

Compass Scholar Profile

Session 2

Today's outcomes

1. **Provide scholar input on the Compass Scholar Profile**
2. **Better understand the work that is happening to ensure all Compass Scholars receive the “gold standard” in virtual education**

Who's in the room?

- Name
- What was the most fascinating thing you learned this week?





Hello
my name is

Catina

Top 5 Strengths:

Activator, Communication,
Arranger, Positivity, WOO



Wife, mom, daughter, sister, friend, crossfitter, crafter, napper, sports mom enthusiast, former principal, AP, teacher and teacher aide; new Texan



Strategy Map

FRAMEWORK

Our **vision** is to create a *collaborative* virtual learning community, *inspiring* scholars to appreciate the ways in which arts and sciences *nurture a curiosity for life-long learning*, and prepare scholars to *take responsibility for their future success*.

Our **mission** is to *inspire* and *develop innovative, creative, self-directed learners*, one scholar at a time.

Core Values:
Achievement
Respect
Teamwork
Integrity
Communication

GOALS

Great place to learn:

By focusing on scholar engagement, 100% of eligible scholars will graduate by the end of 2021-2022 academic school year.

1

Great place to work:

Inspire our employees to:

- Hit our goals
- Do our part
- Work effectively
- Operate in alignment and with common beliefs

2

Great systems for efficiency and effectiveness

Pursue organizational excellence through effective infrastructure, mastery of job duties, and high engagement in our work

3

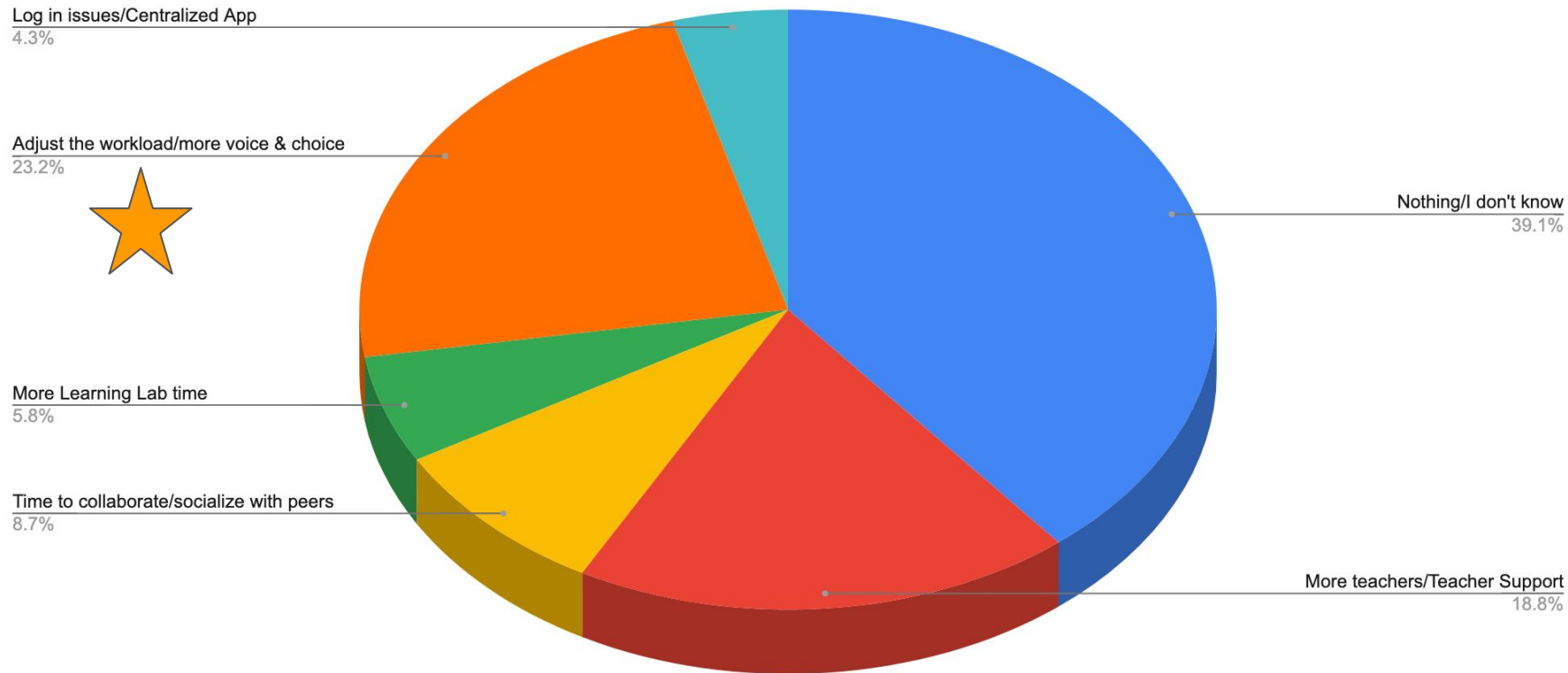
STRATEGIES

Monitor and reflect on department lead/lag measures and scoreboards

Operationalize the talent management system

Engage in strategic planning and coaching

If you were given one thing you could change about Compass, what would that be?



Top 10 skills of 2025



Analytical thinking and innovation



Active learning and learning strategies



Complex problem-solving



Critical thinking and analysis



Creativity, originality and initiative



Leadership and social influence



Technology use, monitoring and control



Technology design and programming



Resilience, stress tolerance and flexibility

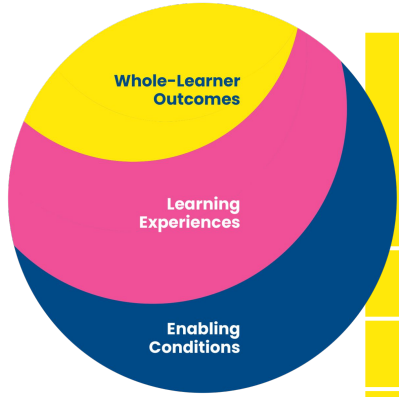


Reasoning, problem-solving and ideation

Type of skill

- Problem-solving
- Self-management
- Working with people
- Technology use and development

Compass Draft Framework



Learner Outcomes

What we want students to be when they leave Compass

Problem Solvers

Community Contributors

Confident Learners

Effective Communicators

Collaborators

Leaders

Innovators

Learning Experiences

How learning will be designed to scaffold to Learner Outcomes

Inclusive and Equitable

Authentic Learning

Personalized

Competency-based

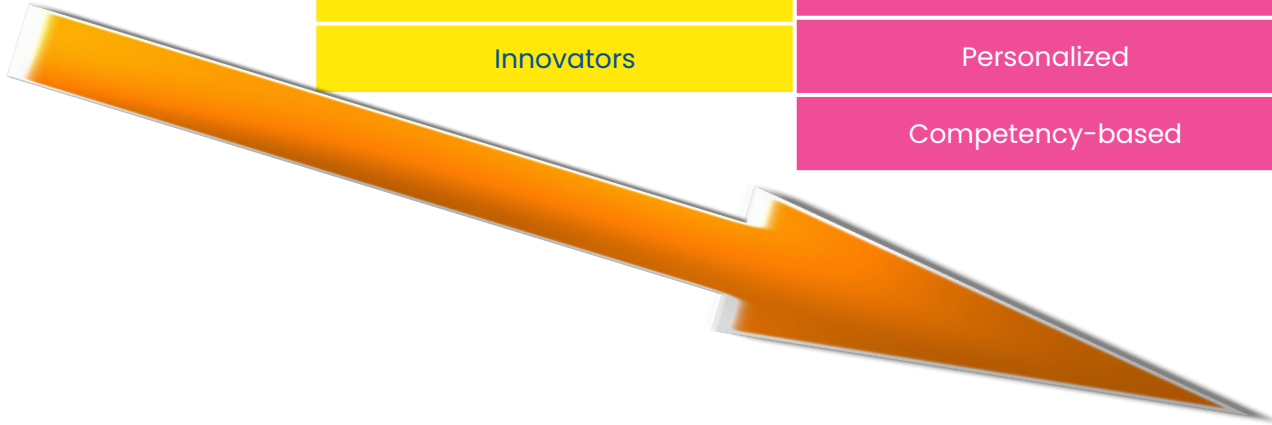
Enabling Conditions

The conditions that are critical to support the learning experiences that lead to desired learner-centered outcomes.

Coherence

Culture

Connectedness



What we
want
students to
be when
they leave
Compass

Learner Outcomes

Problem Solvers who synthesize information and explore multiple perspectives to find creative and realistic solutions.

Community Contributors who understand that they are members of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world.

Confident Learners strive to be their best and recognize their purpose and value both in and outside of school.

Effective Communicators who actively listen, strive to understand others, and seek to be understood.

Collaborators who participate effectively in a range of collaborative forums to build understanding of concepts and ideas and complete authentic tasks and projects

Critical Thinkers who actively and skillfully evaluate information as a guide to beliefs and action.

Leaders who create a safe environment in which everyone feels valued and inspired to achieve a common goal.

Innovators who don't limit themselves by what is, they seek to create something new and better.

Problem Solvers

Learner Profile
Definition

Problems solvers who synthesize information and explore multiple perspectives to find creative and realistic solutions

Competency
Indicators

Synthesize information

Explore multiple perspectives

Find creative solutions

Examples

Identifying the known & unknown to clarify a problem

Brainstorm problem solving strategies using research, resources, or criteria

Students break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving

Evaluate and potential outcomes & identify & implement the most viable solution

Builds/constructs/creates/combines/persists = action oriented descriptors used in relation to problems solving

Community Contributors

Learner Profile
Definition

Community contributors who understand that they are members of a global society and feel a sense of responsibility to make a contribution both at the local level and in the wider world

Competency
Indicators

Value equity and diversity, believe in capacity to make a difference

Evaluating the impact of decisions or actions on the dignity and well-being of individuals or communities

Contribute to healthy and sustainable communities

Demonstrates empathy and respect for diversity, culture, and opinions of others through responsible actions and evaluates the impact of interaction on others

Examples

K - 12
Understand actions have impact on others

Grades 3-5
Distinguishes differing opinions and cultural differences and responds respectfully through words and responsible actions in order to demonstrate empathy and respect

Middle and High School
Creates a proposal and initiates collaboration with others to implement a community improvement project

High School
Connects with others to resolve conflicts, to advocate and/or solve problems

Confident Learners

Learner Profile
Definition

Confident learners strive to be their best and recognize their purpose and value both in and outside of school

Competency
Indicators

Confident enough to have the independence to make their own choices

Utilizes a growth mindset

Understands that learning comes from being willing to take risks and make mistakes

Recognizes how each person's unique perspective adds to collective understanding

Applies learning independently

Examples

I listen with care and patience to understand and learn from others

I approach change or challenge as opportunities to grow and improve

I see setbacks as challenge to seek better solutions

I explore opportunities for personal growth in my learning and in my community

I demonstrate the confidence to implement innovative ideas

Effective Communicators

Learner Profile
Definition

Effective communicators who actively listen, strive to understand others, and seek to be understood

Competency
Indicators

Clarifying the purpose or intention of a message in relation to audience, context or culture

Considering perspectives, emotions and experiences when seeking shared understandings

Expressing ideas or concepts using effective language, conventions or protocols

Demonstrating respect and responsibility when communicating with others

Examples

I seek clarification to ensure I understand the message as intended

I respect the experiences or views of others when expressing opinions or ideas

I select style, content and format of messages to inform, instruct, motivate, persuade, or share ideas

I support or empower others who are reluctant to share their knowledge or views

Collaborators

Learner Profile
Definition

Collaborators who participate effectively in a range of collaborative forums to build understanding of concepts and ideas and complete authentic tasks and projects

Competency
Indicators

Exchanges Ideas

Shares Responsibility

Participates in Different Roles

Examples

Elementary Students
Students make a comment based off what another student mentions in class

Secondary Students
Students lead their own Socratic Seminar: They pose questions to each other and build off each other's ideas

Elementary and Secondary Students
Students show empathy to each other and take in diverse views by acknowledging their different opinions with equal attention

Elementary and Secondary Students
When students are working in small groups, they are flexible in the way they can contribute to meeting the group goal

Critical Thinkers

Learner Profile Definition

Critical thinkers who actively and skillfully evaluate information as a guide to beliefs and action

Competency Indicators

Examines Bias &
Is an expert at gathering information, all sides of the story

Searches out a wide variety of facts &
Is open minded, humble

Listens to varying opinions &
Moves theory in to action

Committed to synthesizing and developing a vision &
Is deeply caring

Has a growth mindset and celebrates mistakes &
Is a responsible risk takers when in safe environment

Examples

Ability to set and follow thru with goals

Ability to reflect and move beliefs into action(s)

Leaders

Learner Profile Definition

Leaders who create a safe environment in which everyone feels valued and inspired to achieve a common goal

Competency Indicators

Participates in opportunities to impact the community

Values equity and diversity and believes in the capacity to make a difference

Considering diverse perspectives when examining interactions between cultural, environmental, political or economic systems and communities

Evaluates the impact of decisions or actions on the dignity and well-being of individuals and communities

Analyzing various ways in which decisions are made within cultural, environmental, political or economic systems

Examples

I examine how my choices and actions affect the world around me.

I examine how communities address issues to ensure that diverse social and cultural identities, roles, or interests are included.

I explore how shared or diverse interests contribute to decision making.

Innovators

Learner Profile
Definition

Innovators who don't limit themselves by what is, they seek to create something new and better

Competency
Indicators

Recognizes opportunities and imagines possibilities to apply ideas in new ways

Evaluates and adapts materials or processes in response to feedback or emerging conditions

Demonstrates initiative, resourcefulness, and perseverance when transforming ideas into actions, products or services

Leads and acts with a proactive mindset and focus on future possibilities.

Examples

I brainstorm ways to create or transform objects or situations.

I modify ideas or innovations to suit desired or alternative situations or contexts.

I exhibit the courage to take risks and pursue new ideas.

I demonstrate the confidence to implement new ideas.

Learning Experiences

How learning will be designed to achieve the Learner Outcomes

PERSONALIZED

Learning is tailored to each learner's unique strengths, skills, interests, and needs.

- Develop learners' metacognition, self-regulation, and perseverance
- Co-construct the learning experience
- Customize learning opportunities based on each unique learner

COMPETENCY-BASED

Evidence-based instruction, assessment, and feedback drive learning based on progress toward desired knowledge, skills and habits.

- Harness assessment and data as tools for learning
- Use a mastery approach to learning
- Measure mastery through performance-based assessments

AUTHENTIC

Learning is meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

- Design real-world learning experiences
- Provide opportunities for anytime/anywhere learning
- Create authentic products for authentic audiences

INCLUSIVE & EQUITABLE

Collaborative and culturally-relevant learning communities empower every learner to tap into their full academic and social potential

- Cultivate a sense of belonging
- Nurture a meaningful and engaging learning community
- Partner with learners to reach their full potential

PERSONALIZED, Learning is co-constructed based on each learner's unique strengths, skills, interests, and needs.

Competency	Indicator
<p>Develop learners' metacognition, self-regulation, and perseverance</p>	<p>Empower students I help students build their agency, determine priorities, and develop skills to choose between competing interests.</p>
	<p>Encourage self-regulation I develop students' abilities to self-reflect and self-regulate via strategies such as goal setting, self-assessment and self-pacing.</p>
	<p>Highlight the process of thinking I use modeling, rehearsal, and feedback techniques that highlight the processes of thinking, rather than focusing exclusively on the products of thinking.</p>
<p>Amplify student voice</p>	<p>Engage students as problem-solvers I provide opportunities for students to contribute to classroom or school-based decision-making processes</p>
	<p>Solicit feedback I solicit my students' feedback about their classroom experience and use it to improve and iterate</p>
	<p>Promote equity of voice I use protocols and methods to ensure all student voices are heard</p>
<p>Customize the learning experience</p>	<p>Use formative data I create opportunities to document and track learning that inform each learner's readiness, strengths, needs, and interests.</p>
	<p>Ensure flexibility in learning process, product, or pace I scaffold, customize whenever possible, and provide adequate interventions to appropriately stretch each learner</p>
	<p>Create responsive learning experiences I recognize and integrate knowledge of individual learners, diverse cultures, and the community context in developing materials and pedagogy to ensure inclusive learning environments that enable each learner to meet rigorous standards.</p>
	<p>Leverage technology I use technology to lessen the burden of tracking student progress, find materials, engage learners in different ways, and offer academic supports.</p>
	<p>Shift the decision-making dynamic During learning, I enable students to choose and co-design curricula. At the conclusion of learning, I co-construct and offer choice among multiple means for students to demonstrate proficiency.</p>

AUTHENTIC

Meaningful, relevant learning grounded in real-world challenges and applications for authentic audiences.

Competency	Indicator
Design real-world learning experiences	Design with, not for I engage learners and other faculty in co-designing projects that stretch and deepen the learning experience.
	Create interdisciplinary projects I use collaborative, cross-curricular projects to develop learners' understanding of content areas, applications beyond school, and skills to apply knowledge..
	Spark student reflection I emphasize regular student reflection about specific questions that draw out the learning within the project.
	Integrate concepts into projects I present content-based concepts (both within and across disciplines) through a variety of perspectives in order to engage learners in critical thinking, creativity, transfer, and collaborative problem solving related to authentic local and global issues.
Promote anytime/ anywhere learning	Crosswalk external experiences to learning targets I align out-of-school experiences to relevant academic outcomes, so students may demonstrate proficiency and receive credit for out-of-school experiences.
	Create flexible learning environments I develop diverse physical and digital environments that maximize learning within, across, and beyond classrooms.
	Build networks for and with your students I connect students with mentors and internship experiences when possible, that provide real world learning experiences from experts in their fields.
	Build relationships with your community I build relationships with families, community members, business people, etc to support communities of practice that enhance individual and group learning
Spark collaboration	Promote peer feedback I develop students' abilities to collaborate with peers via strategies such as peer assessment
	Focus on equity I analyze collaborative group work to ensure that it engages and stretches each learner and builds toward demonstration of proficiency of specific skills
	Develop collaboration & cooperation skills I develop, scaffold, facilitate and where appropriate, co-design collaborative and cooperative group work and foster students' specific collaboration skills necessary for group work.
	Celebrate differences I plan ways to recognize and address issues of different cultural norms and implicit biases among students when they arise in collaborative group work

COMPETENCY BASED ASSESSMENT

Learning is driven by evidence-based instruction, assessment, and feedback cycle based on progress toward desired knowledge, skills, and dispositions.

Strategy

Use assessment and data as tools for learning

Modify path, pace, or product

I apply the use of data (quantitative and qualitative) systematically to understand individual skills, gaps, strengths, weaknesses, interests, and aspirations of each student, and use that information to design personalized learning paths and pace

Use a variety of assessment methods

I use multiple, frequent, and formative assessments —such as self-assessment, exit tickets, and student surveys—in a timely manner to engage learners in their own growth, to monitor learner progress, to guide educators' and learners' decision making, and to communicate with families.

Plan with a competency-based approach

Design backwards

I design curriculum units backwards, starting from essential questions, recognized standards, school-wide and/ or subject-specific competencies, school or district learner profiles and/or real-world problems to be solved

Emphasize the iterative process

I maintain a focus on high expectations for achievement while providing feedback and opportunities for practice, revision, and improvement.

Define levels of proficiency

I create, use, or adapt rubrics that clearly define what "proficiency" looks like for key content-based concepts.

Connect skills and content to the real world

I create learning experiences that make the content-based concepts accessible and meaningful (e.g., to understand the "why," as well as the "how").

Create performance-based assessments

Share outcomes

I provide students with a clear understanding of the desired competencies to be mastered.

Support students telling their learning story

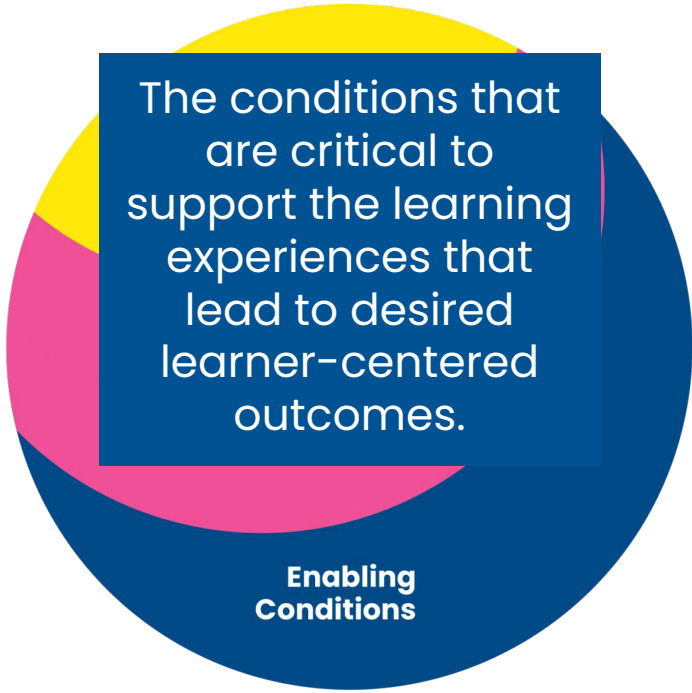
I facilitate the development of a Student Portfolio: a curated collection of performance assessments from multiple subjects aligned to the Profile of Success, which shows evidence of growth and proficiency in those skills.

Assess authentic demonstrations of learning

I provide students with an opportunity to create public products and share their learning with a public audience.

EQUITABLE & INCLUSIVE, Learning communities are collaborative and culturally relevant, where every learner feels they belong and can tap into their full academic and social potential, contributing to the collective success of their community.

	Strategy
Nurture a meaningful and engaging learning community	Build community with learners I invest time to get to know my learners and for my learners to know me.
	Plan & Design for Equitable SEL I design learning experiences that develop social and emotional skills and model my own social-emotional learning for my students.
	Acknowledge systemic inequities I am aware of the history of schooling in America and its role in the perpetuation of undeserving marginalized youth due to race, gender identity, sexual orientation, learning differences and/or behavioral challenges, etc.
Cultivate a Sense of Belonging	Honor learner cultures I demonstrate awareness of and employ culturally responsive teaching to center students' cultural diversity as a strength and asset in their learning journey.
	Engage learners I deliberately build students' abilities to engage in self-directed learning as well as to learn from peers, especially those of different backgrounds, identities and strengths.
	Curate inclusive curriculum intentionally I audit my curriculum and instructional resources to ensure they represent diverse voices, stories, and perspectives, particularly from marginalized communities.
	Include learners I provide opportunities for students to contribute to classroom or school-based decision-making processes, including participatory action research, place-based education, restorative practices, and class meetings.
Partner with learners to reach their full potential	Connect learning & equity I articulate the connections between personalized approaches to learning and an equitable & inclusive stance (e.g., asset-based, recognizing individual strengths, growth mindset, continuous improvement, student agency, authentic assessment)
	Demonstrate dedication to all learners I provide age-appropriate and individualized career exploration, planning and connections counseling to help each student explore, plan and take the necessary steps toward graduating from high school ready to navigate their path in college, career and life.



The conditions that
are critical to
support the learning
experiences that
lead to desired
learner-centered
outcomes.

**Enabling
Conditions**

Coherence

Framework for the Future

Enabling Policies

Holistic Learner Outcomes and Aligned Learning Progressions

Resource Allocation

Culture

Collective Efficacy

Relational Trust

Capacity Building

Connectedness

Digital Ecosystem

Use of Time and Space

Community Partnerships

Can you share with a friend, sibling, your parent to see what thoughts and ideas they have? You can share their reflections [here](#).



Next Steps

Whip around

What excites you about what
you have heard/learned today?

Closing

