

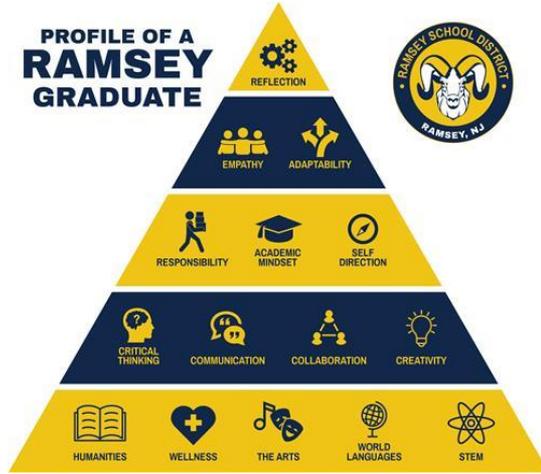
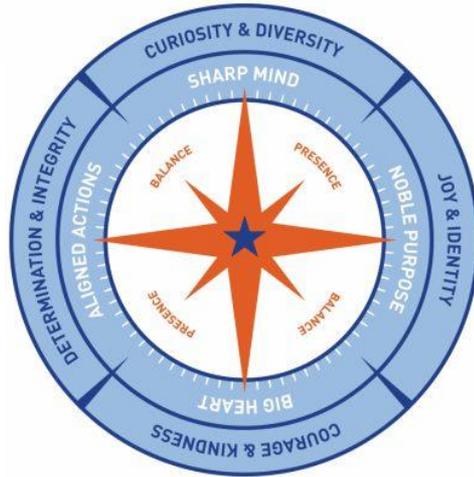


Portrait/Profile of a Learner 2018-22

Lincoln Public School Committee 4/7/22

What is a Portrait/Profile of a Learner?

21st Century Learning



Learner	Communicator	Collaborator	Critical Thinker	Innovator	Advocate
<ul style="list-style-type: none"> Be academically literate. (Reading, Writing, Math, Science and Social Studies) Be self-directed. Persuades in difficult tasks and to overcome academic and personal barriers to meet goals. Uses time and resources wisely to set goals, complete tasks, and manage projects. Communicates effectively to make meaningful connections. Demonstrates empathy, compassion, and respect for others. Acts responsibly and ethically to build trust and lead. 	<ul style="list-style-type: none"> Respectfully relates to others on an emotional level in order to integrate multiple 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. Expresses thoughts, ideas, and emotions meaningfully and creatively. 	<ul style="list-style-type: none"> 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. Accepts feedback, implements decisions, and shares the credit. 	<ul style="list-style-type: none"> Demonstrates open-ended thought to enhance the design/build process. Evaluates ideas and information sources for validity, relevance, and impact. Reasons through and weighs evidence to reach conclusions. Challenges assumptions. Has the ability to suspend judgements. Applies skills to acquire knowledge and broaden perspectives. Constructs arguments. 	<ul style="list-style-type: none"> Engages in problem solving, inquiry, and design of innovative solutions to overcome obstacles to improve outcomes. Builds resilience through risk-taking and setbacks. Creates new ideas/products with value and meaning. Demonstrates open-ended and innovative thought to enhance the design/build process. Uses information in novel and creative ways to strengthen comprehension and deepen awareness. 	<ul style="list-style-type: none"> Creates inclusive conditions for all. Engages in healthy and positive practices to promote physical and mental well-being. Voices the value of diversity and the interdependence of all people. Engages in reflection for self-improvement and advocacy. Acknowledges, understands, and takes action when considering local, national, and world issues. Contributes to solutions that benefit the community. Promotes environmental stewardship.



Timeline of Events

Winter 2018

- Visit to King Middle School (an Expeditionary Learning school) through LSF grant

Spring 2018

- Jess has consultation with Ron Berger at EL re: how to foster deeper, engaging, and equitable teaching and learning in LPS
- Rob and Becky attend an EDCO EdLeaders21 presentation and hear about more districts creating and using Profile of a Graduate

Fall 2019

- Becky and Jess visit Farmington, CT to see a school Ron recommended who are similar to LPS and used their Profile of a Graduate and Leaders of their Own Learning as anchors for their daily work
- EdLeaders21 Conference helps Becky, Rob, and Jess consider the impact of a Profile of a Graduate for other districts



Timeline of Events

Winter and Spring 2019

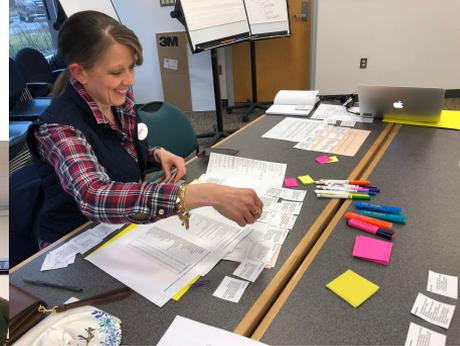
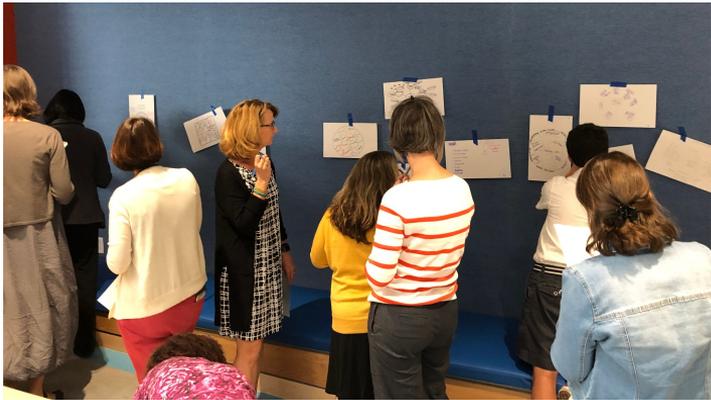
- Jess connects with Transcend, an education organization who has led this work with others to collect resources and ideas for our process
- Institute Day: half of faculty participate in day-long workshop about the future of work, the purpose of school, and creating a portrait of a learner
- Initial 5 Family and Community sessions in Boston, Lincoln, and at Hanscom
- Gather individual drafts created by participants at each session



Timeline of Events

Fall 2019-Winter 2020

- Session to capture the ideas of all other faculty who had not participated in first round
- Series of student focus groups on both campuses across multiple grade levels for younger students
- Student survey for middle school students and family survey to gather their input
- Assemble a Task Force to examine data and contributions from all to refine and recommend a set of components -- Task Force meets twice before COVID shuts down schools in MA





Winter 2022

- Brought Task Force back together, some members from 2020 and some new members
- Reviewed where we left off including input from community stakeholders
- Series of refinement sessions
 - Virtually, independently
 - In-person, whole group
 - In-person, small group
 - Virtually, independently



First Draft Components

Winter 2020	Winter 2022	Spring 2022
7 long terms	7 shorter terms with bullets added underneath to clarify each term	Refined to 4 core terms with bullets below each



Next Steps

- Get final input from all community members before finalizing
- Work with graphic designer to visually pull the components together
- Begin process of digging into what these components would look like at different age ranges and how we would be able to know if our students are enacting and growing in these components; add to key yearly measures (Partnering with Franklin Street organization to do this work)
- Build a variety of tools that help to put these aspirations into action