

PORTRAIT OF A GRADUATE

WHAT IS THE PORTRAIT OF A GRADUATE?

The Portrait of a Graduate is an ideal set of durable skills for North Carolina students to achieve by the end of their K-12 career. The seven durable skills include Adaptability, Communication, Collaboration, Critical Thinking, Empathy, Learner's Mindset, and Personal Responsibility.

ADAPTABILITY



To demonstrate adaptability, a North Carolina graduate must:

- Demonstrate agility in thought processes and problem-solving.
- Accept feedback, praise, setbacks, and criticism.
- Balance diverse viewpoints and beliefs to reach workable solutions.
- Demonstrate flexibility when navigating challenging situations.
- Exhibit steadfastness despite difficulty, opposition, and/or failure.

Adaptability is an essential skill for success in our ever progressing world. Instructional leaders at Chocowinity Primary School equip their scholars with this essential quality through critical thinking opportunities which challenge their thought processes, spark higher order thinking, and initiate the problem-solving process. Teachers incorporate Bloom's taxonomy higher order thinking into daily lessons, using vocabulary and "HOT" questions that require students to demonstrate agility in their thought processes. As adaptable scholars, students at CPS are taught how to accept feedback, praise, setbacks, and criticism in a purposeful, reflective manner. Students set learning goals for themselves, analyze their own academic data, and reflect on how to adapt their approach to their own learning to make needed changes. Teachers grow adaptability in students by creating an environment where challenges are viewed as opportunities to grow! Teachers are intentional to model this in their own professional practice through quarterly Professional Learning Cycles as well.

Scholars at Chocowinity Primary School work in collaborative learning communities within their classrooms. Working in learning teams, students must navigate balancing diverse viewpoints and beliefs to reach a workable solution. Possessing the ability to modify approaches when given tasks and accepting that a variety of strategies, from a variety of viewpoints, may be effective when approaching a problem equips our students with the ability to be flexible and fluid when facing challenges. Learning to embrace adaptability, at an early age, grows North Carolina graduates who more effectively reach solutions and overcome hardship in the 21st century.

COMMUNICATION



To demonstrate communication, a North Carolina graduate must:

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills.
- Listen to decipher meaning, values, attitudes, and intentions.
- Ask questions and synthesize messages to seek understanding.
- Engage in productive discourse to resolve disagreements.
- Craft communication for a range of purposes and audiences.
- Use storytelling and public speaking to express ideas and connect with others.

Chocowinity Primary School students are expected to communicate effectively school-wide. In the classroom, students are expected to track the speaker with their eyes, stand to speak, and respond to questions in complete sentences. These expectations are taught to students beginning in kindergarten. Chocowinity Primary School Student Ambassadors are model students who craft communication for a range of purposes and audiences on a daily basis. These students communicate with their peers, school leaders, educational professionals, community members, and a variety of other school visitors. All students learn soft skills for interacting with others and meeting new people. Each classroom also has a lead student ambassador who is responsible for answering the phone, greeting classroom guests, and assisting classmates with tasks. Teachers utilize Bloom's Taxonomy to teach students how to think critically, ask questions, and deepen their understanding. Chocowinity Primary School has a math competition team, Lego team, and Battle of the Books team that represent the school at public events.

COLLABORATION



To demonstrate collaboration, a North Carolina graduate must:

- Contribute and respond to diverse perspectives to achieve a common goal.
- Leverage strengths to resolve conflict and foster teamwork.
- Interact respectfully with others in digital and in-person interactions.
- Embrace a variety of roles in a group as a participant and a leader.

Chocowinity Primary School teachers encourage their students to establish learning teams to achieve standards-based goals. Within their learning team, students establish roles and expectations for all group members. Students' roles vary based on the project they are completing. This allows students to experience the different responsibilities of each role. Students participate in roles such as time-keeper, recorder, materials manager, "techspert" (technology expert), reader, and more. They also resolve conflict through error analysis and open communication. Learning teams are encouraged to work strategically so all members feel included and that their opinions are valued. Students are encouraged to think critically to engage in productive struggle. When working collaboratively on technology-based projects, students are encouraged to practice netiquette and digital citizenship.

CRITICAL THINKING



To exhibit critical thinking, A North Carolina graduate must:

- Analyze, assess, and reconstruct personal thought processes.
- Apply thinking that is clear, rational, and evidence-based.
- Evaluate and prioritize solutions to difficult or complex problems.
- Employ creative improvements to systems, processes, and organizations.

At Chocowinity Primary School, all students have many opportunities to exhibit critical thinking within the classroom, but also through school-wide activities and clubs. Chocowinity Primary School classrooms follow a blended learning model. Teachers provide students with technology-enhanced instruction through the use of: Sphero, Makey Makey, Dash, and Beebots. These technology tools allow students to experience complex problem-solving and computational thinking through coding and circuit building. Sphero, Makey Makey, and Dash require students to apply thinking that is clear, rational, and evidence-based through research. Teachers incorporate Bloom's Taxonomy through student-led book clubs (literature circles). Book clubs give students the autonomy to analyze, assess, and reconstruct personal thoughts. Choice boards, a blended learning technique, allow students to think critically about text while they collaborate and enhance communication skills. STEM activities expand students' knowledge of grade level content and spark their curiosity of current events and global awareness. In addition to classroom practices, Chocowinity Primary School provides students with the opportunity to participate in a variety of clubs and activities, such as Student Ambassadors, Lego Club, Battle of the Books, BCS Math Competition, and AIG services.

EMPATHY



To exhibit empathy, a North Carolina graduate must:

- Demonstrate understanding, sensitivity, concern, and respect.
- Share in others' feelings, opinions, and experiences through personal and digital connections.
- Value and embrace diverse cultures and unique perspectives.
- Foster belonging and trust through mutual respect and dialogue.

At Chocowinity Primary School we have embraced empathy as a whole school. Our school counseling program teaches these essential skills through various modes. Our school counselor works with students individually and in small groups. The school counselor teaches tailored character education lessons that promote empathy. Some lessons are from a county adopted program called Second Step, while others are created by our school counselor. During these classroom lessons students hear various perspectives through read alouds. They are encouraged to build trust and mutual respect through hands-on group activities during which they must work as a team to accomplish a set goal. Students participate in STEM related, hands-on activities that allow them to collaborate and build effective, respectful problem-solving language.

In addition to our school counseling program, our whole staff is tasked with modeling empathy and continuing to teach it to students within the classroom. Chocowinity Primary School is known for having adopted several ideas from the Ron Clark Academy. These ideas include celebrating peers when they experience success or overcome productive struggle. At any given time you can walk through any classroom in our building and both hear and see students honoring their peers for a job well done through chants, claps, bell ringing, and so much more. To promote positive relationships and a sense of community, we also adopted the HOUSE system from the Ron Clark Academy as part of our Positive Behavior Interventions and Supports initiative. The HOUSE system promotes belonging as each student becomes part of a "house" during our "sorting day." For the remainder of their time at Chocowinity Primary, they are a member of that house, known by its color as well as its attributes, and students are provided opportunities throughout the year to interact with all of the other students from that same house (PK-4th grade). This has brought so many students together who might not have otherwise interacted with one another. We are so proud of the sense of family that can be felt as you walk the hallways at our school, and we are equally proud of how our students work hard to build one another up.

LEARNER'S MINDSET



To exhibit learner's mindset, A North Carolina graduate must:

- Possess an ongoing desire to learn, unlearn, and relearn.
- Embrace curiosity to experience new ideas, demonstrate growth, and persist through challenges.
- Translate knowledge to provide different contexts to drive change and innovation.
- Develop positive attitudes and beliefs about learning.

At Chocowinity Primary School, students embrace curiosity to experience new ideas, demonstrate growth, and persist through new challenges by experiencing the "Power of Yet" using a learner's mindset. The concept of learner's mindset is to center thinking about goal setting and working hard towards those goals. Students at Chocowinity Primary School are encouraged to think with the mindset that some things are worth waiting for. Students with a "fixed" mindset may think, "I am not good at this task." An individual with a learner's mindset will think "I am not good at this task yet." Students are involved in the development of their goals for the year and are challenged daily to learn, unlearn, and relearn. Teachers at Chocowinity Primary School involve students in best practices centered around examining data to drive their instruction and to help students have an ongoing desire to reach their goals.

PERSONAL RESPONSIBILITY



To exhibit personal responsibility, A North Carolina graduate must:

- Adhere to a set of core values that are evident in choices and actions.
- Earn trust and respect through honest, principled behaviors.
- Honor commitments.
- Recognize how personal decisions and actions have impacts beyond self.
- Take ownership of decisions and persevere through challenges.
- Demonstrate self-control and composure.

At Chocowinity Primary School, students have multiple opportunities to show personal responsibility throughout their day. They are expected to come to school prepared, clean up after themselves, stay positive, be an active participant, and be a problem solver. Students adhere to a "PBIS House Matrix" that lists ways they can demonstrate personal responsibility. Students are aware of the expectations and are held to high standards. In many of our classrooms, students are expected to set their own goals and work to achieve them. Students are also pushed to persevere through challenges with daily productive struggle.

WANT TO LEARN MORE ABOUT NORTH CAROLINA PORTRAIT OF A GRADUATE? VISIT THE LINK BELOW!

<https://www.dpi.nc.gov/districts-schools/operation-polaris/portrait-graduate>