

Profile of a Learner / Educator / Leader

What do you USE a Learner Profile for?

We focused on Profile of an Educator mostly. Some of this is what we COULD use them for vs what we are currently using them for.

For professional learning:

- Utilize for training and professional development for teachers to help the “sense-making” of the profile and how it can inform their work.
- Helps to inform the coaching process with teachers to include feedback, lesson planning, and reflection.
- Allows teachers the ability to set targeted goals for growth around certain aspects of the profile.
- Allows leaders and coaches to highlight worth of the educator outside of SOL's and acknowledge strengths within the profile.

For curriculum development and alignment:

- Provides a framework to align curriculum work.
- Important to align division work that's already in motion to the profiles moving forward. Find what fits and keep it, find what doesn't fit and doesn't work and abandon it.
- Organically developed profiles provide the ability for the division to align instruction, PD, and deeper learning work in a way that makes sense and aligns the work of everyone included.

For district alignment and decision making

- Profiles allow for clear communication to all stakeholders about what it is that we are doing and why we are doing it. This provides clarity to stakeholders on why certain shifts are occurring with teaching and learning.
- Profiles can also be used to “filter” decisions on instructional priorities, budgets, personnel, etc...

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 - [Activity Planning Document](#)

How do we use the Profile for growth and feedback?

- To assist with self analysis and reflection.
- How to implement the general provisions coming from the state level?
- Redefine the evaluation tool to include the four components of the Profile of a Virginia Educator (leadership, knowledge, support, and skills)
- Change the mindset of the administrator to one of providing feedback, not completing a checklist.

- Appropriate feedback for the level of the teacher skill and will (low and high) quadrants

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How do you engage the community around the development and implementation of The Profile of a Graduate?

First off, who do we mean by “Community”?

Stakeholders may include, but not limited due:

- Parents (PTA, educational foundations)
- Community leaders (small business owners, industry leaders, religious organizations, alumni networks, rotary clubs, fraternal networks)
- Students, Teachers, Administrators and other staff members
- School board members
- City council

Next, how might we engage the community?

- Avenues for to solicit feedback:
 - Town Hall Meetings (face-to-face and online)
 - Focus Groups
 - Surveys
 - Advisory Boards
- Other factors of consideration:
 - Create a sense of urgency - what are the needs in the community that these endeavors could support.
 - Make avenues for feedback accessible to the community.
 - Symbiotic relationships - how can these partnerships be mutually beneficial to multiple facets of the community.

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How do you get students involved in the development of the profiles (Learner / Educator / Leader)?

- Develop trust in the ability of students to lead the work and know what they need to learn
- Use surveys to determine:
 - Types of learning opportunities that students need: Do our current practices align with the responses?
 - Feedback on the relevance of the curriculum (language & bias)
 - Perception of equitable practices
- Use students as a check for the attributes to ensure we got it right!!!!
 - You could select a group representative of the entire school population to get feedback
 - You could have groups of students take the final list and do school crosswalks to check the attributes in action.