindsets children need for success in this rapidly changing, complex world
- The implications for the design of the learning experiences—and equitable access to those experiences

This can be accomplished by bringing together diverse perspectives from the broader community—educators, students, elected officials, community members, families— to help you build a unifying, collective vision for students.







https://www.battelleforkids.org/how-we-help/portrait-of-a-graduate



Portrait of a Graduate Programs

117+ Schools/Districts

660k+ students







What is your role?

- a. Teacher/instructor
- b. School Counselor
- c. School Administrator
- d. District Administrator
- e. Other









Does your school/district have Portrait of a Graduate?





In your opinion, which of the following higher order skills is the most important for students to master?

- a. Critical Thinking
- b. Creative Problem Solving
- c. Communication
- d. Collaboration
- e. Citizenship



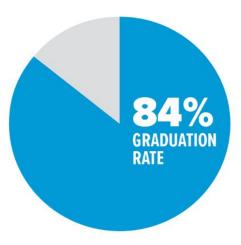






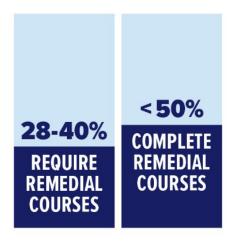
Gaps in the Current System

GRADUATION RATES



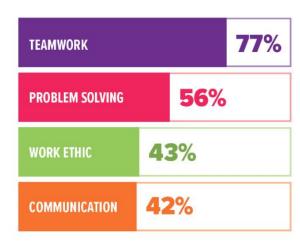
Source: National Center for Education Statistics

REMEDIAL COURSES



Source: National Conference on State Legislators

CAREER READINESS



Source: National Association of Colleges and Employers

Shifting Public Opinion

- Confidence in public schools at an all time low source: Gallup
- Parents AND students want schools to better prepare students to build decent lives in their community

 Source: American Compass Failing on Purpose Survey
- Parents and students want more real-world skill building in schools source: ExcelinEd Survey
- Lack of personalization an identified problem from
 74 percent of parents source: NSBAC poll

Why a Portrait?

- Unified commitment & purpose
- Ensures ownership
- Clarifies roles
- Aligns the system

Competency-Based Education: Different Terms, Similar Things

You might also hear competency-based education referred to as:

- Mastery-based learning
- Personalized learning
- Student-centered learning
- Competency-based learning and education
- Proficiency-based learning
- Personalized, competency-based learning

What is Personalized, Competency-Based Learning?

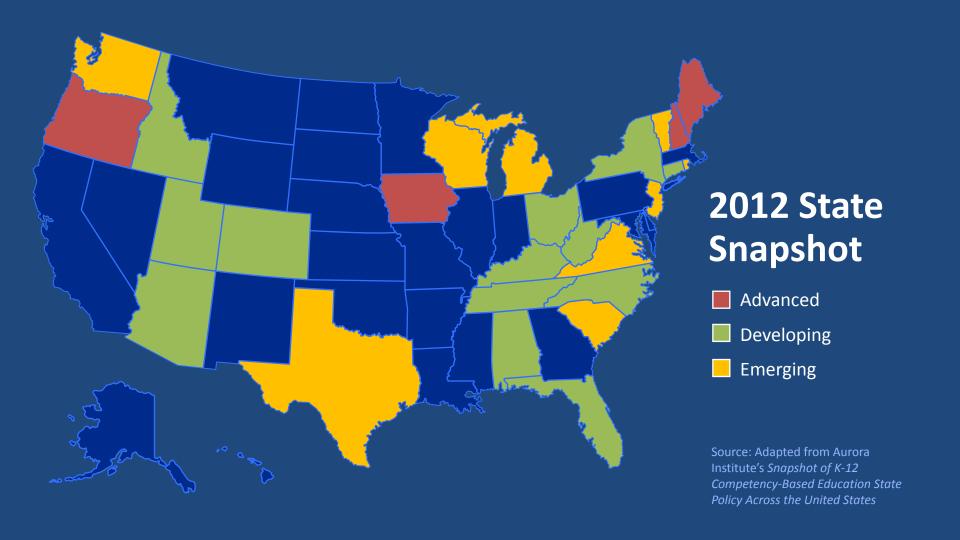
- Learner agency
- Timely, actionable assessments
- Customized learner supports
- Progression upon mastery
- Flexible learning paths
- Strategies and systems to ensure equity
- Rigorous academic and social-emotional learning targets

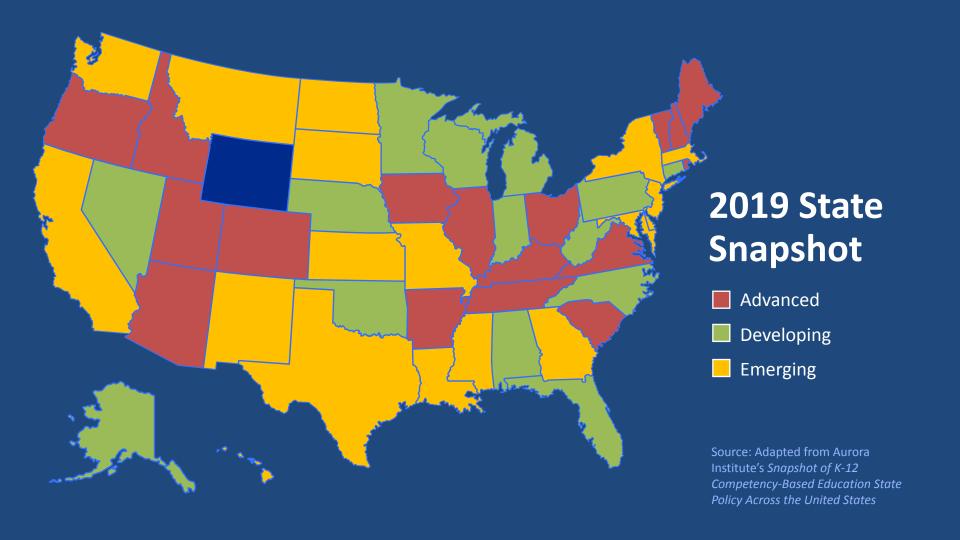


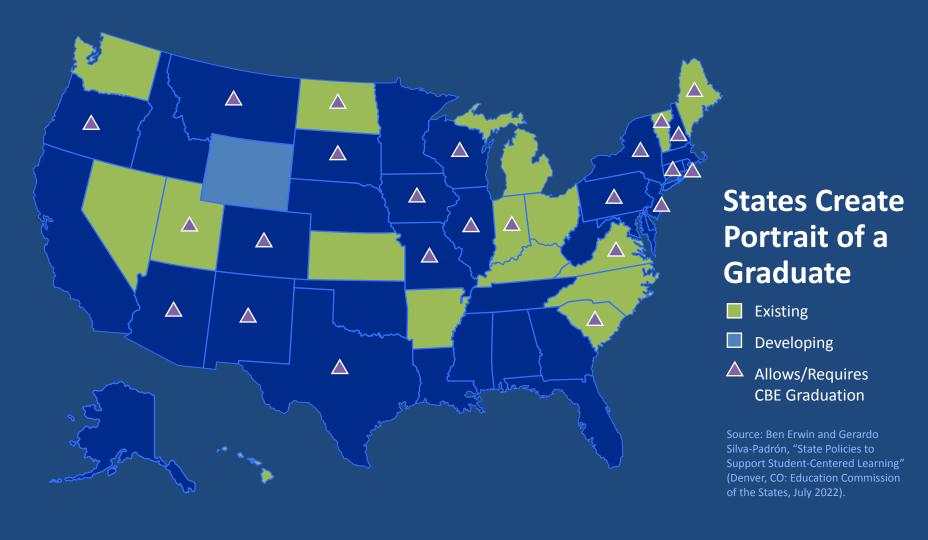
Impact on State Policies

Portraits provides the vision for subsequent policy & practice Other policy areas for consideration following a portrait:

- Developing aligned statewide competencies
- Creating pathways to innovative education approaches
- Creating implementation resources for schools, districts
- Updating graduation requirements
- Rethinking educator preparation and training
- Addressing seat time requirements
- Incorporating it into assessment and accountability systems







State of CBE State Policies

Data from a recent ECS 50-state survey found the following:

- 15 states have established state-level competencies
- 25 states permit graduation requirements to be satisfied through student-centered assessment options
- 18 states allow districts to have flexibility to make competency determinations for graduation requirements

State of CBE State Policies Continued

- 31 states have established innovation schools or zones, which allow K12 schools or districts to adopt CBE practices
- 18 states have pilot programs
- 44 states have at least one waiver opportunity
- 17 states provide grant funding to build capacity for student-centered instruction
- 13 states have policies allowing for alternative instructional time models

In your opinion, which of the following higher order skills is the **most** important for students to master?

- a. Classroom observation
- b. Classroom assessment
- c. Summative assessment
- d. Student survey
- e. Other









If you are measuring your students' higher order Portrait of a Graduate skills, how are you doing so?

- a. Classroom observation
- b. Classroom assessment
- c. Summative assessment
- d. Student survey
- e. Other





If you are teaching your students' higher order Portrait of a Graduate skills, how are you doing so?

- a. Embedded in coursework
- b. Dedicated module/class
- c. Self-study
- d. After school activities
- e. Other





Why are higher order skills important?



Our research shows that students who perform better on our performance-based assessment of these skills have :

- **Higher cumulative GPAs** at the end of their senior year of college (Zahner & Steedle, 2012).
- Positive post-university outcomes as measured by employment, salary, and graduate school enrollment as well as employer ratings (Zahner et al, 2022).

How can we measure these skills?





Recommend a Solution



No Single "Right" Answer

"Performance assessments can provide extensive and nuanced evidence of student abilities, including meaningful insight into student thinking and performance."

(U.S. Department of Education: Strategies for Using American Rescue Plan Funding to Address the Impact of Lost Instructional Time, Washington, DC, 2021.)





What is or would be the greatest challenge to putting your Portrait of a Graduate vision into practice?

- a. Time to create one
- b. Available class time
- c. Too many other requirements
- d. Teacher and/or administrator buy-in
- e. Costs





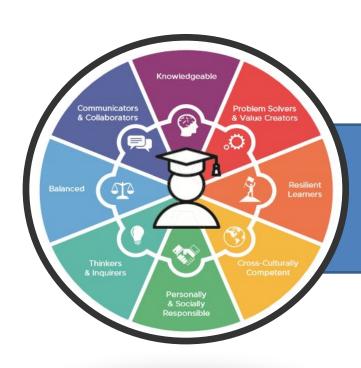




VBCPS Graduate Profile



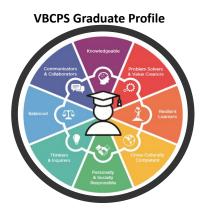
VBCPS Graduate Profile



Preparing All Students to be Future Ready



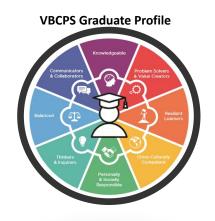
The VBCPS Graduate Profile



Profile of a Virginia Graduate



The VBCPS Graduate Profile





Why?

- Rate of change and knowledge creation requires skills that go beyond traditional metrics of success
- Colleges and employers consistently point to needed changes
- What you believe becomes your reality

A Closer Look at the Graduate Profile

What would it mean for our students, schools, and community if all VBCPS graduates had these attributes?



KNOWLEDGEABLE

Possessing and exhibiting knowledge and skills to succeed as a learner, worker, and citizen.



PROBLEM SOLVERS AND VALUE CREATORS

Identifying and solving problems through creative thinking and innovation to address challenges.



RESILIENT LEARNERS

Seeking and accepting new and difficult challenges to adapt to change.



CROSS-CULTURALLY COMPETENT

Recognizing and respecting one's own culture and other cultures to work well with others and more fully understand the impact of national and world events.



10

PERSONALLY AND SOCIALLY RESPONSIBLE

Acting with integrity and empathy while demonstrating personal accountability and making a positive contribution to society.



THINKERS AND INQUIRERS

Raising vital questions driven by curiosity to increase understanding.



BALANCED

Making healthy choices to achieve well-being and create a well-rounded educational experience.



COMMUNICATORS AND COLLABORATORS

Listening and articulating effectively for a variety of purposes and working well with others while being willing to understand and offer alternate points of view.



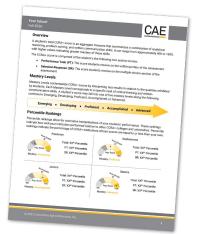


Actionable Insights to Support Student Growth

Get a More Complete Picture of Students' Readiness

CCRA+

College and Career Readiness Assessment for grades 6-12 60-minute performance task and 30 minutes of selected response questions



www.cae.org