

# Community Engagements

Strategies to connect families and community to the Portrait in a way that enhances your local goals and supports future ready learning

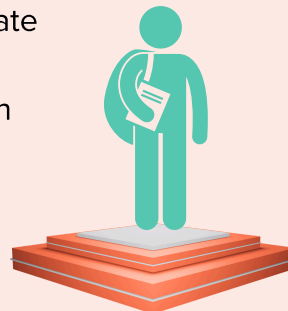
## Strategy 1: Host forums and invite student voice

Organize family nights or community forums to explain the Portrait. Include student presentations to highlight how they are integrating competencies into their lives in and out of school to make the Portrait relatable and authentic. Hearing directly from learners can help families and partners see how the Portrait connects to real experiences.



## Strategy 2: Create exhibitions and share stories

Plan student showcases where learners demonstrate portrait competencies through projects and performances. Share stories and examples through newsletters, social media, and local media. These exhibitions make learning visible and highlight how students are growing in ways that matter for life and work.



## Strategy 3: Partner with local businesses

Collaborate with businesses and organizations to connect portrait of a learner skills to real-world careers. Invite partners to speak at events or mentor students. These partnerships show families and students how portrait competencies prepare learners for future opportunities.



**Reflect on your current community engagement practices. How can you use events, exhibitions, and partnerships to make a portrait of a learner visible and meaningful for families and community members?**

# Professional Learning

*Strategies for leaders to embed a portrait of a learner into educator growth practices*

## Strategy 1: Integrate Portrait competencies in professional learning communities

Include portrait of a learner competencies in professional learning community structures and discussions. Encourage teams to reflect on practices that support durable skills like collaboration and resilience. This keeps the Portrait at the center of instructional planning and improvement.



## Strategy 2: Design performance tasks that bring competencies to life

Create opportunities for educators to design and share performance tasks that show how portrait skills are applied in authentic learning experiences. Form cross-grade or cross-content teams to collaborate on tasks that integrate academic standards with competencies that include communication and problem-solving. Sharing these tasks during professional learning builds clarity and sparks innovation.



## Strategy 3: Showcase teacher practice

Invite teachers to share how they incorporate portrait of a learner skills into instruction. Highlight examples across grade levels and content areas to spark collaboration and innovation. These showcases build momentum and help educators learn from one another.



**Review your professional learning structures. How can you integrate portrait of a learner language into goals, discussions, and celebrations of teacher practice to create coherence and shared purpose?**

# Portrait of a Leader

## Self-Reflection Guide

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Sustaining learner-centered system change requires educators who are committed to their own development and equipped to lead innovation. The Portrait of a Leader brings this vision to life by identifying the knowledge, skills, and dispositions essential for advancing personalized, competency-based learning across classrooms, schools, and systems.

This self-reflection guide is designed to help you explore your strengths, identify areas for growth, and deepen your practice as a learner-centered leader. By engaging with the portrait's attributes, you can chart a meaningful path toward leadership that drives transformation and supports the future of learning.





## Human-Centered

Prioritizes people and relationships

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Leaders prioritize people within the education system and work diligently to meet their community's diverse emotional, material and educational needs.

Foundational Attribute

1. Choose one of the four competencies below from the **Human-Centered** attribute. Use your local leadership standards to help you prioritize.

2. The competency you choose is written at the proficient level. Use the rubric below to reflect on evidence and experiences that indicate whether you are: working toward proficiency, proficient, or extending proficiency.

### Human-Centered Competencies

#### Engaging in Self-Awareness for Growth

Reflects on biases and perspectives, recognizing how these shape actions, patterns and behaviors, to lead with greater awareness, authenticity, and trust.

#### Leveraging Inclusive Leadership

Actively seeks out and amplifies multiple perspectives and needs to ensure transparent decision-making shaped by those most directly affected.

#### Recognizing Readiness for Change

Recognizes internal and external factors and system conditions that influence the learning environment and intentionally builds capacity to ensure both human and organizational readiness for sustainable change.

#### Building a Culture of Agency

Establishes and maintains a learning environment built on trust and belonging, ensuring that all voices are valued, supported and empowered.

#### Working Toward Proficiency

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#### Proficient

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#### Extending

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## Authentic

Leads with credibility and vulnerability.

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Leaders demonstrate authenticity through their transparency, credibility, knowledge, and skill.

1. Choose one of the three competencies below from the **Authentic** attribute. Use your local leadership standards to help you prioritize.

2. The competency you choose is written at the proficient level. Use the rubric below to reflect on evidence and experiences that indicate whether you are: working toward proficiency, proficient, or extending proficiency.

### Authentic Competencies

#### Modeling Commitments

Champions and models personalized, competency-based learning tenets through leadership practices, professional learning and policy decisions.

#### Partnering in Learning

Cultivates credibility and trust by engaging in collaborative learning, jointly exploring challenges, sharing expertise, and reflecting on collective insights to drive growth and shared success.

#### Communicating with Integrity

Establishes open, transparent, and honest dialogue by clearly articulating vision and expectations, creating structured feedback loops and co-constructing shared understanding that builds trust and accountability.

#### Working Toward Proficiency

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#### Proficient

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#### Extending

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## Collaborative

Fosters shared goals and action

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Leaders foster strong relationships and create space for shared decision-making across the learning community.

1. Choose one of the three competencies below from the **Collaborative** attribute. Use your local leadership standards to help you prioritize.

2. The competency you choose is written at the proficient level. Use the rubric below to reflect on evidence and experiences that indicate whether you are: working toward proficiency, proficient, or extending proficiency.

### Collaborative Competencies

#### Engaging Voices

Designs and sustains shared decision-making structures that authentically engage all voices in shaping school and district practices to reflect the needs of the community.

#### Building Collective Efficacy

Cultivates an inclusive culture that leverages data to co-design and evolve personalized learning environments.

#### Supporting Shared Leadership

Leverages the strengths of others for leadership that builds agency and inspires trust amongst all voices to lead change efforts and systematic transformation.

#### Working Toward Proficiency

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#### Proficient

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#### Extending

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## Advocate

Champions equitable structures

Leaders champion systemic change and foster learner-centered environments by engaging in and promoting calculated risk-taking.

1. Choose one of the three competencies below from the **Advocate** attribute. Use your local leadership standards to help you prioritize.

2. The competency you choose is written at the proficient level. Use the rubric below to reflect on evidence and experiences that indicate whether you are: working toward proficiency, proficient, or extending proficiency.

### Advocate Competencies

#### Catalyzing a Shared Purpose

Activates members of a learning community as agents of change united by a shared commitment to learner-centered practices that advance systemic transformation.

#### Growing Network Partnerships

Builds capacity and creates opportunities with community partners across local, state and national levels to amplify learner voice, increase access, and drive equitable achievement.

#### Leading Systemic Transformation

Utilizes data to drive change by transforming policies, procedures, and structures to ensure appropriate access, strengthen learner agency and improve achievement.

#### Working Toward Proficiency

#### Proficient

#### Extending



## Transformational

Drives sustainable, forward-looking change.

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Leaders champion systemic change and foster learner-centered environments by engaging in and promoting calculated risk-taking.

Foundational Attribute

1. Choose one of the four competencies below from the **Transformational** attribute. Use your local leadership standards to help you prioritize.

2. The competency you choose is written at the proficient level. Use the rubric below to reflect on evidence and experiences that indicate whether you are: working toward proficiency, proficient or extending proficiency.

### Transformational Competencies

#### Igniting Vision

Reflects on biases and perspectives, recognizing how these shape actions, patterns and behaviors, to lead with greater awareness, authenticity and trust.

#### Guiding Change

Actively seeks out and amplifies multiple perspectives and needs to ensure transparent decision-making shaped by those most directly affected.

#### Cultivating Resilience

Recognizes internal and external factors and system conditions that influence the learning environment and intentionally builds capacity to ensure both human and organizational readiness for sustainable change.

#### Implementing Responsive Improvement Cycles

Establishes and maintains a learning environment built on trust and belonging, ensuring that all voices are valued, supported and empowered.

#### Working Toward Proficiency

#### Proficient

#### Extending

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## What

You've now reflected on all five attributes of the Portrait of a Leader. Which of the competencies that you prioritized feels most urgent and/or useful? Pick one or two of your prioritized competencies from the previous pages and write them below.

## So What

- Why is the competency you prioritized important to you and your leadership development?
- How does it connect to your goals?

## Now What

- Given your current evidence on this competency, what actions make sense to you?
- What steps will you take to grow and nourish the development of this competency?
- How will you know that your actions are growing your leadership?
- What will you do differently? What is your call to action?



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