PORTRAIT OF A CIRCLEVILLE TIGER Phases of Implementation			
Phase 1 **Development–** *Create the Portrait of a Circleville Tiger*	**Phase II** **Awareness–** *Create common understanding of the 5 Competencies*	**Phase III** **Experimentation–** **Portrait to Practice** *Shift Instruction in every classroom PreK-12*	**Phase IV** **Commitment–** *Student Demonstrations and Authentic Experiences*
September 2021- February 2023	March 2023- September 2023	October 2023- Current	TBD

Assemble District's SOAR Design Team (teacher/admin) to begin learning about Deeper Learning-
October 2021
 	
Assemble Leadership Design Team-
Fall 2022
 	
Convene community engagement Portrait Design Team- December 2022
Include more voices–surveyed staff, students, parents/community
Vet competencies-
CHS Student Advisory Team
	Begin sharing with the community at **State of Schools**-
	March 2023
	
	Supt, teachers, BOE members, principals **introduce POT to all staff** during Professional Development, include the 'swoosh', use student-created video-
	March 20, 2023
	
	Communication-
	Supt Letter to Families; Principal Letter to Parents; Update signature line on emails for Admin to include logo; Create banners/signs for display in every building around the Campus; Distribute items with logo branding (staff handout, Convo t-shirts, banners in hallways, flags for Tiger Drive)
	
	Develop student-created video(s) about the Portrait- The WHAT and the WHY (include students/parents/ community members)
	
	Build capacity of Lead Teachers-
	May 1 meeting, and new job description
	
	Use Staff Professional Development time to read, think, learn, reflect -
	March 20 PD
	introduce to all staff
	
	May 3 Admin Meeting
	May 12 PD
	 "Gear to Next Year"
	Portrait Deep Dive activity led by
		PD October 16-17, 2023-
		Study Teams meet weekly and at PD days to curate resources/articles/ videos/examples and discuss their ideas/lessons for implementation of one Competency
		
		Create and distribute example videos of Deeper Learning (Jan-April 2024)
		
		All Study Teams lead "soft share" at Building Staff Meeting in March, April, May 2024
		
		Competency Nominations are selected to present at State of the Schools Showcase March 2024
		
		Study Teams lead Professional Development sessions with other Buildings (one Competency only)-
		May 10, 2024
		
		Use PD Learning Cycle:
		    Design
		    Critique
		    Launch
		    Reflect
		    Revise
		
		Use protocols (tuning, student work) to receive feedback/ critique/revise
		Teacher-Choice Competency Study Groups–
		collect articles, videos, create examples, discuss attempts to incorporate
			Use the Competency Dial in every classroom for design and reflection
			
			Student Design Challenges (ei: redesign the media center, create Makerspace, community playground, transform retired school bus for Mobile Maker Bus)
			Annual Student Competency Demonstration/Expo Events/Cornerstone (teacher directed), /Capstone (student directed)
			authentic audience to show what students can do with their learning
			
			Led Community Coffee Chat with Supt, State of Schools, Genius Hour (designed coffee drinks/baked goods for local businesses)
			
			CHS Art Students create 5 books–
			one for each competency
			Add CHS Graduation certificate and Honor Coin
			
			Develop Reporting Rubric to assist teachers to monitor/measure each Competency

	Principal (one hour) The Why–Jigsaw the Landscape Shifts articles and discussion questions about Durable Skills. **August 2023** Lead Teachers Bootcamp Deeper Learning 21 and draft an Instructional Framework together New Staff Onboarding/ Induction **Weds, Aug 9, 2023** (explicit/implicit) will include Portrait of Circleville Tiger Competencies **August Staff Meetings** *Deeper Learning* article by Hewlett **September Staff Meetings** Lesson A- Lesson B activity sheet (collect evidence as you read). Suggestion to process each one separately. **October 1, 2023** Teachers select one competency on which to study and learn for the semester/year **October 16-17 PD** Small group discussions about your one Competency (guided questions; reflection activity) Host **community theater event** to help establish the WHY, include a student panel– *Most Likely to Succeed* Fall 2023 Invite Community Design Team before viewing; give POT t-shirts. Investigate the rental of City billboards for POT graphic Engage Community Stakeholder specialized groups to discuss Portrait– Supt Student Advisory will lead discussions with ● Ohio Business Roundtable ● Employers ● Local political leaders, parents, ● Community Coffee Chats	Teacher Study Teams build **Grade-band Competency Dial (K-2, 3-5, 6-8, 9-12)** for each Competency **May 2024 (see Pike County, GA examples)** Create a **District Deeper Learning Blueprint/Framework** (What are the critical components to shift the student experience in the classroom?) Communication- Highlight one competency per month/six weeks/two months– all leadership messaging is about it, professional articles, Sept/Oct Adaptability Nov/Dec Communication Jan/midFeb Critical Thinking Late Feb/March Empathy April/May Perseverance	

HOW WILL WE COMMUNICATE?	Monthly Communication Staff Newsletters/ Bulletins, parents, and students (first Monday of the month)-- showcase examples from CV, articles, videos Begin to unpack the Competencies with Teachers		
HOW WILL WE CELEBRATE?	**May 10, 2024 PD-** Host **"The TIgers" Awards Ceremony** with red carpet theme in CHS auditorium- Announce top 5-6 videos- allow staff to vote on best. Bragging rights and incentive (limo ride and lunch) Academy Selection Committee– Monica, Darci, Sony,	**Celebrate staff examples** of Competencies through positive postcards from Admin, call out at staff meetings/PD days, Portrait coin.	Celebrate teachers who design experiences in the competency–Honor 3 at monthly BOE meeting, PD days, give small scholarship for the classroom $100 (Sept-May) X3 teachers=$2700
HOW DO WE MEASURE? HOW DO WE KNOW?	**Public Exhibition:** *Create* something that shows your learning for an authentic audience; make the work public; show your evidence. Staff Contest: Create PSA (video, handout. etc) with elevator speech about the what, the why, and the rationale for the Portrait	Build the one pager summary document for each Competency. Build electronic platform (Padlet) with resources/articles/ videos/examples of each Competency	

Some additional notes:

View the Portrait as **a Promise we've made to our Community**–we've made ourselves accountable to the process and the work by revealing it to the internal and external community at State of Schools.

Communication Roadmap–build 'stops' on the journey and help people connect the dots of our work (Darci)

New Lead Teacher model–
- Create new job description, talk with Megan/Steve, post, interview as team of admin and CEA union reps
- Build the capacity of the Lead Teacher Team through summer training (Summer Retreat?)
- Change the culture with the new team of teachers

What are our assumptions about what will happen if the Portrait Competencies are implemented in every classroom?
- Learning and student engagement will improve
- Performance on state assessments will increase
- Students will achieve and demonstrate Deeper Learning

What is our Evidence of Implementation?

- Implementation Plan
- Breaking News video of Deeper Learning/Portrait (Canva, Capcut?)
- Weekly videos of examples of Deeper Learning (January-April)
- Study Teams- report out/demonstration at staff meeting (March, April, May)
- SOS trailer (shown before dismissal into gymnasium)
- State of Schools highlight video
- Branding-
  - Poster of POT for every classroom
  - Banners in every school
  - High school hallway flags

Brene Brown quote–*"Painting done" means fully walking through my expectations of what the completed task will look like, including when it will be done, what I'll do with the information, how it will be used, the context, the consequences of not doing it, the costs—everything we can think of to paint a shared picture of the expectations. It's one of the most powerful tools we have."*

Goal: (written in 11/23)
- **All teachers understand the vision of the Portrait and consistently develop the POT Competencies**
- **One year from now….where do we want to be?**
  - **All teachers consistently engage in the Portrait Competencies in their classroom.**

Ideas for Implementation Plan- Phase 3 Experimentation:

- Add students to the District Design Team

- Add 2-3 teachers to the Design Team–at least one per building
  - Include Teachers in the planning this year (Co-Construct!)
  - Consider Cohorts of teachers to help plan and vet PD before we roll-out to all (Strongsville model)

- Panel of students
  - Use in Convocation
  - Use in future PD days

- Consider how to bring New Lead Teachers up to speed this summer:
  - CES 5th grade (replace B. Gardner,
  - CMS Special Ed (replace K. Mears),
  - CHS….
- Teachers intentionally call out the Competency they are cultivating.
- Continue Competency Study Teams
  - How to structure?
- Build District-wide Blueprint/Framework
  - Have to shift components of instruction (teacher as facilitator)
- Consider adding on a 2nd Competency to add onto the one Competency of 2023-24
  - How to structure?
  - Benefit of cross-dept/grade-level conversation

4

- - Maintain teacher choice– Select a second Competency by October 2024 PD day
    - August-Sept–meet with the same group!
  - When do we want to scale ALL 5 of the Competencies??
    - When are we moving to the COMMITMENT phase of the Implementation Plan?
  - Do we continue Lead Teacher Bootcamp?
  - Staff and Student Recognition
    - Coin (How to earn them?)
    - Earn Your Stripes (earned for demonstrating one of Competency)
  - Using PD days to leverage the Competency
    - Use Lead Teachers to present
    - Intentionally model Protocols and Active Learning Strategies to help them shift–make it about the PRACTICE (ei: grabble)
    - Foster safe culture for risk-taking behaviors
    - Use "Classroom A- Classroom B" activity/prompt
    - Differentiate the PD offerings: allow teachers to self-assess then select Portrait options that fit their needs (ground level, etc). Share resources/tools that could be used the next day in class with students.
    - Math/ELA/Science deeper learning experience–led by Lead Teachers, coaches, curriculum.
  - Community Event–invite the original POT Community Design Team
    - Show them what we've accomplished so far…
  - Do we want to vet the resources/materials/videos etc in Google Drive?
  - Communication Plan
    - Priority: <mark>Build capacity of admin, lead teachers, and teachers to lead Portrait work</mark>—Consistent messaging from leaders; use of leadership time during the school day; create new structures that focus on building capacity.
    - Supt Podcast- interview students about Competency
    - Highlight Competency Study Team–show best practices of how to lead colleagues.
    - Push out videos/examples/demonstration to external community
  - Board Presentation
    - When the Principal presents, they must include teachers/students about the Competencies.

How do we keep students at the center of problem-solving?

Ask the Question to Admin, Teachers and Students: *What is a problem that we could/should solve?*

    Build the learning experiences around the questions AND State Standards

PORTRAIT OF A CIRCLEVILLE TIGER

ADAPTABILITY
- Works effectively in an environment of uncertainty
- Applies flexible thinking and actions to various situations
- Responds productively to feedback about successes and setbacks

COMMUNICATION
- Articulates ideas confidently and effectively using oral, written and nonverbal skills
- Collaborates and actively listens to understand diverse perspectives
- Develops skills to inform, instruct, motivate, and persuade

CRITICAL THINKING
- Identifies, analyzes, and evaluates information to make decisions
- Reflects upon and recognizes multiple ways to respond to a problem
- Consistently improves the quality of one's own thinking

EMPATHY
- Conveys compassion, and respect for others' opinions, experiences, and culture
- Seeks to understand what others are thinking, feeling, or experiencing
- Displays a sense of community through acts of service

PERSEVERANCE
- Demonstrates responsibility and honors commitments
- Faces failure with unwavering resilience as a learning opportunity
- Owns the outcomes whether positive or negative