Objectives: In this breakout you will build on the work you've done to define the competencies in your Portrait. Taking what you've learned today through engaging with exemplar products and projects, you will begin to:

1) Envision what Portrait-aligned teaching and learning looks like for all learners--every subject, every grade, every day.
2) Identify which aspects of *current* adult practices and learning conditions should be revisited--and possibly reimagined--to better support this kind of learning.
3) Develop a draft set of Portrait-aligned learning principles to guide instruction for all learners across your school/district.
4) Articulate next steps for co-creating a shared vision of Portrait-aligned teaching and learning, along with supports you need to carry the work forward.

Overview & Navigation

10-15 min. **Part 1: More Like This/Less Like This Table**
10 min. **Part 2: Learning Principles and Enabling Conditions**
5-10 min. **Part 3: Reflection and Planning**

Part I. (10-15 minutes) **More Like This/Less Like This**

Leveraging your Portrait and the examples shared in this session, explore, brainstorm, and capture as many ideas and details as you can in the table:

- Visualize your aspirations for student experiences and outcomes: What does powerful, equitable Portrait-aligned learning look like for learners in your school/district? What does it mean for educator practice?
- Where do you see existing strengths to build on (and people to learn from) in your school, district, or community? (Tip: consider curricular *and* extra-curricular learning contexts.)

	Needs to be less like this:	Needs to be more like this:	Which we can already see happening right now in/at:
What ***students*** are doing (content, task types, actions, areas of autonomy, interactions/ relationships with peers and adults)	Teacher directed, less write an essay and more project based	Student centered, student choice, authentic roles and assessments, real world application, teacher as facilitator, student as researcher and learner	Most assignments require students to take on a role

What ***teachers*** are doing (role, behaviors/actions, learning designs, mindsets, modeling & messaging)	Less control over assignments (we lead the assignment and tell the students what they are going to do)	Student centered with students developing roles beyond just summarizing and reporting, synthesis, presentation and project based	Modeling, roles
The ***learning environment*** (culture, physical space, furniture and configurations, use of materials/equipment, energy level)			

Part II. (10 minutes for both steps) **Learning Principles and Enabling Conditions**

Step 1: Look again at the "more like this" column in the table above. Harvest common themes across the 3 dimensions of ***student*** experience, ***teacher*** practices, and features of the ***learning environment*** to complete this sentence frame:

In order to deliver on the promise expressed in our Portrait of a Graduate, teaching and learning for all students in our district needs to be:

(Congratulations! This list of key descriptors is your "starter set" of learning principles to try out, collect data to learn from, and ultimately refine into a district-wide instructional vision. ***You will be asked to share some of these in a Jamboard after the breakout.***)

Step 2: Consider what conditions, structures, practices, and policies would best support the kind of teaching and learning you describe above. What aspects of how you currently "do school" might need to look different to support Portrait-aligned learning for all students? (e.g., use of space/time/calendar; ways you group learners; role of technology; discipline/behavior policies, assessment, grading, & credentialing; mindsets & culture; where/when learning happens; educator hiring, professional learning, and evaluation; community partnerships; and potentially much more!)

Complete this table and add more rows as needed:

Our district needs to revisit our practices and policies related to (list potential high-impact, high-priority elements to rethink & redesign)	***Because*** (explain why current practices/conditions are not designed to support Portrait-aligned teaching and learning)

Part III. (5-10 min) **Reflection & Planning.**

Which questions or components of this activity were easy for your group to answer? Why?
Which questions or components of this activity were challenging? Why? Who or what would help you find more/better answers?
Identify 3 next steps on your journey to develop a shared set of Portrait-aligned learning principles. Whose voices might you listen to? Who might you engage in the work? What practices might you investigate further? What resources, internal data, or other information would support the process? (***You will be asked to share at least one intention/next step in the Jamboard.***)