Welcome!

Before we get started...
Share your answer in the chat window:

- Which durable skill have you been called on to practice most this week? How?
Rubric Planning Team

Kristie Van Auken
Special Advisor, Workforce Engagement

Andrew Smith, Ed.D.
Assistant State Superintendent

Angie Mullennix, Ed.D.
Director, Innovative Practices and Programs
Poll

Where is your district in its Portrait of a Graduate journey?
## Rubric Leadership Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title/Position</th>
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<tbody>
<tr>
<td>Catherine Truitt</td>
<td>State Superintendent of Public Instruction</td>
</tr>
<tr>
<td>Shelby Armentrout</td>
<td>Chief of Staff</td>
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<tr>
<td>Michael Maher</td>
<td>Deputy State Superintendent</td>
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<tr>
<td>Blair Rhoades</td>
<td>Communications Director</td>
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<tr>
<td>Jeanie McDowell</td>
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<tr>
<td>Corrie Byrd</td>
<td>Communications Specialist</td>
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<tr>
<td>Eric Knuckles</td>
<td>Section Chief, Web Services</td>
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<tr>
<td>Julie Pittman</td>
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<td>Tabari Wallace</td>
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<tr>
<td>Tricia McManus</td>
<td>Superintendent, Winston-Salem/Forsyth County Schools</td>
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<tr>
<td>Jason Gardner</td>
<td>Superintendent, Mooresville Graded School District</td>
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<tr>
<td>Patrick Greene</td>
<td>2023 Principal of the Year, Greene County Schools</td>
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<tr>
<td>Elizabeth Santamour</td>
<td>2023 Regional Teacher of the Year, Hoke County Schools</td>
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<td>Tosha Diggs</td>
<td>Regional Director, Piedmont Triad</td>
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<td>Jeremy Gibbs</td>
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<td>Syna Sharma</td>
<td>Intern; John M. Belk Fellow</td>
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### Regional Directors
- Regional Director, Piedmont Triad: Tosha Diggs
- Regional Director, Northwest: Stephanie Dischiavi
- Regional Director, Western: Jeremy Gibbs
- Regional Director, North Central: Kendra King
- Regional Director, Southeast: Beth Metcalf
- Regional Director, Southwest: Heather Mullins
- Regional Director, Northeast: Catherine Stickney
- Director, Operations State Board of Education: Maria Pitre-Martin
- Senior Director, Accountability and Testing: Tammy Howard
- Section Chief, Accountability and Testing: Maxey Moore
- Senior Director, Career and Technical Education: Trey Michael
- Senior Director, Office of Exceptional Children: Carol Ann M. Hudgens
- Director, Academic Standards: Kristi Day
- Consultant/Lead, Digital Learning Initiative: Ashley McBride
- Intern; John M. Belk Fellow: Syna Sharma
Welcome

Catherine Truitt
State Superintendent of Public Instruction
The Portrait Story

The North Carolina Portrait of a Graduate was launched in October 2022.

It was the culmination of a nine-month design process that included multiple sectors and 1,200 design team members.
Our "Why"

Fostering the North Carolina Portrait of a Graduate Durable Skills is imperative for student success and workforce readiness.
The rubrics are designed to:

- Provide teachers with a tool for **planning and providing feedback**.
- Identify the **criteria** associated with each of the Durable Skills.
- Describe important **skills and dispositions**.
- Illustrate a **continuum of performance**, including exemplary performance that exceeds expectations.
- Provide a **common vocabulary** for stakeholders.
- Support the **design of learning experiences**.
- Support student **self-assessment**.
Our Goal

To provide educators with the tools they need to develop the North Carolina Portrait of a Graduate Durable Skills for all students across the state.
The Scope of Our Work: Building on the Portrait of a Graduate

Phase 2
Develop Rubrics & Tools
February 2023 - August 2023

Phase 3
Develop Performance Tasks
August 2023 - June 2024
Battelle for Kids Team

Shannon King, Ph.D., NBCT
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Virtual Office Hours *Register here*

- Facilitated Learning
- Q&A

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Today's Outcomes

Identify and locate helpful resources from the Rubric Toolkit:

- Rubrics
- I Can Statements
- Suggestions for Use
NORTH CAROLINA

PORTRAIT of a

GRADUATE

Rubric Design
Rubric Development Teams

100+ K-12 Educators including...

- Building Administrators
- Central Office Staff
- Coaches
- Teachers
- Counselors
- And more!
Rubric Leadership Team

- Visioning
- Feedback
NORTH CAROLINA
PORTRAIT of a
GRADUATE

Rubric Terminology and Structure
Rubric Development: Toolkit  Click here for POG Resources

- Rubrics
- I Can Statements
- Suggestions for Use
Accessing the Toolkit Resources

Click here for Rubrics, I Can Statements, Suggestions for Use Guide
Accessing the Toolkit Resources

Durable Skills
- Adaptability

Process and Partners

Resources

Supporting Documents

Rubrics
Suggestions for Use
Guide

POG Adaptability | Can Statements - Grades 3-5
POG Adaptability | Can Statements - Grades 6-8
POG Adaptability | Can Statements - Grades 9-12
POG Adaptability | Can Statements - Grades K-2
POG Adaptability Rubric - Grades 3-5
POG Adaptability Rubric - Grades 6-8
POG Adaptability Rubric - Grades 9-12
POG Adaptability Rubric - Grades K-2
POG Adaptability T-Chart - Grades 3-5
POG Adaptability T-Chart - Grades 6-8
POG Adaptability T-Chart - Grades 9-12
POG Collaboration | Can Statements - Grades 3-5
Spotlight Task

Learning Space Design
Dear Interior Designer:

We need your help to solve a problem. Besides learning math, science, and other subjects, our students need other skills. We want them to be able to practice the North Carolina Portrait of a Graduate Durable Skills to be successful in the future. The North Carolina Portrait of a Graduate Durable Skills are:

- Adaptability
- Critical Thinking
- Personal Responsibility
- Collaboration
- Empathy
- Communication
- Learner’s Mindset

We need to create a learning space that will help students learn and practice durable skills. Your job is to design a proposal for a learning space in which 26 third grade students can be active and learn durable skills. We have money to pay for this project, but we need your creative ideas. We look forward to seeing the proposals for your design.

Sincerely,

John Dewey Elementary School Principal and 3rd Grade Teachers
Success Criteria:

• Clearly describe their proposed design for the learning space.
• Describe at least two features that make the learning space effective.
• For each feature:
  • Identify which of the durable skills the feature supports.
  • Explain why the feature will help students learn and practice that durable skill.
  • Include some ideas that are surprising/unique.
• Convince John Dewey Elementary School Principal and teachers to adopt their design.
• Include a labeled drawing that shows the features.
PART 1

- Students show their understanding of the challenge.

PART 2

- Students identify skills that make up each of the durable skills.
- Students begin to generate ideas for the learning space.

PART 3

- Students expand their list of learning space design ideas in response to:
  - Analyzing pictures.
  - Reading informational text.

PART 4

- Students prioritize their list of learning space design ideas.
- Students explain their ideas to a partner.
- Students revise their ideas based on feedback.

PART 5

- Students create Learning Space Design Proposals and drawings.
<table>
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<th>I might include this in my design...</th>
<th>This supports:</th>
<th>This feature will help students learn and practice the durable skill because...</th>
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Adaptability Criteria

- Agility
- Responding to Feedback
- Inclusiveness
Collaboration Criteria

- Agreements
- Roles
- Cooperation
- Productivity and Accountability
Communication Criteria

- Engaging in Conversations
- Giving and Receiving Feedback
- Presentation of Knowledge and Ideas
Critical Thinking Criteria

- Information, Discovery, and Research
- Reasoning, Analysis, and Interpretation
- Solution Finding (When Problem Solving)
- Justification
Empathy Criteria

• Perception of Self and Others
• Relationships
• Diverse Perspectives
• Effective Listening
Learner’s Mindset Criteria

- Curiosity
- Persistence
- Innovation
- Beliefs About Learning
Personal Responsibility Criteria

- Task Initiation
- Planning/Prioritization
- Persistence
- Interpersonal Responsibility
- Intrapersonal Responsibility
Suggestions for Use Document

Click here to view/download
Tips for Teachers

• Using the Rubrics in Deeper Learning Unit and Lesson Design
  • Sample 3rd Grade Deeper Learning Performance Task Overview

• Facilitating Self-Reflection of Durable Skills
  • Using I Can Statements with Young Students
  • Goal Setting and Reflection with T-Charts

• Rubric Considerations for Exceptional Learners
Tips for System and School Leaders

- Getting Started
- District Spotlights
  - Winston-Salem/Forsyth County Schools
  - Mooresville Graded School District
- How can districts help educators use the rubrics?
- Structures that Prepare Students for Self-Reflection of Durable Skills
Please fill out today’s Exit Slip:

bit.ly/ExitSlip_NC
Virtual Office Hours *Register here*

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- Q&A

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AIM Conference Register here

- Intro to the Portrait Rubrics
- Portrait Rubrics: Scoring & Calibrating
- Portrait Rubrics: Critical Thinking
- Portrait of a Leader
NORTH CAROLINA

PORTRAIT of a

GRADUATE

Portrait of a Graduate Rubrics Webinar | August 23, 2023