

PORTRAIT OF A GRADUATE PRESENTATIONS OF LEARNING

How am I growing my Portrait of a Graduate attributes through my experiences?
How is my learning and growth meaningful... to me? to my community? to the world?

INTENTIONALLY FOCUS ON PORTRAIT OF A GRADUATE SKILLS



Teachers and students focus on specific POG skills over time.

Skills are visible in the learning environment. Students have routine opportunities to learn about skills, set goals, receive and offer feedback, and self-reflect.

ENGAGE IN EXPERIENCES ALIGNED WITH THE LEARNING MODEL



Students learn content in ways that help them develop POG skills and are relevant to their lives.

Students engage in meaningful learning experiences that reflect the instructional practices in the FCPS Learning Model.

CURATE EVIDENCE OVER TIME

Throughout the year, students collect and manage evidence that shows their growth. Evidence of learning could include their processes of thinking and creating in addition to final products and presentations.



Consider a wide variety of evidence to show growth over time!

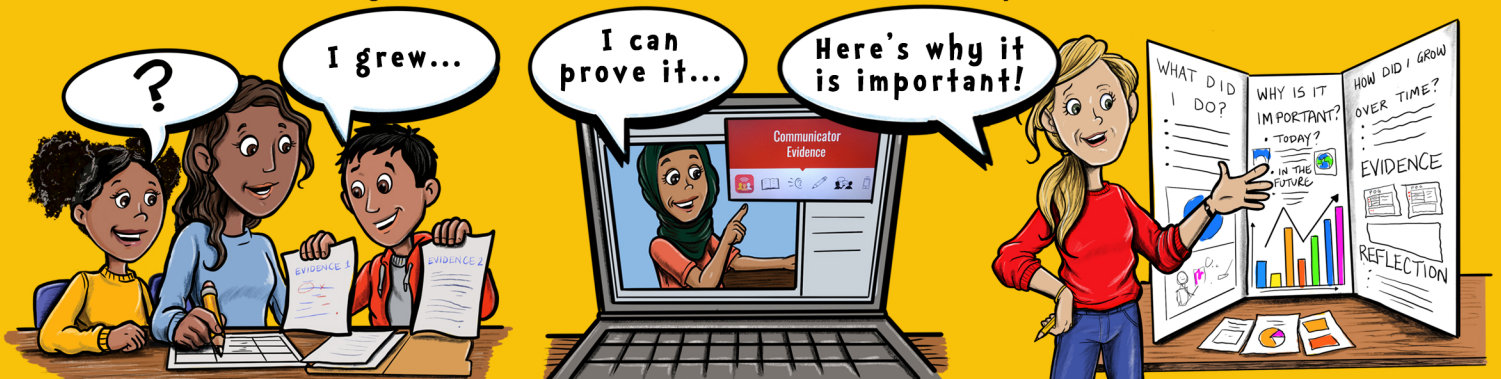
Thinking routines and CCT Strategies

Journals, reflections, formative brainstorming, planning, feedback, and revisions

Final products and collections of work

CULMINATING PRESENTATION OF POG GROWTH

Students reflect on their growth towards POG outcomes and how they will use the skills in the future.



CONVERSATIONS

RECORDINGS

FORMAL PRESENTATIONS