

Portrait of a Learner IGNITE 2026 Summit

September 27–29, 2026 · Hayes Mansion, San Jose, CA

Breakout Sessions Guide

Session Title	Session Abstract	Session Presenters	Session Strand
<i>From Vision to Voice: Designing the Student Experience</i>	Your Portrait describes exactly who students should become. But did you ask them if they recognize themselves in it? Most districts have done the hard work. They built a Portrait worth believing in, grounded in community values, and committed to preparing students for a future that looks nothing like the past. The next step is the one that makes it real: inviting students to design what it looks like in their daily lives. Student co-design is the catalyst for moving from poster to practice. When students move from recipients of a vision to architects of it, the Portrait stops living on a wall and starts living in the learning. This session builds the process for making that happen. Grounded in San Gabriel Unified's Human-Centered Leadership model, you will experience a design sprint that moves through empathy, ideation, and prototyping from the student's seat. You leave knowing exactly how to lead it back home. And here is what this session delivers: you will feel the human skills your Portrait describes developing in real time, through real work. When you feel it, you will know exactly how to bring it back. Your students have been waiting for this invitation. This session prepares you to extend it, and they will never see their Portrait the same way again.	Dr. Joan Perez , Associate Superintendent of Educational Services, San Gabriel USD Dr. Michelle Ament , Co-President/CAO, Human Intelligence Movement	Strand 1: Portrait Design & Community Co-Creation
<i>Amplifying Student Voice Through Portrait of a Graduate</i>	This session is anchored in a case study from Lake Elsinore Unified School District and offers concrete strategies for developing a Portrait of a Graduate — including polling, bilingual surveys, analysis using large language models, and focus groups. Participants will explore how to meaningfully engage students and community in shaping a portrait that reflects all learners.	Ron Pirayoff , Director III of Secondary Curriculum & Instruction, Lake Elsinore USD Anne Porterfield , Research Manager, WestEd	Strand 1: Portrait Design & Community Co-Creation
<i>By Kids, For Kids: Developing the SGUSD Portrait of a Graduate</i>	Ever had a student school you on the future of education? In San Gabriel Unified, they did just that! Join San Gabriel Unified to learn about their Portrait of a Graduate (POG) as a living vision driven "by kids, for kids.". Learn how they used Design Thinking and Project-Based Learning with the students and adults in their Educational Advisory Committee to define their six core competencies: Collaborator, Communicator, Creative Thinker, Empathetic, Global Citizen, and Resilient. Come away with engaging activities to help guide your committees through intentional design and learn how to take your Portrait to Practice. From developing the Superintendent's Student Advisory Council (SSAC) to students participating on interview panels and decision-making councils, student agency is San Gabriel's fuel; and it all began with the development and commitment to The Portrait of a Graduate. This session highlights how they anchored the development of the 2023-2028 Strategic Plan around the "POG" to guide every decision. They'll share successes and get real about challenges. Discover how SGUSD follows the guides who know the future best: the students.	Dr. Joan Perez , Assistant Superintendent of Educational Services, San Gabriel USD Heather Wolpert-Gawron , Director of MTSS & Innovation, San Gabriel USD	Strand 1: Portrait Design & Community Co-Creation
<i>Anchoring Learner Portraits and Transformation in Student Voice</i>	What if students didn't just inform your district's future — they helped design it? Napa Valley USD partnered with Prospect Studio SF to develop a long-term vision and strategic plan rooted in authentic student voice. Prospect Studio's approach uses equity-centered design thinking, strategic foresight (futures research), and deep community engagement to build an aligned system of Portraits — a Learner/Graduate Portrait, an Adult Portrait, and a System Portrait — that together describe what students need to thrive, what adults need to support them, and what systemic conditions are needed to make it possible. Participants will experience a recreation of NVUSD's Student Summit firsthand, learn how that initial engagement shaped the district's vision and strategic plan, and leave with a practical toolkit to bring this approach back to their own districts.	Julie Bordes , Chief Communications and Community Engagement Officer, Napa Valley USD Sonya S. Lopes , Managing Director, Prospect Studio SF	Strand 1: Portrait Design & Community Co-Creation

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Three Portraits, Three Phases, One Vision: County-Led Facilitation of the Portrait of a Graduate Process	This session highlights county-led facilitation of the Portrait of a Graduate process, drawing from the experiences of Yolo County Office of Education and San Diego County Office of Education. Participants will explore how county offices can serve as strategic partners to districts — guiding them through co-creation, phased implementation, and community engagement — and walk away with best practices for scaling the Portrait work across diverse district contexts.	Katrina Callaway , Assistant Superintendent, Yolo County Office of Education Anne Worrall , Executive Leadership Coach, San Diego County Office of Education Dr. Mindy Shacklett , POG Coordinator, San Diego County Office of Education	Strand 1: Portrait Design & Community Co-Creation
From Poster to Practice: A North Star for Students	At Murrieta Valley Unified School District, we are building a culture of Career Readiness for All learners by bringing our Profile of a Graduate from poster to practice. A critical first step in this work was co-creating a Profile of a Graduate with meaningful input from students, families, educators, and community partners. Our Profile is intentionally aligned to Career Readiness competencies and embedded across K–12 learning experiences. In this practical, interactive session, district leaders will share our journey of designing the Profile of a Graduate and moving toward systemic implementation and measurement through grade-level projects. Participants will explore how competency-based rubrics, student reflection, and authentic learning experiences are used to elevate student voice, ensure equity, and support the whole child. Attendees will examine real-world tools and artifacts including timelines, profiles, rubrics, and sample grade-level projects that demonstrate how counselors, teachers, site staff, and community partners are braided together to support our mission of inspiring students to think, to learn, to achieve, and to care. Participants will leave with actionable strategies they can adapt immediately in their own districts.	Jennifer Schriver , Executive Director, Secondary Education, Murrieta Valley USD Mick Wager , Coordinator, Secondary Education, Murrieta Valley USD Diana Ruiz , Coordinator, Counseling and Student Support, Murrieta Valley USD Valerie Backus , Coordinator, Career Technical Education, Murrieta Valley USD	Strand 1: Portrait Design & Community Co-Creation
Is Your Portrait of a Learner Actually Showing Up?	A Portrait of a Learner should be more than a polished poster or a one time visioning activity. Done well, it can become a practical system for listening to students, families, staff, and community partners, then turning that insight into clearer priorities, stronger implementation, and more meaningful evidence of growth. In this session, we will explore how schools and districts can use stakeholder voice to shape, refine, and monitor a Portrait of a Learner process. Participants will see how qualitative feedback can help define the skills, mindsets, and experiences students need, connect those priorities to LCAP goals, and create ongoing feedback loops that keep the work alive throughout the year. Rather than treating Portrait of a Learner as a separate initiative, this session will focus on making it actionable, measurable, and connected to existing school improvement efforts. Attendees will leave with practical ideas for gathering input, identifying themes, building shared ownership, and using stakeholder voice to move from aspiration to implementation.	Dino Mangano , Learning Integration Specialist, Parsec Education	Strand 1: Portrait Design & Community Co-Creation
Career-Connected Projects to Build PoG Traits	Every California district has a Portrait of a Graduate, but translating vision into daily student learning experiences remains a challenge. This interactive session explores how career-connected project-based learning creates authentic opportunities for students to develop, practice, and demonstrate Portrait competencies such as critical thinking, collaboration, communication, and creativity. Drawing on examples from California districts currently implementing Portrait-aligned PBL, participants will unpack what it looks like when students engage in meaningful, real-world work that builds transferable skills. The session will also highlight practical tools to support implementation, including trait-based look-fors, observation checklists, and student self- and peer-reflection check-ins. Participants will leave with a ready-to-use framework for aligning career-connected performance tasks and projects to their own Portrait competencies, strategies for assessing growth in those competencies, and a clear path for scaling this work equitably across grade levels and schools.	Dr. David Reese , Chief Academic Officer, Defined Learning Sarah Scott , Vice-President of Partnerships, Defined Learning	Strand 2: From Poster to Practice — Instructional Shifts

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<i>Designing Curriculum for Portrait-Driven Learning</i>	This session offers a practical framework for designing curriculum that is explicitly driven by Portrait of a Graduate competencies. Presenters from Envision Learning Partners share concrete approaches for aligning instructional design, assessment, and learning experiences to the competencies districts have defined for their graduates — with an emphasis on making the Portrait visible in daily classroom work.	Josette Neal-De-Stanton , <i>Assessment Design Partner</i> , Envision Learning Partners Soraya Ramos , <i>Assessment Design Partner</i> , Envision Learning Partners	Strand 2: From Poster to Practice — Instructional Shifts
<i>Designing for Student Agency, Not Compliance</i>	Many schools have developed a Portrait of a Learner, but translating that vision into daily classroom practice remains a challenge. Too often, learning experiences still prioritize compliance, coverage, and task completion over deep thinking, student ownership, and authentic engagement. This interactive workshop shares how teachers in Los Angeles-area schools are using a simple redesign scaffold to create more meaningful, student-centered learning experiences. Teachers have also used an AI-supported coaching tool to help rethink their lessons, identify opportunities for greater student agency, and experiment with new instructional approaches. Grounded in real classroom examples, participants will examine how traditional assignments can be redesigned to promote deeper thinking, meaningful ownership, and stronger connection to peers, purpose, and the world beyond the classroom. Participants will actively redesign a lesson, unit, or assessment from their own context using a practical, repeatable framework they can immediately apply in their classrooms. Educators will leave with a concrete redesign, actionable strategies, and a process for bringing Portrait of a Learner competencies more fully to life.	Stuart Drexler , <i>CEO</i> , Mpower Learning	Strand 2: From Poster to Practice — Instructional Shifts
<i>Designing Learning Progressions that Ignite Student Success</i>	This session equips educators with a practical playbook for designing learner progressions that bring Portrait of a Graduate competencies to life. Participants will explore how thoughtfully crafted progressions can anchor relevant, rigorous, and meaningful learning experiences that help students grow the essential skills needed for future success. Through examples, tools, and collaborative reflection, attendees will learn how to move their Portrait of a Graduate from a poster on the wall to a living framework that shapes instruction, assessment, and student agency — and leave with ready-to-use resources and a clear pathway for transforming their Portrait into coherent, student-centered practices across classrooms and grade levels.	Michelle Savko, Ed.D. , <i>Deputy Superintendent Education Services</i> , Sierra Sands USD Lisa Decker , <i>Director of Elementary Education</i> , Sierra Sands USD Laura Herbert , <i>Coordinator of Secondary Education</i> , Sierra Sands USD Lisa Harper , <i>Secondary Instructional Coach</i> , Sierra Sands USD	Strand 2: From Poster to Practice — Instructional Shifts
<i>From Poster to Practice: Creative POG Self-Assessment</i>	How do you move your district's Portrait of a Learner from a classroom poster to a lived student experience? This session explores how the Art, Innovation, and Music (AIM) program integrates Profile of a Graduate (POG) competencies into every K–8 lesson. Participants will discover how to move beyond simple instruction to empower students through creative self-reflection — sharing actionable strategies for student-led data tracking, "Plus/Delta" reflections, and movement-based assessments that build learner agency. By the end of this fast-paced IGNITE session, educators will be inspired with creative POG reflection methods.	Julie Goo , <i>Coordinator of Innovation, Teaching, and Learning</i> , Campbell USD	Strand 2: From Poster to Practice — Instructional Shifts

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<i>Beyond Report Cards: Measuring What Matters</i>	Traditional grading often fails to capture the complex skills learners need to thrive. If we want to transform learning to align with the broader competencies of the future, we must transform how we measure it. In this interactive session, we move past the theory of competency-based education and into the "how" of implementation. Participants will dive into the LCC Competency-Based Reporting Playbook to explore real-world models of redesigned reporting that prioritize growth, mastery, and the whole child. We will introduce the Big Moves — strategic shifts districts can take to move from traditional compliance to meaningful, learner-centered measurement. Attendees will use diagnostic tools to identify high-leverage onramps for their own contexts, collaboratively prototype a Big Move, and leave with a practical roadmap to align their assessment philosophy with their Portrait of a Learner.	Devin Vodicka , Co-CEO, Learner-Centered Collaborative Nerel Winter , CEO, Bostonia Global, Cajon Valley USD	Strand 3: Assessment, Evidence & Demonstrating Competency
<i>Show What Matters: Assessing the Portrait</i>	As Palm Springs Unified School District advances its Portrait of a Graduate, the district is rethinking assessment to reflect the diverse strengths, abilities, and learning styles of all scholars. Through project-based learning and performance tasks embedded in the traditional curriculum, scholars apply critical thinking, solve real-world problems, and communicate to authentic audiences. Mini-mastery provides a reflection layer where scholars track growth in soft skills and career-ready competencies, building digital portfolios across grade levels. Using PoG-aligned feedback and performance assessments within Curriculum Genie, educators collect meaningful data and support holistic student success. Participants will leave with ready-to-use tools to transform assessment into a driver of life-long learning and career readiness.	Christina Miramontes , Educator/Educational Consultant, Palm Springs USD Dr. Marcus Funchess , Superintendent of Schools, Palm Springs USD	Strand 3: Assessment, Evidence & Demonstrating Competency
<i>From Portrait to Practice: Designing Performance-Based Learning Aligned to Portrait of a Graduate Skills</i>	As districts work to implement Portrait of a Graduate, educators face the challenge of translating competencies such as communication, critical thinking, and problem-solving into daily instruction and assessment. This session explores how performance-based learning experiences can make Portrait of a Graduate competencies visible through authentic student work, aligned instruction, and meaningful assessment. Through real classroom examples, interdisciplinary tasks, rubrics, and student demonstrations of learning, participants will see how educators are designing learning experiences that support both content mastery and skill development — and leave with actionable ideas to make student learning more visible, authentic, and aligned to district goals.	Dr. Gene Shi , CEO, Learning Genie	Strand 3: Assessment, Evidence & Demonstrating Competency
<i>What 1,000,000 Student Words Revealed About Vista's Portrait</i>	Most districts can articulate what they want students to know, believe, and be able to do. Far fewer can measure it. And fewer still can use that measurement to drive real decisions. This session changes that. Vista Unified Assistant Superintendent Eric Chagala and California State Board of Education member Dr. Francisco Escobedo join IMPACTER Pathway Co-CEO Josh Arnold to show how a 26,000-student district turned its Portrait of a Learner into a functioning measurement system — one that captured 966,000+ words of authentic student voice across six competencies, scored by rubric-aligned machine learning models producing ordinal growth data. But this isn't a presentation; it's a working session. Participants will examine real, school-level data from Vista: scaled scores across competencies like Kindness, Confidence, Curiosity, and more; equity breakdowns showing near-parity across ethnic groups; and MTSS-tier distributions that surfaced 7th and 8th grade as pivotal intervention years. Teams will analyze trends and develop programmatic recommendations — modeling exactly what it looks like when Portrait data changes a decision. As the State Board of Education adopts California's Portrait of a Learner framework this year, this session offers a concrete preview of what statewide Portrait measurement can look like in practice.	Dr. Eric Chagala , Assistant Superintendent, Vista USD Dr. Francisco Escobedo , Member, CA State Board of Education Dr. Joshua Arnold , Co-CEO, Impacter Pathway	Strand 3: Assessment, Evidence & Demonstrating Competency
<i>Scaling Student Voice: From Vision to Visible Growth</i>	Many districts have a "Portrait of a Learner" poster, but few have it in the hearts and minds of their educators and students. So how do we move beyond the poster? This session dives into the 4 Levers of PoL Implementation, focusing specifically on Building a Culture of Reflection and Public Demonstrations of Learning. Using the real-world journey of school districts across North America, we will demonstrate how digital portfolios and research-backed implementation frameworks transform abstract competencies into visible student growth. Participants will explore how to move from "checking a box" to empowering students to curate evidence, reflect on growth, and defend their learning — with a blueprint to make your Portrait a living, breathing reality.	Sierra Holtzheuser , VP of Partnerships, SpacesEDU by myBlueprint Abby Benedetto , CEO, Core Shifts	Strand 4: Student Voice, Agency & Leadership

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<i>Bringing Graduate Profiles to Life Through Junior Boards</i>	Student voice is an essential component of Portraits of a Graduate in school districts across California. While the commitment to student voice is real, it can be challenging to establish youth-led infrastructure for students to regularly offer their perspectives and build their leadership capacity in the process. This session features a case study of Winters Joint Unified School District, who has partnered with The Practice Space to develop a youth-led Junior Board of Directors. Participants will walk away hearing the perspectives and lessons learned from youth co-presenters, a district leader, and community-based organizations — with additional time to collaborate and plan practical models for future implementation.	AnnMarie Baines , <i>Founder & CEO</i> , The Practice Space Dr. Rody Boonchouy , <i>Superintendent</i> , Winters Joint Unified School District <i>Students</i> , Winters Joint Unified School District	Strand 4: Student Voice, Agency & Leadership
<i>Student Voice and Agency: Living Our Dispositions</i>	In an era when AI can generate answers in seconds, the question becomes: what can only humans do together? At Citizens of the World Charter Schools, we believe the answer starts with who we want our students to become. We want graduates who can communicate with depth and intention, think critically across perspectives, collaborate across lines of difference, and advocate for themselves and their communities. This session is an invitation to think alongside us. We'll share the questions we have addressed and continue to address: why we chose graduate dispositions, how we helped teachers across subjects and grade levels build toward them together, and what it looks like when students start to inhabit them. That work lives inside a yearlong discourse arc across grades 6–8 and a new Defense of Learning: a student-led presentation where 8th graders advocate a claim they care deeply about to an authentic audience. Participants will experience discourse structures firsthand, hear what we tried, what surprised us, and what we're still figuring out. Ultimately, they will leave with something concrete for their own context. We know graduate dispositions don't develop in isolation. They develop when students actually practice them in ways that are real and meaningful.	Laura Furlong , <i>Chief Executive Officer</i> , Citizens of the World Charter Schools Sheeba Jacob , <i>Director of Middle School Design</i> , Citizens of the World Charter Schools	Strand 4: Student Voice, Agency & Leadership
<i>When Students Become the Portrait</i>	Every district can write a Portrait of a Learner. The hard part is building a program where students actually live it. This session shares how one principal in a rural California district built the practice before the poster — creating two programs where student stories are the evidence that the Portrait is real. At Big Picture Ukiah, a continuation school was transformed into an advisory and internship-driven program where students present evidence of learning through public exhibitions, demonstrating competencies like critical thinking, communication, civic engagement, and cultural identity. At Ukiah Independent Study Academy, the Guardian Academy is being built around five promises: Identity, Civics, Stewardship, Innovation, and Changemaking. Participants will leave with a replicable framework for building programs that bring their own Portrait of a Learner to life, regardless of district size or resources.	Kris Swett , <i>Principal</i> , Ukiah USD Aaron Schorn , <i>Head of Growth and Community</i> , Unrur	Strand 4: Student Voice, Agency & Leadership
<i>Building Student Agency through Solutionary Inquiry-to-Action</i>	Participants will be introduced to the Institute for Humane Education's innovative, award-winning "Solutionary Framework" — a place-based, problem-based, inquiry-to-action pedagogy that elevates student voice as students identify linked global and local problems they care about; engages students as they connect with diverse stakeholders and learn about complex systemic causes and impacts; and builds student agency as students take the lead in developing and implementing viable solutions. After a brief introduction, teachers will consider examples of student-led inquiry-to-action projects from California and beyond — creating opportunities for students to develop essential academic, intellectual, and social skills, while becoming curious, compassionate, inspired, and empowered changemakers.	Kacey Dewing , <i>Facilitator of Solutionary Teaching and Learning</i> , Institute for Humane Education	Strand 4: Student Voice, Agency & Leadership
<i>All In: From Learner Profile to Living System</i>	Moving from a poster to a sustainable assessment system requires far more than curriculum design — it demands the right conditions, leadership structures, and practical tools that actually work in schools. This session traces Madera Unified's nine-year journey to a fully realized portfolio and senior showcase, surfacing the key decisions, human systems, and implementation tools that made it sustainable. Participants will explore rubrics, reflection guides, and demonstration-of-mastery documents that center student learning and shape a robust skills assessment system — and leave with a tested framework and adaptable resources they can bring back to their district.	Theron Cosgrave , <i>Owner & Lead Consultant</i> , Cosgrave Consulting Inc.	Strand 5: Systems & District Conditions for Sustainability

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<i>Learner-Centered School Redesign</i>	Join Learner-Centered Collaborative and leaders from the CCEE Secondary School Redesign Network for an interactive session on the "how" of systemic transformation. Drawing on a statewide community of practice, we will share the School Design Structures — including real-world learning, performance assessment, and distributed leadership — that are powering evolution across California's secondary schools. Participants will dive into the School Redesign Playbook, prototype strategies for their own local contexts using network-tested tools, and join a movement of leaders committed to ensuring every learner knows who they are, thrives in community, and actively engages in the world as their best selves.	Devin Vodicka , Co-CEO, Learner-Centered Collaborative Loraine Rossi De Campos , Principal, Westborough Middle School, South San Francisco USD	Strand 5: Systems & District Conditions for Sustainability
<i>Integrate the Graduate Profile/Portrait, Don't Add</i>	Many districts treat their Portrait of a Graduate as one more initiative to add to an already full plate. This session — led by two superintendents with firsthand implementation experience — challenges that framing by sharing how the Portrait can become the connective tissue that aligns everything else your district is already doing. Through their districts' journeys, participants will explore practical strategies for weaving the Portrait into existing structures, culture, and systems rather than layering it on top.	Christina Goennier , Superintendent, Esparto USD Liz Brenner , Superintendent, Compass Charter Schools	Strand 5: Systems & District Conditions for Sustainability
<i>All Work, One Portrait</i>	Many districts have developed a Portrait of a Graduate, and are working to move from vision to meaningful implementation. This session explores how districts can create coherence by aligning existing initiatives, systems, and practices to bring their portrait to life. Through four focused segments — professional learning, data, systems and structures, and storytelling — participants will examine real-world examples from a California district and consider how each lever can operationalize their portrait. The session concludes with an opportunity to identify meaningful next steps, including both immediate "little bets" and longer-term actions. Participants will leave with a clearer understanding of how all work can lead to the portrait — and how to begin making that vision a reality.	Jon Wood , Assistant Superintendent, Curriculum and Instruction, Oroville UHSD Nicole Assisi, Ed.D. , CEO, Thrive Nicole Allard , Consultant, Thrive	Strand 5: Systems & District Conditions for Sustainability
<i>From Poster to Practice: California Leaders</i>	Across California, educational leaders are working to move their Portrait of a Learner from aspiration to lived experience. This facilitated panel discussion will bring together district, school, county, and community leaders leading Portrait-aligned work in different California contexts. Panelists will highlight their "why," the process they used to engage students, educators, families, and partners, and the lessons they are learning as they translate learner outcomes into changes in practice, culture, and system design. Grounded in NCEE's research on high-performing, future-ready learning systems, the conversation will surface multiple California journeys and invite participants to consider what is transferable to their own context. Participants will leave with practical questions, examples, and a reflection tool to support their own movement from Portrait to practice.	Dr. Susie López-Guerra , State Director, California, National Center on Education and the Economy <i>and more...</i>	Strand 5: Systems & District Conditions for Sustainability
<i>The Portrait Never Sleeps: Maximizing Expanded Learning</i>	The Portrait of a Graduate doesn't stop when the school bell rings. This session explores how expanded learning programs — before school, after school, and in the summer — can be powerful vehicles for developing and demonstrating Portrait competencies. Through a case study from Cucamonga School District and Think Together, participants will learn how one district is intentionally designing expanded learning time to reinforce Portrait skills, creating coherence across the full school day and beyond.	Jaclyn Aviles , Sr. Strategist, Think Together Nyesha Williams , Director of Expanded Learning and Strategic Accountability, Cucamonga SD	Strand 5: Systems & District Conditions for Sustainability
<i>Connected by Design: Making Your Portrait Visible Across Every Initiative</i>	Initiative fatigue is real but in most districts, the actual problem is invisibility. Leaders cannot see how MTSS, pathways, community schools, and a dozen other initiatives connect to their Portrait of a Graduate. Each was launched at a different time, by different people, with different funding streams. Yet they are all developing the same human capacities your Portrait describes. In this working session, leadership teams use a human-centered approach and AI as a thinking partner to begin mapping how their existing initiatives align to their Portrait. Participants identify where the work reinforces itself, where students may be falling between programs, and which connection is worth making more intentional first. Teams leave with a draft initiative map, one prioritized next move, and a shared language for the work back home. The Portrait stops being a poster and starts becoming the practice. Districts that can see their system clearly can lead it differently.	Dr. Michelle Ament , CAO, ProSolve	Strand 5: Systems & District Conditions for Sustainability

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<i>From Vision to System: Building an Implementation Playbook</i>	Anaheim Union High School District shares their journey of building a comprehensive implementation playbook for their Portrait of a Graduate — moving from a shared vision to a coordinated, district-wide system of change. Participants will explore practical tools for aligning curriculum, community schools, and instructional supports around portrait-driven goals, and leave with a framework they can adapt to build or strengthen their own implementation architecture.	Michael Switzer , <i>English Language Arts Curriculum Specialist</i> , Anaheim UHSD and more...	Strand 5: Systems & District Conditions for Sustainability
<i>Creating the Change Architecture for Graduate Profile Implementation</i>	Many districts have adopted a graduate profile, but far fewer have built the systems required to make it real. In this interactive session, leaders from Envision Learning Partners and Antelope Valley Union High School District share a practical framework for turning a Portrait of a Graduate into a coherent, competency-based system aligned to instruction, assessment, professional learning, and accountability. Participants will identify implementation barriers, map coherence gaps within their systems, and draft one high-leverage action they can take within the next 90 days. Open-access tools and planning resources will be shared.	Roilyn Graves , <i>Assessment Design Partner</i> , Envision Learning Partners Josette Neal-De-Stanton , <i>Assessment Design Partner</i> , Envision Learning Partners Duane Robertson , <i>Coordinator of CTE</i> , Antelope Valley UHSD	Strand 5: Systems & District Conditions for Sustainability
<i>Operationalizing the Portrait of a Learner: AUHSD's "Voice to Action" Equity Transformation Cycle</i>	Anaheim Union High School District has developed a district-wide equity transformation cycle that puts the Portrait of a Learner at the center of their LCAP planning and implementation. This session explores how AUHSD is using student voice and equity data to drive decisions, build community ownership, and create systemic conditions for all students to thrive. Participants will learn how the district connects the Portrait to actionable LCAP goals and explore tools for centering student agency and power sharing in their own district improvement processes.	Amy Kwon , <i>Assistant Superintendent Educational Services</i> , Anaheim UHSD Robert Saldivar , <i>Executive Director</i> , Anaheim UHSD and more...	Strand 5: Systems & District Conditions for Sustainability
<i>Whole Learners, Whole Systems: Using Learner Portraits as a Driver for Secondary School Transformation</i>	In this session, educational change scholar Sarah Fine will share key findings from her recent study of California districts engaging in secondary school redesign, with an emphasis on how these districts are moving toward learner-centered experiences by centering their Portrait of a Graduate as a driver for transformational change. The session will feature vivid glimpses into the daily experiences of adolescents in a number of districts — each distinct in their approach but each forging a path away from factory-model education, toward humanization, exploration, authenticity, and joy.	Sarah Fine , <i>Assistant Professor</i> , University of California, San Diego	Strand 5: Systems & District Conditions for Sustainability
<i>A System of Leading Teachers for School Redesign</i>	As documented in The Future of Public Education, AUHSD has taken a series of strategic steps in unleashing teachers to lead innovations in teaching, learning, and assessment. But many teachers have been left behind. As the press to reinvent schooling in a rapidly changing world deepens, learn more about what the district got right, what it did not, and what it can do next to develop a system of leading teachers in schools where the walls of learning come down between classrooms and communities. Participants will have a chance to explore new tools to guide their own journey.	Barnett Berry , <i>Senior Research Fellow</i> , Learning Policy Institute Tyler Sherman , <i>Lead Teacher</i> , Anaheim UHSD	Strand 5: Systems & District Conditions for Sustainability
<i>Educators Inspiring Educators: Building Collective Efficacy through Portrait of a Graduate Implementation</i>	Looking for strategies on how to use professional learning to build efficacy amongst educators as you work from "poster to practice"? Eureka City Schools Portrait of a System team members will provide resources from their first year of transforming their Portrait of a Graduate poster into practice. Participants will rotate between stations focused on curriculum, career-centered learning, and student agency — and dive into how to plan intentional district professional learning days to strategically implement Portrait of a Graduate competencies within the classroom and increase collective efficacy amongst educators.	Nanette Voss , <i>District Teacher on Special Assignment: Curriculum Development</i> , Eureka City Schools Kaitlan DeHart , <i>Teacher on Special Assignment — Learner Agency & Secondary Instructional Coach</i> , Eureka City Schools Ron Perry , <i>Teacher on Special Assignment: Educational Pathways</i> , Eureka City Schools	Strand 6: Educator Capacity & Adult Portraits

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<i>From Portrait to Practice: Building an Educator Competency Framework to Realize Your Portrait of a Graduate</i>	Eureka City Schools shares how they built a comprehensive Educator Competency Framework that mirrors their Portrait of a Graduate — helping teachers and leaders develop the same skills they want students to demonstrate. This session explores the design process, implementation tools, and professional learning structures that supported the shift, giving participants a model and framework they can adapt to build adult learning systems aligned to their own Portrait.	Gary Storts , <i>Superintendent</i> , Eureka City Schools Adam Rubin , <i>Founder & CEO</i> , 2Revolutions <i>and more...</i>	Strand 6: Educator Capacity & Adult Portraits
<i>Activating Adult and System Portraits Through Liberatory Design</i>	Liberatory Design, co-created by the National Equity Project, is an approach to creatively designing for equity and navigating complex change processes. It also works as a leadership framework and a shared language for leadership practice. Long Beach Unified School District's Vision 2035 — co-constructed with community — is comprised of a graduate portrait, an adult portrait, and a system portrait. This session focuses on how the district has been using Liberatory Design to activate its Adult and System Portraits to create the capacities and conditions for more transformative movement towards the vision of its Graduate Portrait. Participants will use the Mindsets and Modes of Liberatory Design to imagine possibilities for transformative adult learning and system conditions in their own context.	Tom Malarkey , <i>Director</i> , National Equity Project Dr. Nader Twal , <i>Special Assistant to the Superintendent</i> , Long Beach USD Dr. Jill Baker , <i>Superintendent</i> , Long Beach USD	Strand 6: Educator Capacity & Adult Portraits
<i>Advisory as the Nexus for Whole-Child Learning</i>	Advisory programs, when intentionally designed, become the heartbeat of a school's Portrait work — a space where students are known, challenged, and supported as whole people. Envision Education's approach to advisory puts student relationships and Portrait competencies at the center of every interaction. This session, featuring the perspectives of students who have experienced advisory firsthand, explores how Envision builds advisory structures that develop the whole child and make the Portrait visible in daily school life. Participants will leave with practical tools and design principles they can apply immediately.	Lindzey Tassano , <i>Senior Director of Student Services</i> , Envision Education / Envision Learning Partners	Strand 7: Equity, Multilingualism & Whole-Child Design
<i>Graduate Profile + PBL = Support for Diverse, Multilingual Learners</i>	We will explore how San Leandro USD has used its Graduate Profile since 2018 to focus its support for a diverse, multilingual student body. Learn how our Profile influenced our English Learner Master Plan and current strategic plan, and connected to teacher professional development in project-based learning as an alternative to “the pedagogy of poverty.” We will share highlights from a recent research brief published by PBLWorks, “Supporting Multilingual Learners through Gold Standard Project Based Learning.” You'll also hear about examples of K-12 PBL projects that are culturally relevant and incorporate social justice standards as they build Graduate Profile competencies. After we share lessons learned by San Leandro USD, you'll have time to discuss what you heard and apply it to your own work.	John Larmer , <i>Senior Fellow</i> , PBLWorks/Buck Institute for Education Dr. Sonal Patel , <i>Assistant Superintendent, Educational Services Division</i> , San Leandro Unified School District Addie Watson , <i>Sr. Manager of Educational Partnerships</i> , PBLWorks	Strand 7: Equity, Multilingualism & Whole-Child Design
<i>Centering a Forgotten but Critical Element of a Powerful PoG</i>	A Portrait of a Graduate is only as powerful as its commitment to every learner. This session shines a light on what is often missing from Portrait development: an explicit, equity-centered commitment to multilingual learners. With co-presenters from Oxnard School District and UC Santa Barbara, participants will explore what it means to embed multilingualism and linguistic justice into the Portrait itself — and walk away with strategies for ensuring their Portrait truly belongs to all students.	Francisca Sánchez , <i>President</i> , META (Multilingual Educators Transforming Achievement) Dr. Ana DeGenna , <i>Superintendent</i> , Oxnard SD Liliana Sánchez , <i>Student</i> , UC Santa Barbara	Strand 7: Equity, Multilingualism & Whole-Child Design

Session Title	Session Abstract	Session Presenters	Session Strand
Advisory: Where Your Portrait Comes to Life	Advisory programs have emerged as one of the most powerful structures for bringing a Portrait of a Graduate to life — but only when they are intentionally designed. This session explores how districts and schools can transform advisory into a rich, student-centered experience that develops the whole child, builds relationships, and creates visible evidence of Portrait competencies. Presenters will share models from multiple contexts, practical implementation tools, and frameworks for sustaining advisory as a culture-building cornerstone of Portrait-aligned schooling.	James Cryan , <i>Founder & CEO</i> , Willow Education Rich Harrison , <i>CEO</i> , Lighthouse Community Public Schools Kait Sweetman , <i>Chief Product Officer</i> , OneGoal Sarah Lynch , <i>VP of Futures Design & Innovation</i> , TNTP	Strand 7: Equity, Multilingualism & Whole-Child Design

Note: Sessions marked “and more...” have additional presenters whose details are not yet available. This document will be updated as details come in.