

Farmington Public Schools VOGC

Vision of the Global Citizen

FPS Graduates Will Be...

- Self Aware Individuals
- Empowered Learners
- Disciplined Thinkers
- Engaged Collaborators
- Civic Minded Contributors

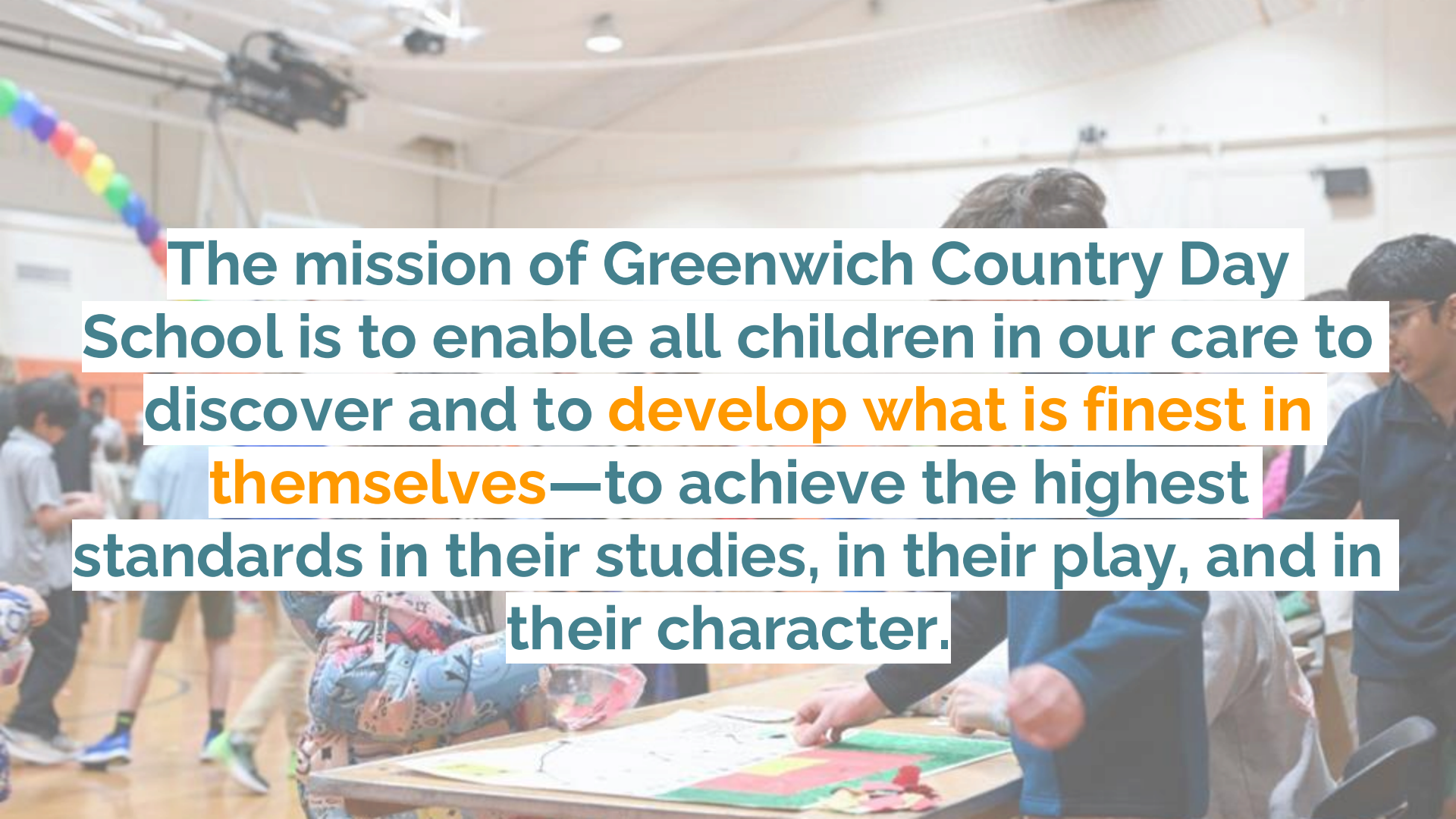


ASPIRE/Capstone Mission: Purpose & Passion



A photograph of a science laboratory. A teacher and several students are gathered around a lab bench. They are all wearing safety goggles and blue gloves. The students are wearing black aprons over their clothing. One student is looking at a microscope. The teacher is smiling and looking at the students. The lab bench has various equipment, including a microscope, a beaker, and some papers. The background shows a window and a door.

Portrait of a Learner at GCDS

The background image shows a school hallway with students in the background. A prominent rainbow balloon is visible on the left side. The text is overlaid on the image in white boxes with dark borders. The text reads: "The mission of Greenwich Country Day School is to enable all children in our care to discover and to **develop what is finest in themselves**—to achieve the highest standards in their studies, in their play, and in their character." The words "develop what is finest in themselves" are highlighted in orange.

The mission of Greenwich Country Day School is to enable all children in our care to discover and to **develop what is finest in themselves**—to achieve the highest standards in their studies, in their play, and in their character.

GCDS is a vibrant community united by our commitment to deep, meaningful, and joyful learning.

Our **Portrait of a Learner** describes the capacities we cultivate in students and adults, and our **Design Principles** describe how we create every learning experience at GCDS.

AT GCDS, WE ARE ALL LEARNERS

Portrait of a Learner

Learners acquire a core body of knowledge as they develop the essential capacities to:

- Think critically and creatively across subject matter
- Pose and pursue meaningful questions
- Work collaboratively in order to problem-solve and produce high quality work
- Communicate with empathy, purpose, and clarity
- Explore interests, build purpose, and persist through setbacks
- Engage independently and with curiosity in learning
- Provide and effectively integrate feedback
- Use social, technological, and cultural literacies to serve in diverse and global contexts
- Value the physical and emotional well being of self and others
- Act with the highest standards of character, integrity, and care

Design Principles

Learning experiences and curricula at GCDS

- Blend disciplines
- Offer flexibility and choice
- Include and value every learner
- Connect to the world beyond GCDS within relevant contexts
- Foster intrinsic and purposeful engagement
- Encourage self-awareness, inquiry, and independence in learning
- Promote healthy social and emotional development
- Encourage reflection as essential to growth and assessment
- Demonstrate learning and accomplishment through the exhibition of work for an authentic audience



**Greenwich Country
Day School**

June 2020



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Key Themes

- **Application** of Learning + Authentic Audiences
- Student **Agency**
- **Guiding shifts** in Assessment + Reporting
- Applying Learning Toward the **Public Good**
- **Relationships**
(Student + Teacher + Family)

MENDON-UPTON REGIONAL SCHOOL DISTRICT **PORTRAIT OF A LEARNER**

Confident, capable, and happy in the world beyond school



PORTRAIT OF A LEARNER: GUIDING PRINCIPLES



Nipmuc Regional High School has engaged in an intentional process to bring the MURSD Portrait of a Learner (PoL) to life. The process of establishing the PoL and integrating it into teaching and learning is guided by four principles that align with our guiding documents including our district's mission, our beliefs about learning, and our definition of learning.





01

Identities, not simply skills

MURSD's Portrait of a Learner frames its competencies as identities, encouraging students to recognize not only what they have learned but also what they can become by exploring the PoL. Exploration of the Portrait of a Learner can help students develop a positive personal narrative that will enable them to be confident, capable, and happy in their lives beyond Nipmuc.



02

Focus on intentional moments of learning

While connections can be made between all learning experiences and the Portrait of a Learner, at Nipmuc students participate in intentional learning experiences that allow them to reflect on their growth with the PoL. These purposeful moments when the study of the Portrait of the Learner intersects with the curriculum include showcases of learning, authentic learning experiences, and Inspired Learning Days.



03

Value growth and reflection, not perfection

The exploration of the Portrait of a Learner requires regular opportunities to practice the PoL skills, receive feedback, reflect on growth, and revise work. By consistently engaging in this cycle, students can develop powerful stories of learning. Just as each student is unique, so too is each student's PoL profile. The instruction and assessment strategies we use to help students develop their personal PoL profiles focus on reflection and feedback rather than traditional grading.



04 **New measures of success**

Our students are more than their grades. As a school community, we can help each learner develop a powerful personal narrative - the story we tell ourselves about ourselves. By establishing school records that focus on personal narratives and the Portrait of a Learner, Nipmuc can help students not only to create and share their stories but also to share qualitative data to complement their academic achievement.

STUDENT STATEMENT



Student Statement

"Makary Mansy is passionate about computer science and engineering and is eager to propel tech forward. Co-founding Nipmuc Esports and leading as varsity volleyball captain, he merges his love for tech and sports to drive innovation and teamwork."



Issued by:
Nipmuc Regional
High School

EVIDENCE



Evidence 1

Featured work selected by the learner.



Maine Space 2030: Shaping the Future of Innovation and Exploration

Competency: Data, Research, and Information Literacy Analyst / Solution Seeker

Attended the Maine Space 2030 Conference, gaining insights into space innovation, technology advancements, and future exploration.



Advanced Competency



One8 Foundation Showcase: Coding Innovation

Competency: Strategic Communicator / Effective Communicator



Makary's Competency Distribution

36 completed | 0 expected



— Foundational (FC) - - - - Expected (FC) — Advanced (AC) * * * * Expected (AC)



MURSD POL



GIACOMO GRISANTI

I am Giacomo Grisanti. I'm 15 years old, and in 9th grade.

I really like Italian and English. My parents both speak Italian, and learning it helps me to connect with relatives in Italy. After school I play football and track. Football is my favorite sport, and I primarily play as a lineman where I focus on right and left tackle. Band is another one of my main passions. I always look forward to playing a concert or a competition. I play trombone and I'm currently in the Wind Ensemble and Jazz Band. I'm strong at collaborating with friends, trying to grow, and communicating. Whenever there's an optional lift, practice, or meeting, I go out of my way to attend. I need to improve my listening and athleticism. I'm interested in engineering and hope to attend a college after high school.



I AM AN EFFECTIVE COMMUNICATOR.

I am an effective communicator. I can share ideas clearly and respectfully based on the audience. In 7th grade, I completed an individual speech project. I got to pick any topic and was given time to research and write. I ended up picking what the best seltzer brand was. My favorite brand at the time was Polar Seltzer, and I ended up getting to tour the facility in Worcester and interview the Vice President through this project. I was also able to share my opinions and persuade others. This made me realize how much I enjoy debating and planning out speeches and group presentations. It allows me to share my opinions and lead discussions. I tend to share my ideas better through talking rather than writing. Through all these activities, I realized I was pretty good at public speaking. This led to me pick more speech-based projects when given the chance. These projects helped me to become more confident in my speech abilities. I enjoy engaging in discussions about the challenges we face in our daily lives. I am an effective communicator. I am a Nipmuc Portrait of a Learner Scholar.

"ONE DAY OR DAY ONE" - PAULO COELHO

0.5

number of half marathons run

76

my football number

4,124

miles to Italy

NIPMUC PORTRAIT OF A LEARNER SCHOLAR