



From Poster to Practice!

Bring life to your PoG



Competencies for our time

- Determine present practices to build upon
- Understand models for co-design of next steps
- Understand models for tracking and record keeping
- Make a commitment to your learners and your organization



THE GRAND AGREEMENT



Researchers: [MyWays Project](#), NGLC. Schools: [Sunvaste USD](#). Districts: [Arcadia USD](#), NGLC Photo. Employers: [Future of Jobs Report](#), WEF



To Poster

From Consensus

To Culture (practice)

“I am no longer asking
for you to buy in. I’m
asking you if you want
to be in!”



Mimi L. Renteria, Principal
San Cayetano Elementary
Santa Cruz Valley School District
Rio Rico, Arizona

Listen to this update about the skills needed in 2027!

- Surprised you?
- Made you nervous?
- Need more information?





**TRADITIONAL
SUCCESS
MEASURES**

**Pog
COMPETENCIES**

**PREPARING
LEARNERS for LIFE**

PREPARING LEARNERS for LIFE



TRADITIONAL
SUCCESS
MEASURES

GRADUATE
PROFILE
COMPETENCIES

Strategy!

Surfacing, celebrating, observing and sharing

Bright Spots (or exemplars)

Where are there practices that exemplify the kind of learning, tracking and feedback suggested by your graduate profile?

AND/OR

What are some practices that pre-date the development of your graduate portrait? What tracking or feedback could be added that would make this exemplary?



Bright Spots (or exemplars)


- Extra-curricular competition opportunities (Pro-Start, Decca, Skills USA, Model UN, etc).
- Badging through Girl/Boy Scouts

How could these exemplars be used to **surface, celebrate, observe and share?**



Co-design to move strategy forward

How could the activity we just did be done w/learners? With parents? Shared with community?



**Our learners (and our educators)
are already doing all these things.**

**Why would we need to do anything
different?**

Findings...


As the network of school leaders finish their shadow day, they capture their observations using notes, photographs, and social media. We collected and analyzed their observations into three key insights:

Students have strong peer-to-peer relationships that are underutilized and underappreciated by adults.

Students lack freedom to make decisions about where and how they move throughout the day.

Students are not seeing connections across their subjects or to the real world.



COMPETENCY	SKILLS OF K-2 LEARNERS	POSSIBLE EVIDENCE TO SHOW DEVELOPMENT OF SKILL	QUESTIONS FAMILIES COULD ASK LEARNERS
COLLABORATOR respectful open-minded cooperative responsible	<p>What are the skills needed to develop each competency? Revisit your look fors...</p> <p>Consider what learners are saying and/or doing when this skill is in place.</p>	 <p>What evidence would show development of the competency skills?</p>	
COMMUNICATOR adaptable attentive empathetic purposeful			
CONTRIBUTOR committed engaged motivated self-aware			
CRITICAL THINKER ambitious curious innovative resilient			



Process examples

- Groups to include educators, learners, parents and community members
- Provide a span of time for educators to “scavenger hunt” for opportunities
- Provide a span of time for learners and families to “scavenger hunt”
- Co-design “non-negotiables”
- Opportunity commitments from community members



Tracking examples

- Learners uploading and tagging artifacts that include reflection
- Learners presenting at transitions (fifth, eighth and seniors)
- Educators “claiming” opportunities



What can you commit to?

