



Breakout Session

How Do You Teach, Assess, and Report the Transferable Social Emotional Skills on your Portrait of a Graduate?

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Heather Lambert, Launch High School
Cody Christensen, Launch High School



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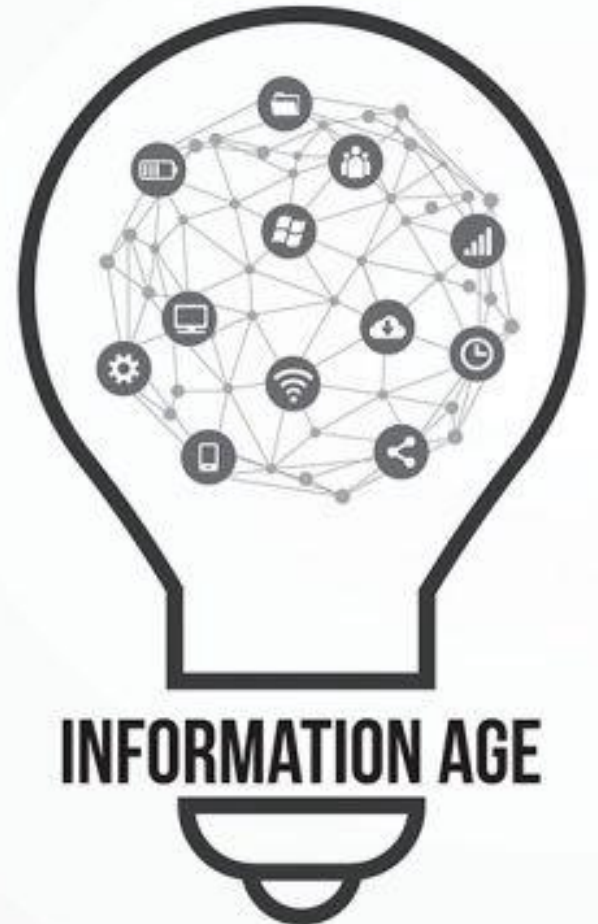
*“Tell us
about
yourself”*



What is the Purpose of School?

Write yours in the chat





PROMETRIC

TEST CENTER





DESIGNING FOR OUR PURPOSE

“ARE WE DESIGNING OUR SCHOOLS FOR STUDENTS’
FUTURES OR ARE WE STILL DESIGNING THEM
BASED ON THE NOSTALGIA OF PARENTS’ **PAST ?**”

TOM HIERCK

Canadian Educational Author

*“Share
your
knowledge”*



YOUR PURPOSE

WHERE IS YOUR FOCUS?



**HOW MIGHT WE DEVELOP SKILLS
ESSENTIAL FOR SUCCESS IN LIFE**

IDEO

A graphic featuring a large, dark brown speech bubble in the center. Inside the bubble, the words "HUMAN CENTERED DESIGN" are written in a white, bold, sans-serif font. Surrounding the bubble are numerous small, colorful icons of people in various poses and colors (blue, green, orange, purple, etc.), scattered across the white background. On the left side of the image, there is a vertical orange bar.

HUMAN
CENTERED
DESIGN



INSPIRATION

In this phase, you'll learn how to better understand people. You'll observe their lives, hear their hopes and desires, and get smart on your challenge.



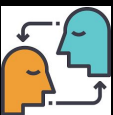
IDEATION

Here you'll make sense of everything that you've heard, generate tons of ideas, identify opportunities for design, and test and refine your solutions.



IMPLEMENTATION

Now is your chance to bring your solution to life. You'll figure out how to get your idea to market and how to maximize its impact in the world.



INSPIRATION:

Experts help us get smart on our challenge



The background of the slide is a vertical gradient from orange at the top to yellow at the bottom. It is covered with numerous question marks of varying sizes and shades of orange and yellow, creating a pattern of inquiry.

We Must **ASK**
our community...

**What are the skills
our students need to
**be successful in life
and contribute
to society?****

Good Design Starts with the Perspective and Needs of the People You are Designing for.





INSPIRATION:

Gathering the Perspective of Stakeholders

Essential Skills of Iron County's Graduates

This short survey is intended for all stakeholders in Iron County to voice their opinion on which skills are most essential for all of our students as they prepare for their future. It is our intention to use the data from the survey to determine on which skills we should focus our curriculum, instruction, and assessment. Please watch the video and answer the questions below.

* Required

Video: Essential Skills from those Most Likely to Succeed



What is your Role? *

Select the role that most appropriately fits you and your affiliation with education in Iron County.

- ☐ Student
- ☐ K-12 Educator
- ☐ School Administrator
- ☐ Other School Employee
- ☐ Post Secondary Educator
- ☐ Business Owner
- ☐ Parent

What are Your Top 5 Essential Skills for ALL Iron County Graduates? *

Choose exactly 5 skills you feel are most essential for ALL Iron County Students to best prepare them for their future. When choosing your top five, review all of the options before making your selection as all of these skills are important. The question will highlight in red until you have exactly 5 skills selected. These skills appear in random order to prevent bias.



☐ Empathy and Understanding



☐ Creativity and Innovation



☐ Critical Thinking and Problem Solving



☐ Adaptability and Flexibility



☐ Hands on Skills and Craftsmanship



☐ Resilience and Persistence



☐ Conflict Resolution



☐ Positive Attitude and Growth Mindset



☐ Text and Information Literacy



☐ Communication (Oral and Written)



☐ Financial and Numerical Literacy



☐ Academic Content Mastery



☐ Personal Responsibility and Ethics



☐ Health and Wellness



☐ Leadership



☐ Collaboration and Teamwork



☐ Technology and Media Literacy



☐ Global Awareness and Cross-Cultural Skills

Need Guidance?

We have many resources to guide your thinking as you're choosing competencies. [View our Design Process.](#)
Every school system's Portrait will be unique, reflecting the shared vision of the community. To see other Portrait examples, [view our Gallery.](#)

 **Add my own**

Collaboration [View More](#)

Conflict Resolution [View More](#)

Contributors [View More](#)

Critical Thinking [View More](#)

Entrepreneurial [View More](#)

Global Citizens [View More](#)

Leadership [View More](#)

Perseverance [View More](#)

Resourceful [View More](#)

Technology Literacy [View More](#)

Adaptability [View More](#)

Communication [View More](#)

Conscientious [View More](#)

Courageous [View More](#)

Curiosity [View More](#)

Environmentally Responsible [View More](#)

Innovation [View More](#)

Learner's Mindset [View More](#)

Problem Solving [View More](#)

Responsibility [View More](#)

Civic Literacy [View More](#)

Confidence [View More](#)

Content Knowledge [View More](#)

Creativity [View More](#)

Empathy [View More](#)

Financial Literacy [View More](#)

Integrity [View More](#)

Media Literacy [View More](#)

Rational Optimism [View More](#)

Self/Goal-Directed [View More](#)



INSPIRATION:

*Gathering the
Perspective of
Stakeholders*





Utah's Portrait of a Graduate identifies the ideal characteristics of a Utah graduate after going through the K-12 system.



KEY



Mastery: Mastery is the ability to demonstrate a depth of knowledge and skill proficiency.



Autonomy: Autonomy is having the self-confidence to do certain things and become independent, the ability to act and think for one's self.



Purpose: Purpose guides life decisions, influences behavior, shapes goals, offers a sense of direction, and creates meaning.



Honesty, Integrity, & Responsibility

Are trustworthy, ethical, reliable with words, actions, and facts, and are accountable for the results they produce.



Hard Work & Resilience

Set personal goals, applying best efforts to achieve them. Graduates persevere when faced with challenges and recover from setbacks.



Lifelong Learning & Personal Growth

Continue to seek knowledge and develop skills after formal schooling is complete.



Service

Help others who need assistance and/or take action to address community needs without expecting compensation or recognition.



Respect

Acknowledge others' diversity by looking for the good in others and showing due regard for their feelings, wishes, rights and traditions.



Academic Mastery

Demonstrate a depth of knowledge in multiple subject areas critical to make informed decisions.



Healthy Living, Wellness, & Self-Awareness

Adopt healthy lifestyles that provide balance in life and improve physical, social, and emotional well-being.



Civics & Economic Literacy

Have a practical understanding of local, state, national, and global governments, economics, and society leading to being responsible and engaged citizens.



Digital Literacy & Technology Readiness

Adapt, create, consume, and connect in capable and safe ways utilizing ever-changing technology.



Communication

Communicate through reading, writing, speaking, listening, and understanding information in a variety of contexts and media.



Critical Thinking & Problem Solving

Evaluate and analyze facts and information to make informed decisions and find solutions.



Creativity & Innovation

Imagine, visualize, and implement possibilities that demonstrate creative practices and artistic expression.



Collaboration, Teamwork, & Leadership

Cultivate a sense of community and build relationships to solve problems that



IDEATION:

Educators brainstorm ideas to develop and highlight these skills

**EVENTS, TECH TOOLS, TEACHING,
ASSESSMENT, AND REPORTING**

INDEPENDENT EVENT EXAMPLES



ENTREPRENEURIAL SHARK TANK



TED STYLE EVENTS



STUDENT MAKER FAIRES



STUDENT FILM FESTIVALS

DESIGN CHALLENGES for STUDENTS

INTEGRATED INSTRUCTION EXAMPLES

Posing Design Challenges that tie to the curriculum you are teaching



*"Design solutions for hunters that
are inspired by the properties
of animals like chameleons
and clouded leopards."*

*"Design a solution for combating fake news, hate
speech and other inappropriate online sharing for
a social media company that respects the 1st
amendment to the constitution."*

Creativity- not an inherited trait.



- Creative thinking is a way of looking at problems or situations from a **fresh perspective** that suggests **unorthodox solutions**, which may look unsettling at first.

Creativity

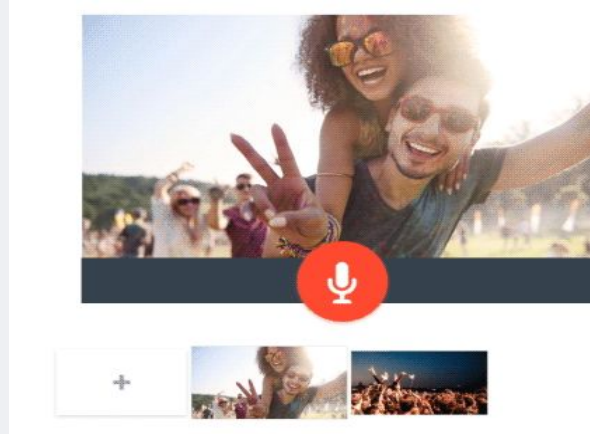
The Halloween Fake Blood Challenge



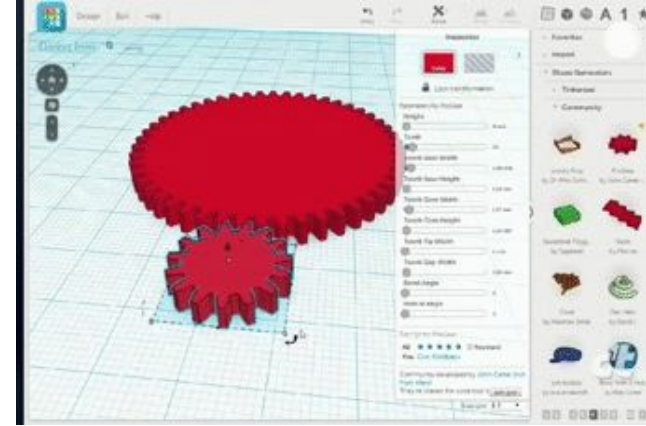
Creativity is Risky



CREATION TOOL EXAMPLES



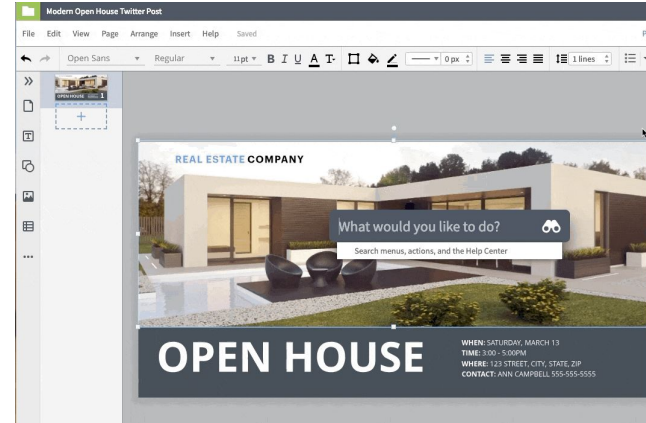
ADOBE SPARK



TINKERCAD



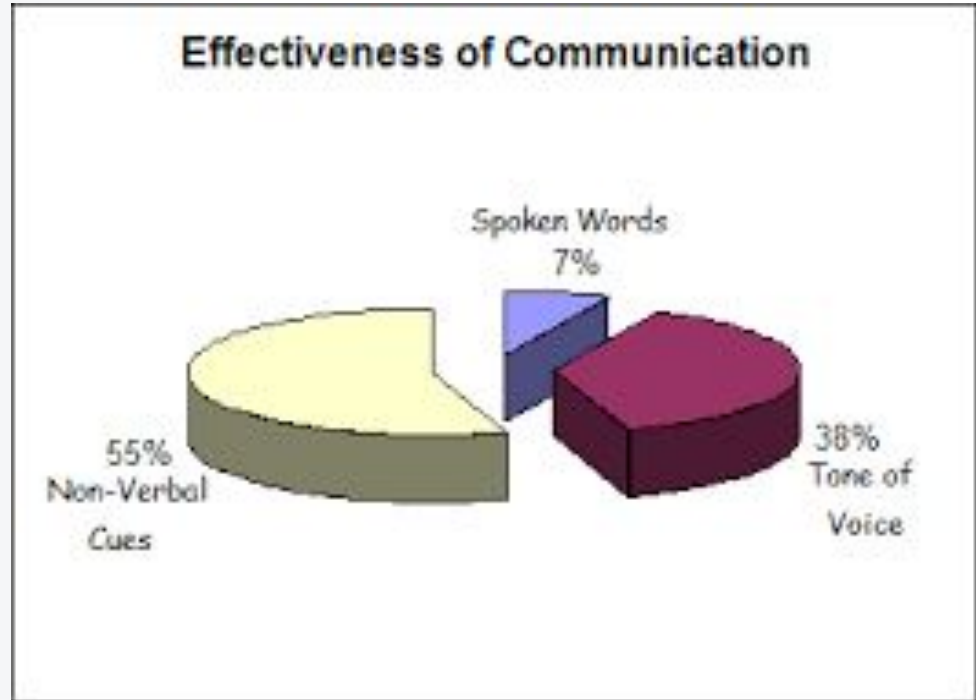
MINECRAFT



LUCID CHART / LUCID PRESS



Communication a skill **MUST** be taught Explicitly!



Launch High School Students Present Solutions to Experts in the Field.



- Students formed empathy for those that they problem solve for.
- Students know their topic.
- Students ask questions.
- They propose solutions to real problems.
- They practice and refine.
- Their confidence and knowledge is key to communicating with others.

Teaching Communication in the Classroom.

- Role Playing
- Interviews
- Circles
- Make contact with an expert.
- Practice speaking AND listening.
- Body language.
- Reading cues.



COMMUNICATION TOOL EXAMPLES



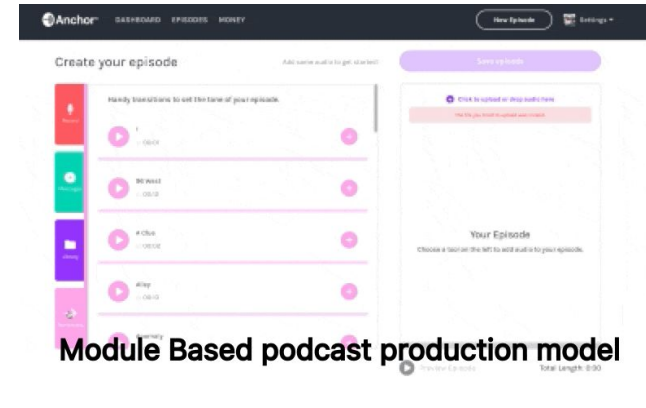
SOCIAL MEDIA CAMPAIGNS



PREZI



POWTOON



ANCHOR

Fixed Mindset vs Growth Mindset

- Fixed Mindset

- character, intelligence, and creative ability are static (cannot change in any meaningful way).

- Growth Mindset

- thrives on challenge and sees failure not as evidence of unintelligence but as a heartening springboard for growth and for stretching our existing abilities

- Carol Dweck, *Mindset: The New Psychology of Success*

TWO MINDSETS

CAROL S. DWECK, Ph.D.

Graphic by
Nigel Holmes

Fixed Mindset

Intelligence is static

Leads to a desire
to look smart
and therefore a
tendency to...

CHALLENGES

...avoid
challenges

OBSTACLES

...give up
easily

EFFORT

...see effort as
fruitless or worse

CRITICISM

...ignore useful
negative feedback

SUCCESS OF OTHERS

...feel threatened
by the success
of others

As a result, they may plateau early
and achieve less than their full potential.

All this confirms a **deterministic** view of the world.

Growth Mindset

Intelligence can be developed

Leads to a desire
to learn and
therefore a
tendency to...

...embrace
challenges

...persist in the
face of setbacks

...see effort as
the path to mastery

...learn from
criticism

...find lessons and
inspiration in the
success of others

As a result, they reach ever-higher levels of achievement.

All this gives them a **greater sense of free will**.

This *growth mindset* is based on the belief that your basic qualities are things you can cultivate through your efforts. Although people may differ in every which way — in their initial talents and aptitudes, interests, or temperaments — everyone can change and grow through application and experience.

- Carol Dweck, *Mindset: The New Psychology of Success*

Teacher's Refocus Question when Mistakes or "Failures" happen:

You've had a setback. What would you do differently next time?

This question avoids any judgement on a student's ability. It can also stop them from dwelling on the past because it allows them to have a sense of control over the situation.

-Bradley Busch *InnerDrive*

Growth Mindset is NOT only for students who struggle academically!

High-achieving students may hold a fixed mindset about intelligence, seeing their success as validation of their “natural” abilities. That’s not a problem... until they aren’t high-achieving anymore. Think about transitioning from high school to that first year of college. Everybody struggles eventually, but how students react to that experience can make all the difference.

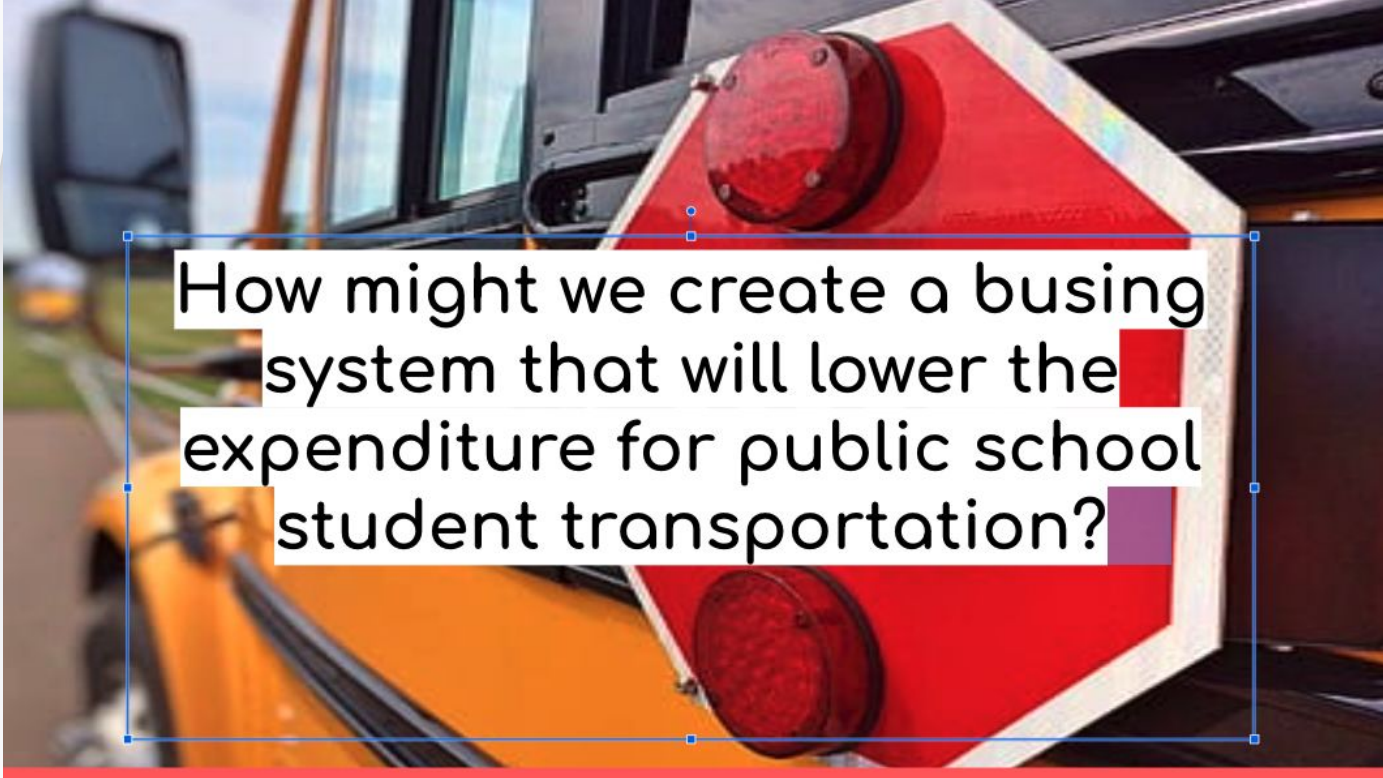
- *Catherine Good, Ph.D., Senior Research Scientist and Michael Regnier, Vice President, Organizational Learning and Impact*









A close-up photograph of the front of a yellow school bus. A red stop sign is mounted on the front, with two red flashing lights positioned above and below it. The bus is yellow, and the background is slightly blurred, showing a road and some greenery.

How might we create a busing system that will lower the expenditure for public school student transportation?

link to purchase and provide reading material for your children: <https://www.scholastic.com/bf/threepeakselementary>

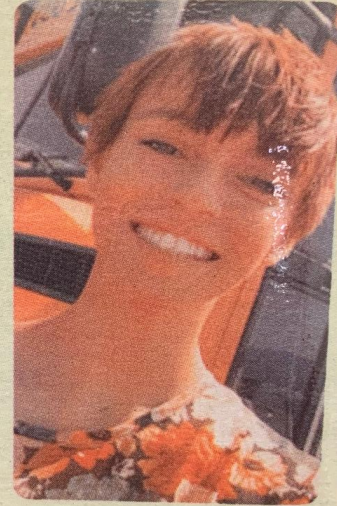
The PTA is sponsoring a Move-a-thon on Friday, October 9. This is a great way to get the students moving outside. We will practice district COVID procedures as we dance, play, run, and enjoy each other's company. Please watch for the pledge sheets that students will bring home. 100% of the profits will be used for student supplies. Thank you to the PTA for organizing this great event.

Launch High School

At Launch High students are tasked with researching and completing projects to help local community organizations and businesses. One student, Bree Lawrence, has been working on her project to help improve the Iron County School District's busing system.

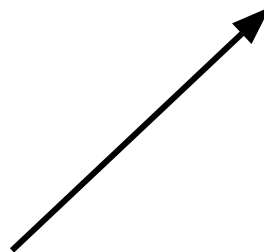
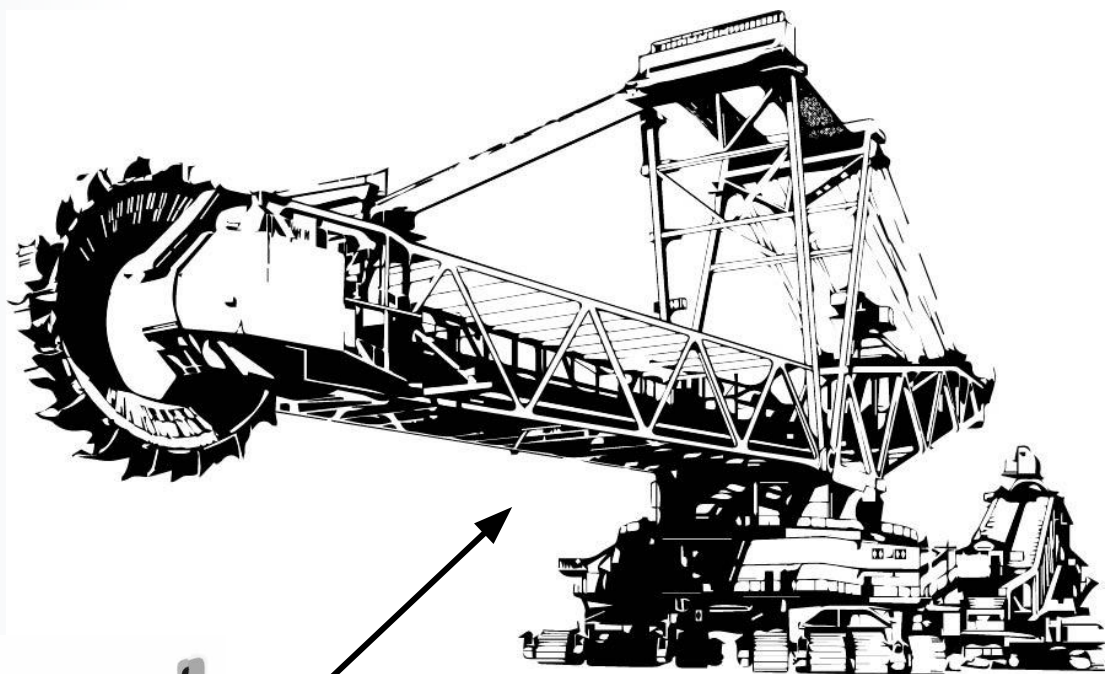
Students at Launch High School are being trained in design-thinking strategies, and as part of this process, they have been asked to create a "how might we" question. Using a "how might we" question helps the students focus on solutions to a specific issue. Bree's question is "How might we create a busing system that will lower the expenditure and increase efficiency for public school student transportation?" To go about her project, she's

impact not only on its students but on the community as well.



South Elementary

South Elementary is off to a great start. Students and faculty alike have enjoyed this past month and being back in school. This is our SEP (student educational plan) week; a wonderful time to sit down as a student, teacher and parent team. We appreciate the ongoing support we have from our parents. Thank you for attending these meetings and working closely with us to ensure a positive educational experience for your child. It is truly parents like you that help make teaching so rewarding.



INTEGRATED ASSESSMENT EXAMPLE

Growth Mindset	
Score 4 MASTERY	The student almost always: <ul style="list-style-type: none"> • Reflects on his or her own progress • Sets appropriate goals for learning • Displays a positive attitude toward the learning process • Adjusts practices for improved learning • Demonstrates ownership for his or her own education
Score 3 PROFICIENT	The student frequently: <ul style="list-style-type: none"> • Reflects on his or her own progress • Sets appropriate goals for learning • Displays a positive attitude toward the learning process • Adjusts practices for improved learning • Demonstrates ownership for his or her own education
Score 2 APPROACHING	The student occasionally: <ul style="list-style-type: none"> • Reflects on his or her own progress • Sets appropriate goals for learning • Displays a positive attitude toward the learning process • Adjusts practices for improved learning • Demonstrates ownership for his or her own education
Score 1 DEVELOPING	The student rarely: <ul style="list-style-type: none"> • Reflects on his or her own progress • Sets appropriate goals for learning • Displays a positive attitude toward the learning process • Adjusts practices for improved learning • Demonstrates ownership for his or her own education

INTEGRATED ASSESSMENT EXAMPLE

COMMUNICATION in 3rd Grade

Score 4 MASTERY

In addition to score 3.0 performance, the student demonstrates in-depth inferences and applications that go beyond what was taught.

For Example:

Lead a collaborative discussion and facilitate participation from others.

Score 3 PROFICIENT

The student will
Engages effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 3 topics and texts*, building on others' ideas and expressing their own clearly.

- explicitly draws on prepared material and other information known about the topic to explore ideas under discussion.
- Follow agreed-upon rules for discussions
- Ask questions to check understanding of information presented, and link their comments to the remarks of others.
- Explain their own ideas and understanding in light of the discussion.

Score 2 APPROACHING

The student will recognize or recall specific terminology such as: Discussion, prepared, topic, comments, rules, procedures
The student performs basic processes aligned with the standard

- Comes to discussions prepared, having read or studied required material
- Follow agreed-upon rules for discussions
- Stays on topic
- Explains own ideas and understanding

Score 1 DEVELOPING

With help, the student demonstrates partial success with score 2.0 and/or score 3.0 content.

INTEGRATED REPORTING EXAMPLES

Example Math - DO NOT DELETE



2	Communication	Communication in both Oral and Written Forms	
3	Critical Thinking	Critical Thinking and Problem Solving	
3	Responsibility	Responsibility, Accountability, and Ethics	
			<div> <div>4 / 4</div> <div>3 / 4</div> <div>2 / 3</div> </div>
2	5.NBT.1	Recognize that in a multi-digit number, a digit in one place represents 10 times as muc...	
4	5.OA.1	Use parentheses, brackets, or braces in numerical expressions, and evaluate expressions...	
3	5.NF.1	Add and subtract fractions with unlike denominators (including mixed numbers) by replac...	
1	5.MD.1	Convert among different-sized standard measurement units within a given measurement sys...	
4	5.G.1	Compose and understand the coordinate plane.	
4	5.NBT.6	Find whole-number quotients of whole numbers with up to four-digit dividends and two- d...	
3	5.NF.6	Solve real-world problems involving multiplication of fractions and mixed numbers, for ...	



MASTERY OF ASSESSED

Mastery	30%
Proficient	40%
Approaching	20%
Developing	10%

B = Benchmark
Assessment
(doesn't affect mastery)

View Reports

Parent Notes

MASTERY TRANSCRIPT INTEGRATED REPORTING EXAMPLES

Nancy Numbers

2077 W Royal Hunte Drive
Cedar City, UT 84720

Nancy is an analytical and systems thinker who loves to tinker and design solutions through her critical thinking and technical expertise.

CREDITS

COURSES

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Cedar City, Utah 84720
[Link to school profile](#)

AUTHORIZED BY

Kris Groves, Counselor

DATE

6/20/2020



MASTERY
TRANSCRIPT
CONSORTIUM™

Credit Profile

Distribution of credits earned by student.

Filter by ☐ Advanced ☐ Foundational

Credit Distribution



Growth Mindset / Resilience

2 3

Improves Existing Solutions

Persistent, Despite Struggle. **Advanced**

Communication

0 3

Clear Verbal Communicator

Effectively Uses Visual Aides

Evidence

Featured work selected by the student.

Empathy Researcher



Redesign a Hearing Aide

Worked with local Intermountain Health Care and Senior Citizens at the Lion's Club to r...



IMPLEMENTATION:

Educators test and refine ideas with feedback

INTEGRATED INSTRUCTION

DESIGN CHALLENGES

PROFICIENCY SCALES

REPORTS AND TRANSCRIPTS

The background of the slide is a stylized illustration of a desk. It features a green desk surface with various items: a white spiral notebook in the top left, a cup of coffee, a white keyboard, a computer mouse, a laptop with hands typing, a calculator, a pen, and a blue notebook. Numerous colorful sticky notes (yellow, pink, teal) are scattered across the desk. In the center is a large red arrow pointing downwards. The Iron County School District logo is in the top left, and the main title and subtitle are centered within the red arrow.

IRON
COUNTY SCHOOL
DISTRICT

Educators

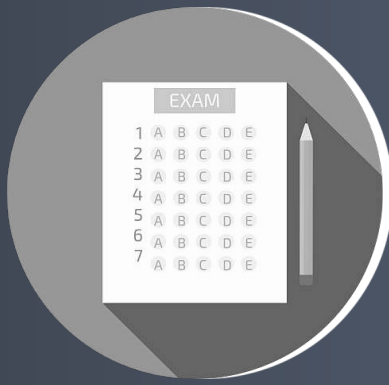
Designing New Schools and
Grading System Reform

OUR TRADITIONAL FOCUS



CURRICULUM

Factoids and Routine Skills,
Advancement with Age



ASSESSMENT

High Stakes Tests,
Focus on Routine Skills



TEACHER-CENTRIC

Delivery of Content,
Behavioral Conformity



***“ IF YOU DON’T LIKE
CHANGE,***

***YOU’LL LIKE
IRRELEVANCE
EVEN LESS ”***



**GENERAL
ERIC SHINSEKI
US ARMY**



OUR FUTURE FOCUS



ESSENTIAL SKILLS

Teaching Human Skills
The 4 C's



PROJECT-BASED

With Authentic Audience
Integrate Skills and Content



STUDENT CENTERED

Relationship-Based,
Choice and Voice



AURORA INSTITUTE

Symposium 2020

OCTOBER 26-28, 2020 | **VIRTUAL**

Thank you for joining us!

**Share Your Thoughts.
Participate in our 1 minute poll.
[Click here.](#)**



RESOURCES



Connect with me



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CoryHenwood.com

Get these Slides and the Links to More Resources at
tinyurl.com/AuroraPortrait

- [Make a Copy of Stakeholder Survey for Developing Portrait of a Graduate](#)
- [Resources and Samples from portraitofagraduate.org](#)
- [TEDx Talk “Empowering Future of Education” - Cory Henwood](#)
- [Innovation Playlist of Resources](#)
- [Resources for Human Centered Design from IDEO](#)
- [TEDx Talks from El Cajon Valley Schools \(as young as kindergarten\)](#)
- [Mastery Transcript information mastery.org](#)

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