Notes
Portrait of a Graduate Application Workshop

AGENDA

The Portrait of a Graduate Workshop was held on 12th February 2024. Notes of all activities follow:

- Quiz on Pre-Workshop Homework
- Bringing the PoG to Life: From Racetrack to Landscape
     Cameo presentation by Jennifer D Klein, discussion
- Deconstructing the PoG
- Lunch Theater
     Video, *Trailer for Ted Lasso,* discussion
- PoG Application
- Keeper of the PoG
- PoG Take-Aways

QUIZ ON PRE-WORKSHOP HOMEWORK

Workshop participants had explored how having a PoG can improve learning.

PARTICIPANT COMMENTS
Table Team 1
- Promotes academic and social skills
- Who you want to be when you graduate?
- Develops community
- Lifts all up regardless of background
- Alignment
- "Everyone in your corner"
- "Everyone wants you to graduate, to be a good graduate"
- Foundation
- Voice and stakeholders
- Various experiences
- Show growth/strength
- Challenge = unknown future

Table Team2
- Transparency explicit – students
- Communication (families, community, etc.)
- Ensure alignment of core values (elementary, middle) to PoG
- Consistency across schools
- Educator focus/time/classroom culture

Table Team 3
- Prepare students for future in a balanced way
- Give students life skills
- Develop ~~soft skills~~ "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

Table Team 4
- Prepare students for the world outside oh high school
- Essential skills
  - Self awareness
  - Empathy
- Direction and focus for the district
- Sets goals and a purpose
- Shared values and a purpose
- Equity
- Sets accountability
- Opportunity for collaboration
- Emphasizes listening and communication

BRINGING THE PoG TO LIFE:
From Racetrack to Landscape

Jennifer D Klein, international education consultant and recent presenter at the 2024 NEASC conference in Boston, shared fundamental thoughts on the educational context in which a PoG can thrive. Key points in her presentation included:
- Learning comes from trying things out, making mistakes and trying again
- Creative learning comes from trying things out no one has ever done before
- "Helicopter teaching," the school equivalent of helicopter parenting, in which teachers work to protect their students by diminishing the challenges in their learning, generally results in reduced learning
- Jennifer showed a short video focused on Jillian, a toddler learning to navigate a challenging array of elevated platforms,
- The Franklin PoG is strongly weighted to what we now call essential skills, formerly soft skills, the social and emotional part of living and learning
- These can be best learned in open-ended exploratory learning situations where there is no single correct answer
- Project-based learning is a highly effective approach to learning this way

Questions + Answers with Jennifer
Following the presentation participants had these thoughts:

JILLIAN AND HER TEACHER (also her Mom)
Table Team 1
- Affirming
- Modeling
- Low stakes
- Not rescuing
- Skills = Confidence, problem-solving
- Challenges
  - Creating environment
  - Accepting unknown

Table Team 2
- Teacher shifted Jillian's perspective
- Positive self-talk
- Patience
- Shared goal/invested/believed in her
- Safe learning environment
- Choices/options/strategies (e.g., break)
- * Guiding questions
- Self confidence
- Problem solving
- Autonomy
- Perseverance
- Creating a safe learning environment
- Proactively and explicitly teaching skills/structures

Table Team 3
- Jillian's mom
  - Supported problem solving
  - Giving encouragement
  - Didn't rescue
  - Model language/mindset
- Jillian
  - Developed confidence
  - Learned to problem solve
- Challenges
  - Time/ability to manage emotions
  - Emotional input
  - Student's willingness
  - Balance

Table Team 4
- Jillian's mom
  - Patience – normalize failure
  - Positive attitude, encouraging
  - Reinforced "you can do it"
  - Asked questions – belief in self and her daughter
  - Reflection (Mom instructed)
- Jillian
  - Developed confidence
  - Perseverance – mistakes are necessary
  - Resilience
  - Problem solving
  - Risk taking
  - Critical thinking
  - Trust in Mom and herself
- Challenges
  - Confident
  - OK to fail
  - Time
  - Training

Assessment of Current Practices in FPS
Table Team 1
- Support the PoG
  - Grad requirements
  - Advisory

- School visions/community
- UDL work **(equity, practices)**
- Work against the PoG
  - (Creativity)
  - Elective options/schedule
  - Unclear **reasons behind decisions (detention, grading)**
- Need to change to bring POG to life
  - HS course selection
  - **Limit AP course #**
  - Discipline practices

Table Team 2
- Support the PoG
  - SEL
  - UDL
- Work against the PoG
  - Standardized tests
  - Family and student buy-in/teamwork/collaboration/participation
  - Entitlement
  - Inconsistencies
- Need to change to bring POG to life
  - All community members participate and are accountable

Table Team 3
- Support the PoG
  - **SEL instruction**
  - Opportunities (interests – Jazz band, etc, PBL – coding)
  - **UDL – remove barriers**
  - Senior projects
- Work against the PoG
  - **AP classes (rigid)**
  - Lock of opportunities budget
- Need to change to bring POG to life
  - Vehicle to communicate/spread awareness
  - Align core values

Table Team 4
- Support the PoG
  - Student government
  - **Through opportunities outside of class**
  - Community service opportunities
  - Opportunities to showcase learning
- Work against the PoG
  - Opportunities to enact POG skills
  - Less visible in academic classes
  - **Less creative course offerings**
    - Cutting less popular classes
  - Growing class sizes
  - Unconscious expectations for varied level of learners
  - **Standardized expectations**
    - MCAS
    - SAT
    - Summative assessments
- Need to change to bring POG to life
  - Mindset
  - Daily classroom practices
  - Communicating with students
  - **Clear goals connected to POG** – start early
  - Embrace diversity in learners

TRAILER FOR TED LASSO
After experiencing the trailer participants had these comments:
- Not about wins and losses but about becoming the best version of oneself
- Break stereotypes. Leave traditional view of school behind
- Inclusivity, empathetic, productive, self-aware
- Emphasis on being good humans and good athletes
- At FPS we should emphasize good humans and good scholars
- Cut out the noise; stay on course
- Criticism of Ted was from people who believed in the established institution but Ted was making it different
- Ted builds a culture

- Every person embraces change. Some reluctantly. Ted is a team builder
- Ted took risks. Was willing to fail
- Ted was not afraid to speak the truth

DECONSTRUCTING THE PoG
Working in Table Teams, participants identified places within Franklin Public Schools that practices supportive the PoG are already part of daily practices. Here are their thoughts:

Note: Bold indicates most powerful/effective practice.

1 Confident and Self-Aware Individual
What current practices support the PoG?

TABLE TEAM 1
- Examples
  - Elementary
    - Reading out loud
    - Presentations like Birds of Prey (Oak St)
    - Self-biography
    - Encouraging students to reach out about their own problems
    - Biography
    - Parent holding back kids
  - Middle
    - **Advisory/flex (usually life lessons)**
    - Letters to future self
    - Spelling bees
    - Picking future high school
  - High
    - Picking courses
    - Presentations/public speaking
      - (Mr. Kelly hearing students present topics in unit)
    - Encouraging students to advocate for themselves

- (Mr Leighton requiring students to send check-ins/overviews of what's going in class to both himself and parent)
  - Picking courses for next year in HS
  - Extended advisory
  - **Need to allow students to fail safely without detrimental consequences**
  - Where?
    - Advisory (SEL)
    - Classrooms- mental health Vins
    - Growth opportunities
  - Resilience requires:
    - Consistent opportunities
    - Allowing for failure/challenge

TABLE TEAM 2
- Across levels, except financial
  - Financial will be a requirement starting next year
  - Addition of a Technology "special" in elementary in 2023-24
    - Digital literacy and integrationist positions
- **Explicit teaching of SEL skills**
  - (See last bullet for more detail)
  - Inconsistent time in schedule and use of curriculum across elementary schools
  - Executive Functioning
    - Inconsistent because teacher led/initiated
    - Based on professional development (in and out of district offerings)
    - Rubrics, reflection related to HOWL (see below)
- Student led conferences – middle schools
  - Student/family/teacher
- **HOWL (Habits Of Work and Learning)** – consider as a best practice
  - Mr P – ASMS
  - Mr Procacini
  - Jenn Conlan, ASMS
  - Danny Kelly, ASMS
- SEL (Elem) and Advisory (Middle)
  - (Middle School advisory is 20 min/day)
  - (High School advisory is only 10 min/day)

- Ineffective ≈ not enough time to teach lessons (5 minutes actual time for discussion)

2 Empathetic + Productive Citizen
What current practices support the PoG?

TABLE TEAM 2
- Curriculum and core programs
  - Math IM and HMH
  - Literacy new in 2023-2024
  - Classroom environment
    - Open discussion classroom
    - Not lecture
- *** SEL (Elementary) and Advisory (Middle)** – topics taught once every few weeks
- **8th grade civics project**
  - Students find a way to improve their community
  - Year long
  - Student choice
- *** High school community service and clubs**
  - Not ~~required anymore~~
  - Adding back as a requirement next year
  - Clubs
    - Diversity awareness
    - Honor societies
    - Community service club
    - Peer leaders
    - Unified sports
    - Best buddies
  - Due to budget, no current middle school offerings

TABLE TEAM 4
- MS Advisory
  - Have specific topics/lessons
  - Advisor committee updates curriculum for all 3 middle schools
- HS Advisory – extended blocks – room for improvement
  - Finances – college finances
  - Not productive
  - 10 minutes of free time
- **Peer leaders – middle school**

- o **Independence**
- o **Confidence**
- Curriculum choices
  - o Civics
  - o OSE
  - o IM
  - o Investment History
- Community service – grad requirement
- **More opportunities for students to have voice in classroom**
  - o **Student debate rather than teacher-led conversation**
  - o **More open discussion**
- Increase opportunities to discuss current events
- A lot of students work, volunteer and participate
  - o Juniors and Seniors

3 Curious + Creative Thinker
What current practices support the PoG?
TABLE TEAM 3
- **FHS science labs (physics) individual/group studies**
  - o Mr Barron, Dr Fidler
- RMS Goals program special needs
  - o Teaching speech to text
  - o McMahon, Latourneau
- **FHS business class**
  - o **Create business plan, start food truck business**
  - o **Frank Wood**
- Social skills groups (all elementary)
  - o (Not all students. None w/ IEPs)
  - o Essential skills, adjustment counselors
- At Pre-K build relationships
  - o During whole/small group instruction

TABLE TEAM 4
- MS classroom projects – mostly history classes, less visible in math and science
  - o Write children's book
  - o Create songs
  - o Create script of TV show
  - o Student choice of topic and medium
    - ▪ Outcome
- **Students are the center of instruction**

- o **eg. – AP Psych – students are teachers of content**
- o **Mr Kelly**
- Learning through different mediums
  - o eg. Songs
- **High quality – classroom projects**
  - o **Curriculum – OSE**
    - ▪ **Scientist circles**
    - ▪ **DQB Driving Question Board**
    - ▪ **Open Sci Ed**
- English classes – analyzing perspective through different characters - Mr Menard, Mrs Fedorowitz
- Science practices
  - o Forensics – Ms Curley, Ms Caroppolis
  - o Anatomy – Mr Enos
- FAA (HS) – Franklin Arts Academy
- Senior project (HS) – student choice – 70 hours
- End of quarter reflections (HS)
- MS – Student-led conferences

4 Communicator + Collaborator
What current practices support the PoG?
TABLE TEAM 1
- Collaborator
- Where?
- **Al Mr Kelley's AP Language class**
- STEM classes (middle)
- History and Psych at FHS
  - o Group projects
  - o Student presentations
- Multiplication tables
  - o 3rd grade – Mrs Tobin
- Team building
  - o Advisory/flex/gym
    - ▪ (MS Schomber or Mr Goldman having teams cross over without touching floor
  - o Socratic seminars in Mr Piazza's English class
    - ▪ Crafting emails
    - ▪ Group projects
    - ▪ Buddy system
    - ▪ Emotional intelligence, communicating feelings
    - ▪ Multiplication tables

- Parents have to step back
  - Socratic seminars
  - Teachers are the models
- Where?
  - Literacy across content areas
  - Team building (advisory, collaborative learning)
  - MS classes
    - (UA: Comp and STEM)
    - Digital literacy across classes

TABLE TEAM 3
- **FHS Socratic seminars, English classes**
  - Mrs MacLean
- FHS AP government Supreme Court Simulation
- FHS Mock Trial Club (extra curricular)
- Social skills groups (all elementary)
  - (Not all students; none w/ IEPs)
  - Essential skills, adjustment counselors
- At Pre-K build relationships
  - During whole/small group instruction

5 Reflective + Innovative Problem Solver
What current practices support the PoG?
TABLE TEAM 1
- STEM process, connect to real world
  - Mr Schliefke having students build weight-bearing bridges
- Teachers asking framing questions rather than guided questions
  - "What do you think…"
    vs
  - "So this happened because of this…right?"
- **Reflections on activities (written or verbal)**
  - Ms K and Ms Kordysynn AP environmental science FRQ reflection
  - Ms Kilbridge FHS
- Having students explain why they got the grade they got
  - Ms Guarind and Ms Fiedorowicz, FHS
- **Teachers set example**
  - **Need clear, consistent expectations and consequences**

- Mr Kelly's phone policy FHS
- Where? How?
  - Not as often "identify a problem"
  - Open Sci Ed (6-8)
  - STEM – process, connect to real world
  - Framing questions "what do you think?"
  - Reflections on activities - written or verbal
- Hands on courses like STEM
- Inquiry-based curriculums
- Investigating Open Sci Ed, St Math

TABLE TEAM 4
- Using phones as productive tool
  - Expectations vary by teacher
    - Mr. Kelly – standards with phones set early
- **Opportunities to reflect then retake assessment**
  - What will you do differently to prepare?
  - HMMS, ASMS, RMS
  - Mrs Fedoromite
  - HMMS Math department
  - More opportunities in MS to reflect than in HS

PoG APPLICATION
Workshop participants put the PoG in context by articulating aspects of each student's learning experience. They were asked to define the following:
- **PoL, Portrait of a Learner**
  What Learning Modalities support the PoG?
- **PoT, Portrait of a Teacher**
  What Teaching Modalities support the PoG?
- **PoC, Portrait of a Classroom**
  What kind of Classroom Culture supports the PoG?
- **PoS**, Portrait of a School
  What kind of School Culture supports the PoG?
- **PoD Portrait of a District**
  What kind of School District Culture supports the PoG?

Participants noted one essential aspect of each student's learning had been omitted:

- **PoP, Portrait of a Parent**
  What can parents do to support the PoG?

So they added it.

Their thoughts follow.

PoL, Portrait of a Learner

What Learning Modalities support the PoG?
TABLE TEAM 1

- K-12 SEL as modality
- Project-based learning
- Interdisciplinary learning
  - Now in elementary schools
  - Now in FHS electives
- Small group/Socratic seminar
- Hands-on learning

TABLE TEAM 3

- Prepare students for future in a balanced way
- Give students life skills
- Develop "~~soft skills~~" "essential skills"
  - Communication (effective)
  - Compassion
  - Learning, work, life
- Sets a vision for students for students to thrive
- Priorities – teaching students about this
  - Time management
  - Handling mistakes

What Learning Modalities contradict the PoG?
TABLE TEAM 1

- Lecture approach
- Independent study without clear expectations (HS)/objective
- Confusing, high stakes assessment

PoT, Portrait of a Teacher

What Teaching Modalities support the PoG?
TABLE TEAM 2

- K-12
- Teaming with other teachers/collaboration
- SEL – Imbedding into instruction
- Differentiated teaching
- Project-based learning (e.g. making things, STEM)
- Seminar instruction
  - MS
  - HS

What Teaching Modalities contradict the PoG?
TABLE TEAM 2

- Lecture
- Teaching to the test and standardized assessments
- ~~Distance learning~~
- Blended learning

PoC, Portrait of a Classroom

What kind of Classroom Culture supports the PoG?
TABLE TEAM 3

- PoG is visible and applied K-12
- Collaborative learning
- Students present their work regularly (in multiple ways)
- Students critique/discuss other's work (feedback)
- Focused, engaged discussions

What kind of Classroom Culture contradicts the PoG?
TABLE TEAM 3

- PoG not discussed
- Teacher centered classrooms
- Only one right answer for all situations
- Competitive learning

PoS, Portrait of a School

What kind of School Culture supports the PoG?
TABLE TEAM 4

- Support
- Supportive environment where students, teachers, admin and staff feel heard and have a shared goal/purpose
- All teachers, students and families know the POG
- Teachers and parents are learners too

- Honoring the value in diversity – diverse learners

What kind of School Culture contradicts the PoG?
TABLE TEAM 4
- Focus on test scores
- POG is not discussed
- Budget and limited resources

PoD Portrait of a District
What kind of School District Culture supports the PoG?
TABLE TEAM 1
- Schools share a common vision/mission
- Appropriate and intentional parent communication
- Thoughtful PD plan (voice, ongoing)
- Collaboration across levels/content (ES, MS)

TABLE TEAM 2
- A visible sense of mission pervades the district culture
- School buildings are linked culturally, socially and academically
- Each school is encouraged to innovate
- Contact with families is regular, focused and intentional
- Teacher professional development is shared

What kind of School District Culture contradicts the PoG?
TABLE TEAM 1
- Value/importance of different classes -of academic classes
- Micromanaging classroom based decisions
- Focus on test scores (FHS)

TABLE TEAM 2
- Focus on test scores
- Each school building operates in relative isolation
- Central office establishes norms, standards, and scripts daily practices
- Academics are valued differently than "specials"

PoP, Portrait of a Parent
What can parents do to support the PoG?
TABLE TEAM 3
- Engage (in community, in child's education)

- Respectful dialogue
- Collaborative – solution oriented
- Responsive
- Support school goals

TABLE TEAM 4
- Informed, engaged and open to communication
- Respectful and open dialogue
- Allowing your kid to take risks and make mistakes
- Assume good intent
- Supportive of whole student
  - Focus on effort rather than grades

What do parents do that contradicts the PoG?
TABLE TEAM 3
- "Rescuing"
- Judgement without understanding
- Disengaged

TABLE TEAM 4
- Helicopter/lawnmower parents
- Setting high expectations (too much pressure)
- Disengagement
  - Assuming schools don't need their help

KEEPER OF THE PoG
Workshop participants addressed the question: who holds the responsibility to assure that the PoG becomes and remains the definition of desired student learning in Franklin Public Schools?

They worked in Table Teams. Here are their thoughts:
TABLE TEAM 1
- **Opportunities to engage with PoG**
- All of 20238
- ALL of US
  - Town government
  - Community
  - Students
  - Businesses

- o   Teacher
- o   School committee
- o   Administrators
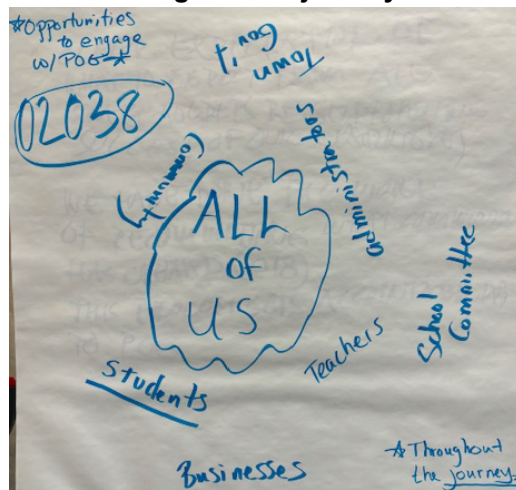- ▪ **Throughout the journey**

TABLE TEAM 2
- ▪   Not one person
- ▪   Structure
  - o   Communication – all are informed/constantly referred to
  - o   "Active document" – a part of all that we do (the "why")
  - o   Progressive structure (consistency, equity)
- ▪   Buy-in from all (the "why")
  - o   What is your role?

TABLE TEAM 3
- ▪   Grades PreK – Age 22
- ▪   ? Community
- ▪   School committee, Superintendent, District/school leaders
  - o   Anchor decisions in fiscal, connect to other priorities
- ▪   *** Teachers**
- ▪   Parents – aware, make connections
- ▪   *** Students**
  - o   **Monitor?**
  - o   **Reflect**
  - o   **Make kid friendly?**

TABLE TEAM 4
- ▪   School committee – elected by community
- ▪   Students/educators

PoG KEY TAKE-AWAYS

Participants were asked to reflect on what they had done in today's workshop. They discussed in their Table Teams, then shouted out their ideas.
- ▪   We have done the work of recommitting to what community has created (2018)
- ▪   Clear expectation of what to expect from all stakeholders re: supporting success of our learners
- ▪   This process sets accountability to the PoG