Portrait of a Graduate Playbook

The North Carolina Department of Public Instruction Portrait of a Graduate Playbook will help stakeholders familiarize and build Portrait of a Graduate durable skills. This Playbook is intended to provide public school unit leaders, teachers, and support staff with a broader understanding of the durable skills and mindsets identified as essential for North Carolina graduates to build during their K-12 journey. This Playbook will also serve as a resource for external stakeholders (i.e. employers, county commissioners, clergy, etc.). It provides valuable insight as to how the identified durable skills, when demonstrated by North Carolina graduates, can factor into post-secondary employment, enlistment, or enrollment into higher education or credential attainment.

This Portrait of a Graduate Playbook is a living document. This is the final edition of the playbook. **PERSONAL RESPONSIBILITY** is the seventh and final durable skill to be showcased. **Updates to the Resources and Example Activities by grade span, begin on page 15.**

NEW IN THIS EDITION:

- **Page 15- Resources and Activities by grade span for PERSONAL RESPONSIBILITY**
- **Page 19- Teacher/ School Staff Modeling Activity for PERSONAL RESPONSIBILITY**
- **Page 21- Counselor Activity for PERSONAL RESPONSIBILITY**
- **Page 23- PROMISING PRACTICES EXEMPLARS**
- **Page 23- Conclusion and AIM CONFERENCE INVITATION**

NC POG IMPLEMENTATION PHASING (2022-2024)

Phase I: Familarizing

Phase I: Familiarizing, *Portrait of a Graduate Competencies*
    Phase I Timeline: October 2022-May 2023, *Portrait of a Graduate Released on October 18, 2022*

Phase II: Operationalizing

Phase II A: Operationalizing, *Scope and Sequence Development- RUBRIC DESIGN TEAM*
    Phase II Timeline: January 2023-July 2023

Phase II B: Operationalizing, *Rubric Creation by Grade Span Including Support Provided to Schools and Districts. Technical sessions at AIM conference.*
    Phase II B Timeline: July 2023-June 2024

Phase III: Assessing

Phase III: Assessments, *Accountability Integration- ASSESSMENT DESIGN TEAM*
    Phase III Timeline: January 2024- June 2024
Phase III B: Assessments: Accountability Tool Pilot
    Timeline: July 2024-June 2025

Portrait of a Graduate Playbook
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Updated 1.11.2022

Background

Welcome back! As we embark on a journey towards deeper learning for all students, we invite all North Carolina school districts to familiarize your learning community with the statewide Portrait of a Graduate.

To build the Portrait of a Graduate, the North Carolina Department of Public Instruction staff engaged nearly 1,200 community stakeholders across the state in a grassroots and inclusive effort. This 8-month process involved facilitated discussions across all 8 education regions. In addition, three virtual meetings were held on three main categories: landscape shifts, competencies, and visual representation.

The state Portrait of a Graduate sets the vision for all students in NC; one that is supported by partners across the state including institutions of higher education and employers.

What is happening around the state? Many schools and PSUs are digging into the work by comparing the Statewide Portrait to their own or evaluating how it could fit into their strategic plan. Additionally, please see the Promising Practices Clearinghouse highlighting the durable skills in action in this document!

Finally, NCDPI will be partnering with PSUs to determine the validity and reliability measures necessary to integrate (non-academic) durable skills into the proposed redesign of state school accountability systems.

Visit this website to learn more about the North Carolina Portrait of a Graduate today!

The Department of Public Instruction can:
- ☐ Provide communication resources for districts to learn more about the NC Portrait
- ☐ Connect districts regionally to help build rubrics
- ☐ Link NC POG to local strategic planning processes
- ☐ Present to community groups or stakeholders about the NC POG process and competencies

NORTH CAROLINA PORTRAIT of a GRADUATE

North Carolina Durable Skills
(click each one to learn more!)

ADAPTABILITY

North Carolina Graduates…

- 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.

COLLABORATION

North Carolina Graduates…

- 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.

COMMUNICATION

North Carolina Graduates…

- 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.

CRITICAL THINKING

North Carolina Graduates…

- 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.

EMPATHY

North Carolina Graduates…

- 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.

LEARNER'S MINDSET

North Carolina Graduates…

- 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.

PERSONAL RESPONSIBILITY

North Carolina Graduates…

- 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.

Brought to you by:

Statewide Portrait Design Team | NC Department of Public Instruction | NC Department of Commerce | NC Chamber of Commerce
BEST NC | NC Community College System | UNC System | NC Independent Colleges and Universities | MyFutureNC

Updated 1.11.2022

NC POG DISTRICTWIDE FAMILIARIZATION ACTIVITY
DISTRICT LEADERSHIP

Central Office/Administrator Staff: Familiarization with NC Portrait Competencies

To successfully incorporate the North Carolina Portrait of a Graduate into your school buildings, it is useful for central office staff and district leaders to familiarize themselves with the seven durable skills we will help build in NC graduates, throughout their K-12 education. This activity provides a structure for central office staff members to envision the implementation of the Portrait. (Murphy, 2002).

Materials and Resources
- N/A

Preparation
- Identify a central office staff member to take on the presenter role for this activity

Instructions
1. Imagine that it is 2030. The presenter must speak in present tense to describe how the school district looks, sounds, and feels after the NC Portrait of a Graduate is incorporated within the PSU/ LEA. The presenter must only describe *what* is in this future scenario. They must not yet describe *how* this goal will be achieved. (5- 10 minutes)
    a. Sample questions: What will our district graduates do? What will our graduates believe about themselves and about learning?
2. Ask other staff members at the meeting to ask the presenter clarifying and probing questions to further their thinking about how the North Carolina Portrait of a Graduate looks like within the school district. The presenter can choose to think aloud to respond to the question or quietly consider it. (5-10 minutes)
3. Have the presenter "look back in time" from the projected present and describe how it looked within the school district when the NC Portrait of a Graduate implementation process had just begun. The presenter must talk in past tense.
    a. Consider issues the district is facing, culture, conversations with building leadership and support staff, teacher's work, student achievement, etc. (5- 10 minutes)
4. The presenter should now connect the district's "past" with the district's future with explicit "hows". The presenter must continue looking back from 2030 to discuss how the district moved from its starting place to the 2030 described earlier. The presenter must talk in past tense.
    a. Consider discussing *how, when, with* what resources and *by whom* goals were achieved. (5-10 minutes)
5. The presenter returns to 2030, the "projected present" and discusses if this projected present will get any better than it is or if it is as good as it could possibly be? If it can get even better, the presenter must discuss how it will look, sound, and feel. (5-10 minutes)

Wrap-Up
1. All central office staff members debrief the process- resources allocation, cultural shifts needed, assessment, student outcomes, etc…

SHORT FAMILIARIZATION ACTIVITIES
FOR CENTRAL OFFICE STAFF AND ADMINISTRATORS

1. Have each central office staff member/administrator develop a 30 second elevator pitch about the North Carolina Portrait of a Graduate to share with a district/school stakeholder (e.g. Teacher, Parent, Business Leader, Local Government Official, Leader or Educator in Higher Education, Student).

2. Lead a discussion to familiarize central office staff/school administrators on the different phases of the NC Portrait of a Graduate implementation. Discuss the different collaborators involved in each phase. Discuss how the central office/school administrators can similarly apply the seven Portrait of a Graduate competencies/ durable skills through various phases of collaboration within the district or school.

3. Lead a discussion with your team regarding how they can spread awareness on each of the North Carolina Portrait of a Graduate skills through their roles in their daily work.

4. Lead a discussion with central office staff/administrators about why North Carolina created the Portrait of a Graduate and how it is important and relevant to their school, PSU or LEA.

5. Facilitate a pop quiz for central office staff/administrators. Each participant must write down all seven competencies in the NC Portrait of a Graduate without using outside support. If participants struggle to complete this task in less than two minutes, spend 5-10 minutes together familiarizing one another with the seven durable skills.

Monthly Map, Resources, & Example Activities

ADAPTABILITY

North Carolina Graduates…

- 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.

NOVEMBER - Familiarization with Adaptability

What does this look like at the district level?
- Introduce competency to a central office meeting
- Introduce competency to building level leadership (i.e. principal meetings)

What does this look like at the school/classroom level?
- Introduce competency to teachers in staff meeting and/or professional development
- Facilitate conversations about the competency during PLC meetings (i.e. what adaptability looks like in the classroom, how to integrate characteristics of adaptability into the classroom)
- Introduce the competency to students (see the grade span differentiated example lessons below)

Encourage teachers to use the following activities to spark discussions within their classroom surrounding the competency of adaptability. Activities are by grade span - Elementary, Middle and High School. Click the links below to access downloadable and printable versions of the activities.

1. Balloon Balance Activity Grades 3-5
2. Circle Challenge Activity Grades 6-9
3. Tower Test Activity Grades 9-12

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COLLABORATION

North Carolina Graduates…

- 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.

DECEMBER - Familiarization with Collaboration

What does this look like at the district level?
- Introduce competency to a central office meeting
- Introduce competency to building level leadership (i.e. principal meetings)

What does this look like at the school/classroom level?
- Introduce competency to teachers in staff meeting and/or professional development
- Facilitate conversations about the competency during PLC meetings (i.e. what collaboration looks like in the classroom, how to integrate characteristics of collaboration into the classroom)
- Introduce the competency to students (see the grade span differentiated example lessons below)

Collaboration is an essential component of the workforce, entrepreneurship, and post-secondary life. It is essential for students to know how to work along with others, leverage each other's strengths, mitigate each other's weaknesses, lead, and listen to others to thrive in an increasingly interdependent and global society.

The following sample activities were adopted/adapted from various online sources listed in the Reference section. Activities are by grade span - Elementary, Middle and High School. Encourage teachers to experiment with the activity in their classroom. Click the links below to access downloadable and printable versions of the activities.

1. Frostbite Activity Grades 3-5
2. Stranded on a Deserted Island Activity Grades 6-9
3. The Line Game Activity Grades 9-12

North Carolina Graduates…

- 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.

JANUARY - Familiarization with Communication

What does this look like at the district level?
- Introduce competency to a central office meeting
- Introduce competency to building level leadership (i.e. principal meetings)

What does this look like at the school/classroom level?
- Introduce competency to teachers in staff meeting and/or professional development
- Facilitate conversations about the competency during PLC meetings (i.e. what communication looks like in the classroom, how to integrate characteristics of communication into the classroom)
- Introduce the competency to students (see the grade span differentiated example lessons below)

Communication is necessary both in daily life and within school, the workforce, and all other aspects of society. Students of all ages and abilities must learn to communicate through a variety of modalities–oral, written, and nonverbal. In learning to communicate, students will be able to engage in productive conversations with peers, teachers, and all other members of society with whom young people interact. Hence, communication is a skill that will transcend the classroom as students matriculate to post-secondary endeavors, and offering students a variety of opportunities to communicate (i.e. in collegial dialogue, through presentations, etc.) will further enhance the learner's abilities to communicate effectively for any purpose.

Would you like to practice this competency in a classroom setting? The following sample activities were adopted/adapted from various online sources listed in the Reference section. Activities are by grade span - Elementary, Middle and High School. Let's try this experiment in the classroom. Click the links below to access downloadable and printable versions of the activities.

1. Circle Time Activity for Grades 3-5
2. Drawn Understanding Activity for Grades 6-9
3. You Don't Say Activity for Grades 9-12

Updated 1.11.2022

North Carolina Graduates…
- 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.

FEBRUARY - Familiarization with Critical Thinking

What does this look like at the district level?
- Introduce competency to a central office meeting
- Introduce competency to building level leadership (i.e. principal meetings)

What does this look like at the school/classroom level?
- Introduce competency to teachers in staff meeting and/or professional development
- Facilitate conversations about the competency during PLC meetings (i.e. what critical thinking looks like in the classroom, how to integrate characteristics of critical thinking into the classroom)
- Introduce the competency to students (see the grade span differentiated example lessons below)
- Practice the grade span exercises in teacher groups and compare to the student activity

CRITICAL THINKING Learning Targets
1. Analyze, assess, and reconstruct personal thought processes.
2. Apply thinking that is clear, rational, and evidence-based.
3. Evaluate and prioritize solutions to difficult or complex problems.
4. Employ creative improvements to systems, processes, and organizations.

Bell Hooks defined this Portrait of a Graduate competency by saying that "Critical thinking requires us to use our imagination, seeing things from perspectives other than our own and envisioning the likely consequences of our position." Thus, critical thinking is a crucial skill in school, daily life, and the age of technology and automation in the 21st century workforce.

Interested in practicing this competency in the classroom? The following sample activities were adopted/adapted from various online sources listed in the Reference section. Activities are by grade span - Elementary, Middle and High School. Click the links below to access downloadable and printable versions of the activities. Let's get started!!!

1. [Inspire Thinking Activity Grades 3-5](#)
2. [The Circle of Possibility Activity Grades 6-9](#)
3. [Five WHYS Analysis Activity Grades 9-12](#)

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North Carolina Graduates...

- 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.

MARCH - Familiarization with Empathy

What does this look like at the district level
- Central office staff activity- Pop quiz
- Have building level leadership create an elevator speech (i.e. principal meetings)

What does this look like at the school/classroom level?
- Introduce to teachers in a staff meeting and/or professional development (see the example activity for teachers below)
- Introduce to students (see the grade span differentiated example lessons below)

Encourage teachers to use the following activities to spark discussions within their classroom surrounding empathy. Activities are by grade span - Elementary, Middle and High School. Click the links below to access downloadable and printable versions of the activities.

1. Help Students Take Others' Perspectives Activity Grades 3-5
2. Class Empathy Map Activity Grades 6-9
3. Empathy Busters Activity Grades 9-12
4. Practicing Empathy through Common Scenarios Activity Teachers and School Staff

Updated 1.11.2022

North Carolina Graduates…

- 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.

APRIL - Familiarization with the Learner's Mindset

What does this look like at the district level?
- Introduce durable skill to central office personnel
- Introduce durable skill to building level leadership (principal, assistant principal, counselors, etc.) at planned meetings

What does this look like at the school/classroom level?
- Introduce durable skill to teachers in staff meeting and/or professional development
- Facilitate conversations about the durable skill during PLC meetings (i.e. what learner's mindset looks like in the classroom, how to integrate characteristics of learner's mindset into the classroom)
- Introduce the durable skill to students (see the grade span differentiated example lessons below)

Encourage teachers to use the following activities to spark discussions within their classroom surrounding the durable skill of the learner's mindset. Activities are by grade span - Elementary, Middle and High School. Click the links below to access downloadable and printable versions of the activities.

1. [Interview a Family Member for Grades 3-5](#)
2. [Interview Someone in a Career of Interest and Make a Plan for Grades 6-8](#)
3. [Genius Hour Activity for Grades 9-12](#)
4. [Processing Feelings Toward Educational Activities for Teachers](#)
5. [Walking Through the Growth Mindset Stairwell for Counselors](#)

North Carolina Graduates…
- 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.

MAY - Familiarization with Personal Responsibility

What does this look like at the district level?
- Share description of this durable skill with central office personnel
- Introduce durable skill to building level leadership (principal, assistant principal, counselors, etc.) at planned meetings by using the PDF or sharing the video on the POG website

What does this look like at the school/classroom level?
- Introduce durable skill to teachers in staff meeting and/or professional development
- Facilitate conversations during PLC meetings about how teachers can lead by example by demonstrating this durable skill (i.e. what personal responsibility looks like in the classroom, how to integrate characteristics of personal responsibility into the classroom)
- Introduce the durable skill to students (see the grade span differentiated example lessons below)

Encourage teachers to use the following activities to spark discussions about personal responsibility within their classroom. Activities are by grade span - Elementary, Middle and High School. Click the links below to access downloadable and printable versions of the activities.

1. [Personal Responsibility Recipe for Grades 3-5](#)
2. [Imagining a Personally Responsible Grandparent for Grades 6-9](#)
3. [Take Your Pick - Who is Responsible? Activity for Grades 9-12](#)
4. [Success Analysis Protocol for Teachers and School Staff](#)
5. [Responsible Decision Making Activity for Counselors](#)

Updated 1.11.2022

Elementary (grades 3-5): Personal Responsibility Recipe

As an elementary schooler, Personal Responsibility can be practiced in the classroom supporting growth and good choices through middle and high school. Therefore, in this activity, students will prepare to be personally responsible individuals by defining what personal responsibility means to them. Students will determine the "ingredients" necessary to be a personally responsible individual. (Compass Charter Schools, 2018)

Materials and Resources:
- Color pencils, crayons, or paint for all students
- Bowl Coloring Page for each student

Preparation:
- Hand out a copy of the Bowl Coloring Page for each student
- Hand out color pencils, crayons, paint, or other coloring materials to students.

Instructions:
1. Ask students the following question: "How do you show personal responsibility at home and at school? *Examples include- clean up my work space, follow directions from my teacher, take ownership when I make a mistake.*
2. Give students 1-2 minutes to think about their answer to this question individually.
3. Next, have students pair up and discuss their answer to this question.
4. Next, have students share their answers with the large classroom group.
5. Based on this discussion, give students 10 -15 minutes to draw out "ingredients" in this bowl that make up their definition of personal responsibility.
6. After students finish thinking of ingredients, ask students the following question: "What words can a person say to show personal responsibility?"
7. Repeat steps 2-4 to discuss this question.
8. Based on this discussion, give students 10-15 minutes to add to their bowl by drawing additional "ingredients" to personal responsibility.

Wrap-Up:
- Inform students that the purpose of this activity is to help students understand and visualize what personal responsibility looks like.
- Find a spot in the classroom where students can display their bowls of personal responsibility so that they are continuously reminded of what personal responsibility means to them.

<p align="center">**PERSONAL RESPONSIBILITY EXAMPLE ACTIVITY**
MIDDLE GRADES</p>

Middle Grades (grades 6-8): Imagining a Personally Responsible Grandparent

Personal Responsibility involves honoring commitments, recognizing the impact of personal decisions, adhering to core values, as well as taking ownership of actions. Personal responsibility is a key skill to not only achieve academic success at school, but also to be successful within the workplace. In this activity, students will understand what personal responsibility means to them by imagining themselves as a respected grandparent. (*Character Education: "Integrity" Grades 5-8*)

Materials and Resources:
- Timer

Preparation:
- Have students work in pairs for this activity.

Instructions:
1. Ask students to spend 3-5 minutes independently thinking about the following prompt. Consider projecting the prompt on a screen so that students can refer back to it.

   Imagine that you are a respected grandparent who has lived long and has had many experiences. What kind of advice would you give your grandchildren about important matters like safety, learning, commitment, or friendship? How would this advice reflect the trait of personal responsibility?

2. Pair students for this activity.
3. Ask one person in each pair to volunteer to be a listener for the first portion of the activity.
4. Instruct the class that the listener will listen to their partner answer the prompt above for two minutes. The talker will give advice to the listener as if they were a respected grandparent. The listener should not interpret, paraphrase, analyze, give advice, or interrupt the "grandparent" as they speak.
5. Set a two minute timer to monitor time and instruct the class to begin.
6. After two minutes, the listener and talker will switch roles.
7. Repeat step 5.

Wrap-Up:
1. Inform students that the purpose of this activity was to help them understand what personal responsibility means within their lives.
2. Lead a discussion with the class on the topic of personal responsibility. Consider the following debrief questions.
   a. Ask each student in the class to share one action that they can take throughout their life to depict personal responsibility.
   b. Why is it important to have personal responsibility throughout life?
   c. What are some challenges to having personal responsibility?
   d. What does personal responsibility look like inside and outside of the classroom?

High School (grades 9-12): Take Your Pick - Who is Responsible?
Personal Responsibility involves honoring commitments, recognizing the impact of personal decisions, adhering to core values, as well as taking ownership of actions. Personal responsibility is a key skill to not only achieve academic success at school, but also to be successful within the workplace. In this activity, students define "responsibility" and explore positive and negative consequences of being responsible and irresponsible for their actions. To express an understanding of responsibility, students create and act out solutions to real-life dilemmas/scenarios. (Overcoming Obstacles, n.d.)

Materials and Resources:
- Timer
- Deck of Playing Cards
- Wi-Fi or Dictionaries (4)
- Flip Charts (4)
- Markers
- Printed copies of each scenario (two copies each)
- Two note cards or pieces of paper with the following written on them: "Your team will work on excuses, or responses, which demonstrate that your team is **NOT** responsible for their actions."
- Two note cards or pieces of paper with the following written on them: "Your team will work on responses demonstrating responsibility."
- Four Table Tents: Hearts, Diamonds, Clubs, and Spades

Preparation:
- Set aside four areas of the class for four groups, including flip charts, markers, and dictionaries.
- Provide space for groups to conduct role-play scenarios.

Instructions:
1. Divide the class into four teams by having students each draw one card from a deck of playing cards. This can be done as you greet each student at the door or at the start of class. *(Stack the deck so that the groups are evenly divided.)*
2. Explain that the class will be divided into four teams by card suits, and each group is a team that will be given a dilemma/scenario to solve and role play. Have the four teams divided in the corners of the room by card suit. (Example: Hearts in one corner, Diamonds in another, and so on for Clubs and Spades.)
3. Write the word "responsibility" on the board. Ask students/teams to explain what they think it means. *(Each team has 1 minute to produce a definition, write on a flip chart and to share out.)*
4. Ask each team to share their definitions to the full class in round-robin format.
5. As a group, students/teams are given scenarios, asked to discuss viable solutions, and then choose a solution based on the parameters and criteria given to act out for the class. Suggest that groups create characters and a short script to follow. Instruct students/teams that each group will have two minutes for its performance. Provide 6 minutes for students/teams to prepare. Students create solutions/responses to the scenarios provided below.
6. Explain that the "red" suit teams (Hearts and Diamonds) will each work on the following scenario: *(Hand the scenario to one member of the team to share with the group; consider selecting a student who has not yet had a chance to actively participate.)*

"You borrowed a laptop and headphones from a friend. While you were eating, you spilled soda all over the laptop. While you were trying to clean up the mess, you sat on the headphones and broke them. Now, your friend wants everything back. What will you do?"

7. The Hearts will work on excuses, or responses, in which they are **NOT** responsible for their actions. The Diamonds will work on responses demonstrating responsibility.
8. Explain that the "black" suit groups (clubs and spades) work on the following scenario: *(Hand the scenario to one member of the team to share with the group; consider selecting a student who has not yet had a chance to actively participate.)*

   "You have a big project due tomorrow. The assignment was given two weeks ago, and your teacher has been checking every other day to make sure that everyone is working on it. You have reported that you have chosen your topic and have begun to work on it, but you really have not. This project will count toward 75% of your grade, and there is no way you can finish it in one night. What will you do?"

9. The clubs work on excuses, or responses, in which they are **NOT** responsible for their actions. The spades work on responses demonstrating responsibility.
10. Students/teams act out their solutions in a role play format. Invite the clubs to perform their solution, followed by the spades. Then, do the same for the Hearts, followed by the Diamonds.
11. Thank the students/teams for their role-play scenarios.

Wrap-Up:

Prompt a brief discussion of the performances by asking questions such as the following:
1. How did you feel when the performers gave excuses?
2. How did you feel when the performers were responsible for their actions?
3. Refer to the initial flip charts with definitions of "responsible." Which responses did you find to be more responsible? Are there other terms that may be synonymous with the term "responsible?"
4. Do you think it is difficult for people to be responsible for their actions? Why? Why not?
5. Ask students, related to the scenarios provided, what perceptions do they have of the characters who provided responses that did not demonstrate responsibility? What about the character or those whose responses demonstrated personal responsibility?
6. Ask students to think of team members from sports, group projects, part time jobs, friends, and family, etc. who may or may not have chosen past responsible solutions: What are the perceptions of those individuals moving forward? How do choices affect our reputations and future interactions and opportunities?
7. Has there ever been a time where you have been in similar situations, where you either chose or did not choose a responsible solution? Would anyone like to share and offer, in hindsight, a responsible solution if one did not occur at the time?
8. Tell students/teams that whenever they are in a situation in which they must account for their actions, they should ask themselves, "Who is responsible for my actions?" The answer should always be, "I am."
9. Thank the students/teams and encourage them to always work to make responsible choices.

PERSONAL RESPONSIBILITY ACTIVITY FOR TEACHERS and SCHOOL STAFF

Teachers and School Staff: Success Analysis Protocol
To ensure that North Carolina graduates develop the durable skill of personal responsibility, our North Carolina teachers should also model this durable skill to teach and lead by example. Therefore, in this activity, teachers will spend time in a professional learning community (PLC) to reflect upon a time when they demonstrated personal responsibility in front of their students and analyze the impact it had. (Johnson, 2021)

Materials and Resources:
- N/A

Preparation:
- Arrange members of the PLC in groups of three.

Instructions:
1. Individually, each teacher writes a short description of a time when they demonstrated personal responsibility in front of a class.
2. Within each triad, the first teacher or colleague shares this story with the group in as much detail as they can remember.
3. The group asks clarifying questions to gain any other useful information pertaining to the event.
4. Next, the group asks questions that prompt the teacher or their colleagues to reflect upon the importance of demonstrating personal responsibility to their students. Some examples of questions include:
   a. Why did you decide to show personal responsibility in front of the class?
   b. How did your students react when you demonstrated personal responsibility?
   c. How do you think modeling personal responsibility in front of students will help them develop this durable skill?
   d. How can you be more intentional about modeling this durable skill in front of students in the future?
5. Group members discuss their colleague's presenter's thoughts and offer additional insights and analysis. The group can also discuss how what they learned can be applied to all of their work. PLC members silently take notes on these thoughts.
6. The presenting teacher/colleague reflects on the group's previous discussion.
7. Repeat steps 2-6 for each member of the PLC group.

Wrap-Up:
1. Each triad identifies and lists tangible steps that have allowed them to model personal responsibility in the past.
2. Each triad shares this list with the large group, who in turn, look for trends across triads.
3. The large group discusses what it would mean to intentionally model personal responsibility in front of students. How would this practice impact students?
4. Debrief this discussion protocol. Consider the following questions:
   (1) What worked well?
   (2) What misconceptions or confusions emerged?
   (3) What adaptations to this discussion protocol might improve the process?

Counselor (Individual or Small-Group Session): Responsible Decision Making
One aspect of personal responsibility is making responsible decisions. According to Collaborative for Academic, Social,and Emotional Learning (CASEL), "responsible decision making is the ability to make caring and constructive choices about personal behavior and social interactions across diverse situations." This includes the capacity to consider ethical standards and safety concerns, and to evaluate the benefits and consequences of various actions for personal, social, and collective well-being.

ASCA Student Standards Targeted:
- M 5. Belief in using abilities to their fullest to achieve high-quality results and outcomes
- B-LS 1. Critical thinking skills to make informed decisions
- B-SMS 1. Responsibility for self and actions

Student Learning Objectives:
1. Students will learn about the decision-making process and the steps involved.
2. Students will be able to utilize the decision-making process to make personal decisions.
3. Students will learn what factors influence decision making.
4. Students will recognize how personal decisions and actions have impacts beyond self.

For each lesson/unit/small group, school counselors will administer pre-/post-assessment aligned with the selected ASCA Student Standards and student learning objectives.

Pre-/Post Assessment Items:
1. I can identify the steps of the decision-making process when making an important decision.
2. I recognize that decisions are influenced by many factors.
3. When making a decision, I carefully consider all of the alternatives/options.
4. I recognize the value of evaluating benefits and consequences of each option before making a decision.
5. I take ownership for my decisions and reflect on my choice once a decision is made.

Instructions:
1. Students are constantly making decisions. Some decisions are easy to make while others may be more difficult. When a student visits your office and may be having difficulty making a decision, facilitate a conversation about the decision-making process.
   a. Discuss in great detail the steps involved *(See the image below)*
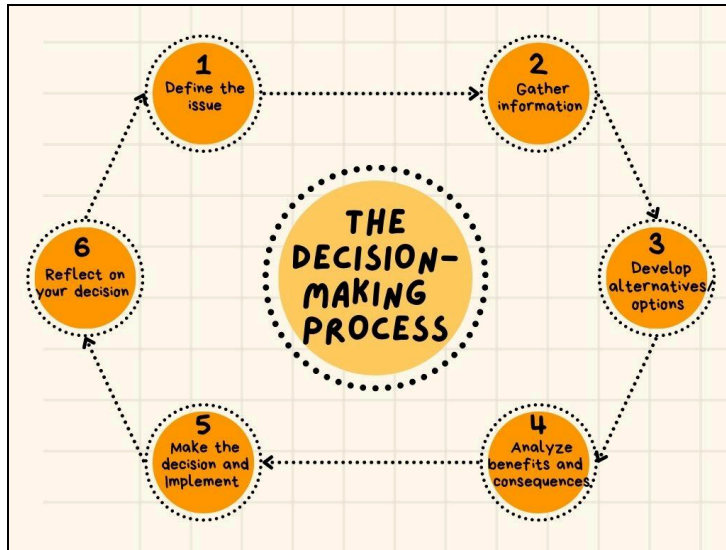
b. Provide a sample scenario that the decision-making process can be applied
Example: Mary was invited to a party at her friend's house but she has a major project due the next day.
   i. What was Mary's challenge/issue? *(Mary wants to go to a party but has school work that needs to be completed)*
   ii. What information may Mary need to gather in order to make a decision? *(i.e. how long will the party last, who will be at the party, does she have permission to attend the party from her parents, will the party be safe?).*
   iii. What are some options Mary has? *(Go the party for the entire time, go to the party for a short period of time or not go to the party at all.)*
   iv. What are some of the benefits and consequences of these options? *(Going to party: If Mary goes to the party she will see her friends and will have fun. However, a consequence may be that Mary may not get her assignment completed. 2.Not going to the party: If Mary does not go to the party, she will be able to spend all the time she needs completing her project and hopefully get a good grade. However, she may be teased or talked about if she does not go, which may be a consequence.*
   v. What other factors could potentially affect Mary's decision? *Ethical standards and/or safety concerns.*
   vi. If you were Mary, what decision would you make? Why?

2. After the activity, have the student answer the following reflection questions:
   a. Why is it necessary to analyze benefits and consequences before making a decision?
   b. Why is it important to reflect on your decision after making it?
   c. Have you ever made a decision that you later regretted? What did you do?
   d. When making a decision, why should you consider how your decision will affect others? Explain.

Reflection for School Counselor:
1. How could this individual or small group lesson be improved? What pieces need to be changed? What worked well?
2. Does this lesson fulfill the student objectives and ASCA standards mentioned above?

PORTRAIT OF A GRADUATE EXEMPLARS

[The Quest Program](#)	Charlotte Lab School
[Career and College Promise](#)	Chatham Charter School
[Professional Learning Cycles](#)	Chocowinity Primary School, Beaufort County Schools
[Axolotl Robotics Team](#)	J.M. Alexander Middle School, Charlotte-Mecklenburg Schools
[Leadership in Action: Empathy](#)	Lake Norman Charter School
[Wingspan](#)	Lincoln Charter School
[Strategies that Engage Minds (STEM)](#)	Macon County Schools
[Agent of Change Program](#)	McDowell High School, McDowell County Schools
[The Creed and Honor Code](#)	North Carolina Leadership Academy
[Family Science Night](#)	The Expedition School
[Digital Portfolios](#)	Wake County Public School System

CONCLUSION:

North Carolina is charting a new course for its graduates; one based on deeper learning and the development of durable skills that will last well beyond their time in our classrooms. In an ever changing world full of opportunity and some uncertainty, our graduates deserve to know more than simply how to take a test. Our graduates must be fully prepared for the future workforce, and we know that employers value durable skills well beyond the technical ones.

We are grateful for your interest and for the thoughtful integration of these skills and activities into your school buildings, as we finish the familiarization phase of this work. This toolkit will be available to you at the [North Carolina Portrait of a Graduate](#) website for the next two years.

As we prepare to release rubrics in late summer and kick off the assessment phase, we invite you to join fellow educators at the [2023 AIM Conference](#) in October to learn more about the NC Portrait and contribute to its future implementation. And, if you participated in rubric design or have implemented some or all of the durable skills, please share your experience with others teachers and school leaders, at the AIM Conference by submitting this [application for proposals.](#) See you there!

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