

Assessing the Vision

Putting Portland's **Vision of the Graduate** into Action

SLIDESMANIA.COM

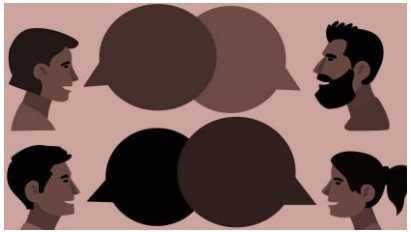
PIP Overview



SLIDESMANIA.COM

Make a Friend(s): Chat Prompt 1

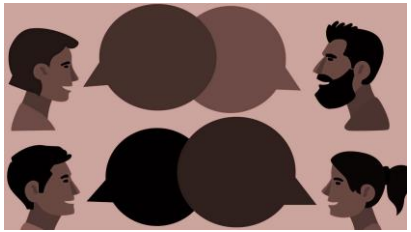
How do students in your district demonstrate their progress towards your district's Vision/Portrait of the Graduate?



SLIDESMANIA.COM

Make a NEW Friend(s): Chat Prompt 2

How do we make student progress towards the Vision/Portrait of the Graduate visible to parents and the community?



SLIDESMANIA.COM

Who we are



Chuck Hershon

Director of Teaching and Learning, Portland Public Schools

chershon@portlandct.us



Mike Searson

Principal, Portland Middle Schools

msearson@portlandct.us



Alan Stekloff

8th Grade Social Studies Teacher; Team Leader, Portland Middle School

astekloff@portlandct.us



Corey Toussaint

CTE Teacher; CTE Curriculum Specialist; Team Leader, Portland Middle School

ctoussaint@portlandct.us

SLIDESMANIA.COM

Framing our Time Together

Desired Outcomes for Attendees
• **Analyze** the PIP framework (Discover, Create, Share) as a vehicle for students to demonstrate high school readiness through authentic, community-facing work.
• **Evaluate** how to align project-based learning with specific VoG competencies—such as "Bridge Building" and "Civic Engagement"—to measure growth in soft skills.
• **Design** strategies for building community partnerships that provide students with expert advice and a real-world audience for their projects.
• **Identify** methods for using public project exhibitions as a tool for district-wide community building and transparently reporting VoG progress to the Board and public.



SLIDESMANIA.COM

Personal Interest Project: Key Artifacts



Portland Public Schools Vision of the Graduate

The mission of the Portland Public Schools is to ensure that all students graduate with the skills, dispositions, and content knowledge necessary to achieve personal excellence and contribute to the betterment of our town, state, nation, and global community. The Portland Public Schools' Vision of the Graduate is symbolically grounded in three historic entities that make Portland unique – the Arrigoni Bridge, the Portland Brownstone Quarry, and the Connecticut River Shipbuilders.

Community: Bridge Builders - The Portland Public Schools Vision of the Graduate draws inspiration from the Arrigoni Bridge, which was constructed in 1938 and spans the Connecticut River, connecting Portland to Middletown and places beyond. Portland Public School graduates are Bridge Builders who forge meaningful connections with others through skilled collaboration, effective communication, empathy and open-mindedness, and civic engagement.

Inquiry: Creative, Critical, & Strategic Thinkers - The Portland Public Schools Vision of the Graduate reflects the proud legacy of the Portland Brownstone Quarry. From 1690 to 1938, skilled workers excavated and shaped the Quarry's signature brownstone that was used across our country to construct famous and lasting landmark buildings. Like the workmen and workwomen of Brownstone Quarry, Portland's graduates are creative, critical, and strategic thinkers. Graduates pursue innovative solutions to complex problems via media and technology literacy, numerical fluency, and scientific accuracy.

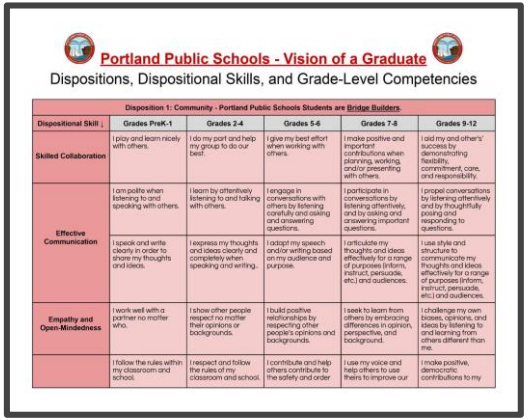
Agency: Independent & Empowered Citizens - From 1821 to 1844, the S. Gildersleeve and Sons Company produced 135 vessels on the Connecticut River in Portland, Connecticut. Portland's Gildersleeve Shipbuilders were renowned for their sturdy craftsmanship, entrepreneurship, civic mindedness, philanthropy, and ingenuity which benefit our community to this day. Like these inspiring craftspeople, Portland's graduates are independent and empowered citizens. They maintain lofty personal expectations while demonstrating a growth mindset and commitment to wellbeing rooted in and a clear conception of self-worth.

Community: Bridge Builders
- *Skilled collaboration*
- *Effective communication*
- *Empathy & open-mindedness*
- *Civic engagement*

Inquiry: Creative, Critical, & Strategic Thinkers
- *Innovative problem solving*
- *Media & technology literacy*
- *Numerical fluency*
- *Scientific accuracy*

Agency: Independent & Empowered Citizens
- *Lofty personal expectations*
- *Growth mindset*
- *Commitment to wellbeing*
- *Clear conception of self-worth*

VoG One-Pager

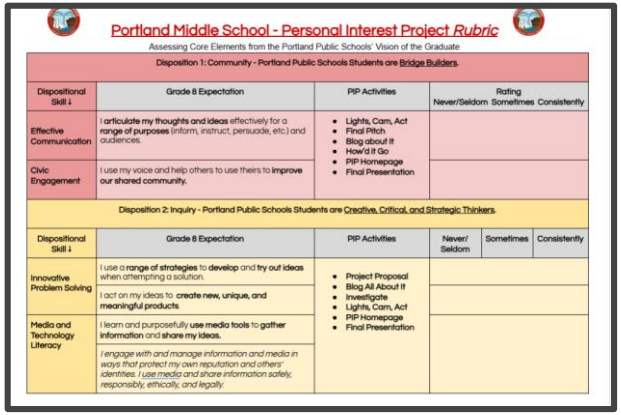


Portland Public Schools - Vision of a Graduate

Dispositions, Dispositional Skills, and Grade-Level Competencies

Disposition 1: Community - Portland Public Schools Students are Bridge Builders.					
Dispositional Skill ↓	**Grades PreK-1**	**Grades 2-4**	**Grades 5-6**	**Grades 7-8**	**Grades 9-12**
Skilled Collaboration	I play and learn nicely with others.	I do my part and help my group to do our best.	I give my best effort when working with others.	I make positive and important contributions when planning, working, and/or presenting with others.	I aid my and other's' success by demonstrating flexibility, commitment, care, and responsibility.
Effective Communication	I am polite when listening to and speaking with others.	I learn by attentively listening to and talking with others.	I engage in conversations with others by listening carefully and asking and answering questions.	I participate in conversations by listening attentively, and by asking and answering important questions.	I propel conversations by listening attentively and by thoughtfully posing and responding to questions.
	I speak and write clearly in order to share my thoughts and ideas.	I express my thoughts and ideas clearly and completely when speaking and writing.	I adapt my speech and/or writing based on my audience and purpose.	I articulate my thoughts and ideas effectively for a range of purposes (inform, instruct, persuade, etc.) and audiences.	I use style and structure to communicate my thoughts and ideas effectively for a range of purposes (inform, instruct, persuade, etc.) and audiences.
Empathy and Open-Mindedness	I work well with a partner no matter who.	I show other people respect no matter their opinions or backgrounds.	I build positive relationships by respecting other people's opinions and backgrounds.	I seek to learn from others by embracing differences in opinion, perspective, and background.	I challenge my own biases, opinions, and ideas by listening to and learning from others different than me.
	I follow the rules within my classroom and school.	I respect and follow the rules of my classroom and school.	I contribute and help others contribute to the safety and order	I use my voice and help others to use theirs to improve our	I make positive, democratic contributions to my

VoG Grade-Band Competencies



Portland Middle School - Personal Interest Project *Rubric*

Assessing Core Elements from the Portland Public Schools' Vision of the Graduate

Disposition 1: Community - Portland Public Schools Students are Bridge Builders.					
Dispositional Skill ↓	**Grade 8 Expectation**	**PIP Activities**	**Rating Never/Seldom**	**Sometimes**	**Consistently**
Effective Communication	I **articulate my thoughts and ideas** effectively for a **range of purposes** (inform, instruct, persuade, etc.) and audiences.	• Lights, Cam, Act • Final Pitch • Blog about it • How'd it Go • PIP Homepage • Final Presentation			
Civic Engagement	I use my voice and help others to use theirs to **improve our shared community.**				
Disposition 2: Inquiry - Portland Public Schools Students are Creative, Critical, and Strategic Thinkers.					
Dispositional Skill ↓	**Grade 8 Expectation**	**PIP Activities**	**Never/ Seldom**	**Sometimes**	**Consistently**
Innovative Problem Solving	I use a **range of strategies** to **develop** and **try out ideas** when attempting a solution. I act on my ideas to **create new, unique, and meaningful products.**	• Project Proposal • Blog All About It • Investigate • Lights, Cam, Act • PIP Homepage • Final Presentation			
Media and Technology Literacy	I learn and purposefully **use media tools** to **gather information** and **share my ideas.** *I engage with and manage information and media in ways that protect my own reputation and others' identities. I use media and share information safely, responsibly, ethically, and legally.*				

PIP Rubric

SLIDESMANIA.COM

What we Assess

Learn, Solve, Make, Do

The Big Question

What can Portland Middle School students do to demonstrate the skills gained through middle school and their readiness for high school?

Community

I articulate my thoughts and ideas effectively for a range of purposes and audiences.

Inquiry

I use a range of strategies to develop and try out ideas when attempting a solution.
I act on my ideas to create new, unique, and meaningful products
I learn and purposefully use media tools to gather information and share my ideas

Agency

I set personal goals with clear criteria for success and measure my progress towards achieving them.
I manage time and materials effectively in order to meet both others' and my own deadlines and expectations

Project rubric developed based on Middle School core dispositional skills from the VoG

SLIDESMANIA.COM

Building a Singular Capstone Experience

- Experimented with Enrichment course during 20-21 due to social distancing requirements
- Committee developed to create MS Capstone experience
- Determined VoG competencies to be measured
- Identified time within advisory, social studies, and ELA
- Chose Skills 21 for Personal Interest Project (PIP) platform
- Fair built to allow for a variety of projects

SLIDESMANIA.COM

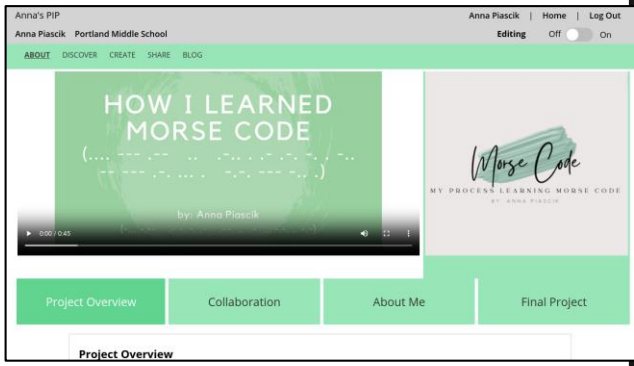
Project Evolution

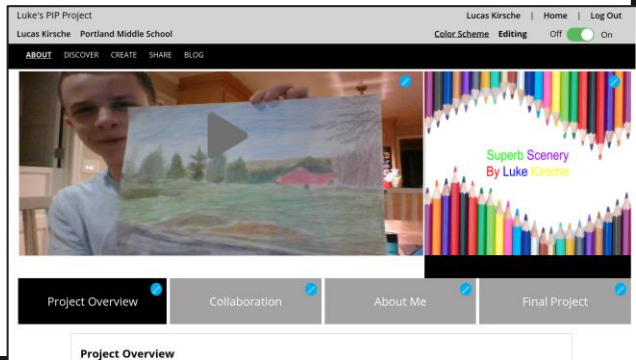
- Adding variety to the presentations
- Incorporating the full school community into the project
- Spreading out the timeline
- Adding a stipend focus for the project
- Incorporating the building’s production studio
- Publicizing it with the news
- Shifting project to district-controlled ownership from an individual platform

SLIDESMANIA.COM

PIP – The Project

- Phase 1: ***Discover***
  - Explore Interests and Brainstorm Potential Projects to learn, solve, make, or do.
- Phase 2: ***Create***
  - Students will be working to create their project, including researching the necessary information, getting expert advice, and blogging their progress
- Phase 3: ***Share***
  - Present their project to an audience, complete their website and reflect on the the whole learning process





SLIDESMANIA.COM

One of the key aspects of our school community, our Morning Announcement Studio was built into our Capstone experience... with THE SELL!



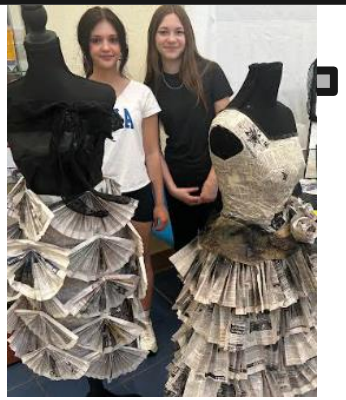
SLIDESMANIA.COM

Examples



















PIP Website

Example 2

Example 3

SLIDESMANIA.COM

Student Panel



SLIDESMANIA.COM