



Traits of the Hopkins Scholar – From Vision to Action

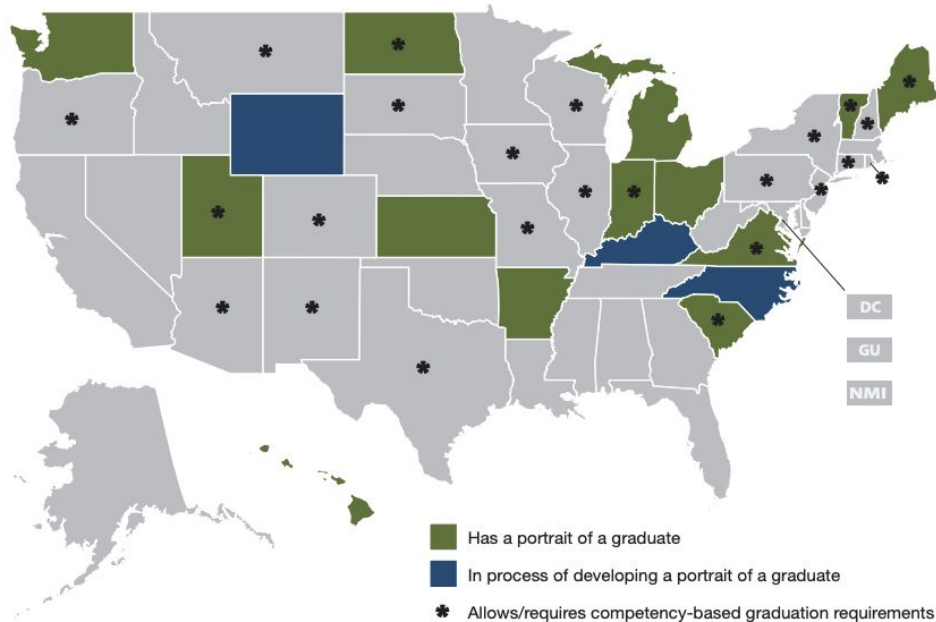
Dr. Rhoda and Dr. Ann
Hopkins Public Schools

National Landscape: Which States Have Grad Portraits?

Trait alignment across states that have statewide portrait (CHAT)

1. Critical Thinking and Problem Solving
2. Communication and Collaboration
3. Creative and Innovative Thinking
4. Social and Emotional Intelligence
5. Global and Civic Responsibility
6. Adaptability and Lifelong Learning
7. Digital and Technological Literacy

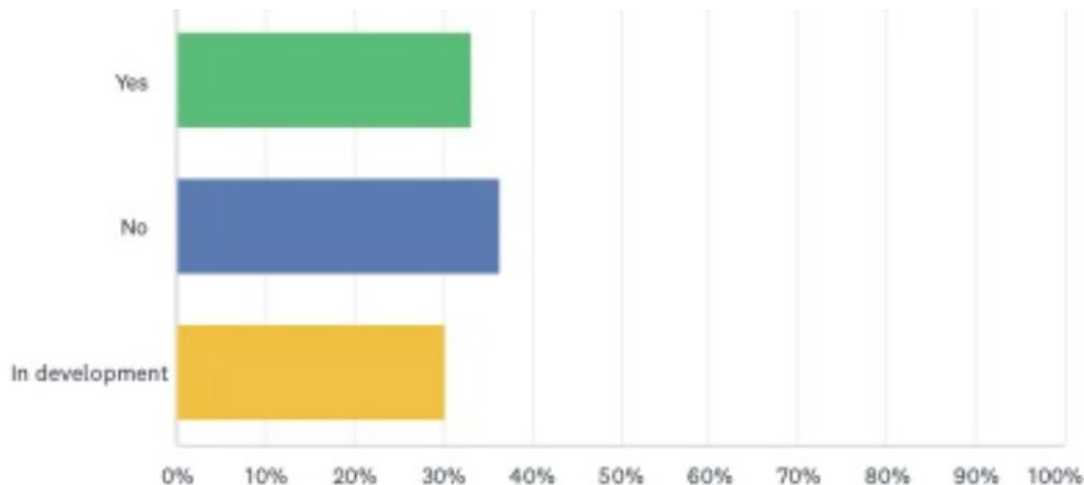
Figure 1. States Create Portraits of a Graduate



Source: Ben Erwin and Gerardo Silva-Padrón, "State Policies to Support Student-Centered Learning" (Denver, CO: Education Commission of the States, July 2022).

Fall 2024 AMSD Survey:

“Does your district have a portrait or profile of a learner or graduate, or do any individual schools have them?”



Answered: 33

How are the traits lived

How are teachers using them (starting at EC → rolling up)

Where do we reference the traits:

Milestone Map

IB/CASEL/Trait alignment / Panorama

Board members use the traits in their board reports

Kindergarten marketing

Agenda

- Our Why
- Who We Are
- What We Do
- How We Do Our Work:
Operationalizing Vision 2031





Our Collective Why: Preparing Students for a Bright Future



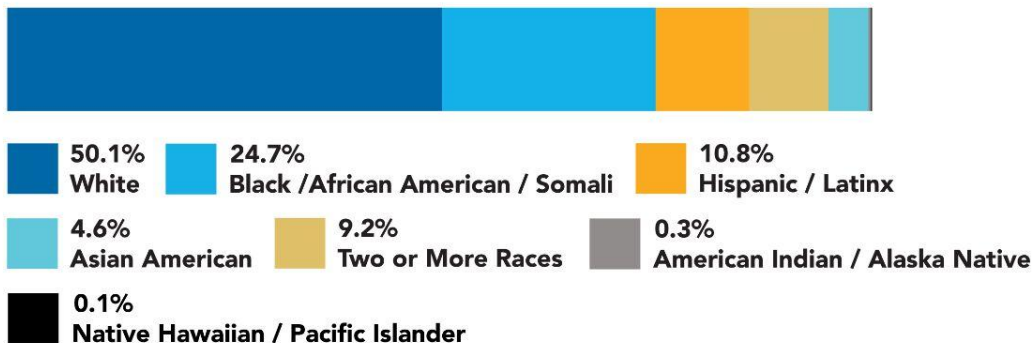
CULTIVATING THE SKILLS THAT OUR GRADUATES WILL NEED

The traditional school system was designed to prepare students for industrial work.

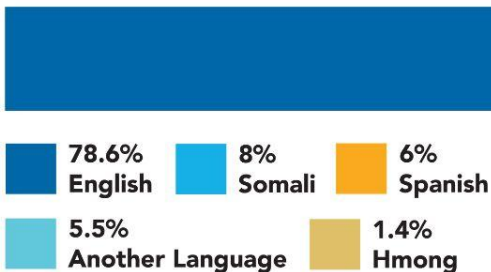
We need to prepare students for the future. Their future will be radically different from anything any of us have ever experienced.

Students - A Population that Reflects the Real World

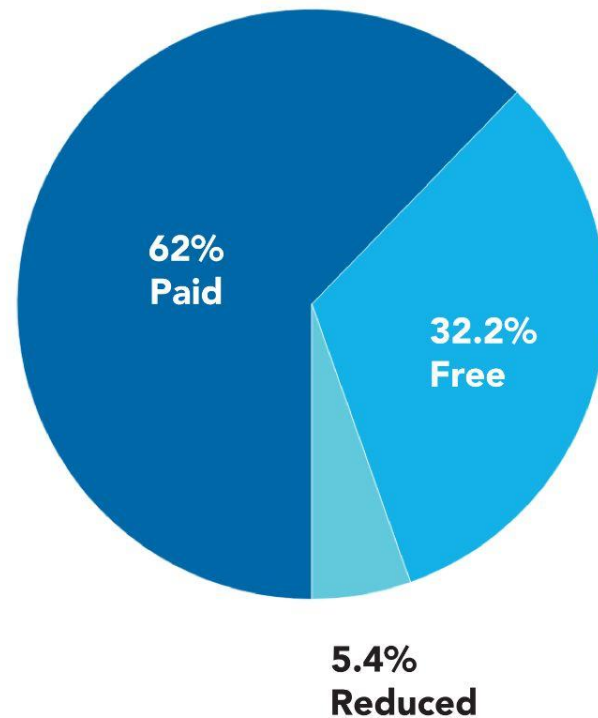
Student Population



Language Spoken



Free / Reduced Lunch Breakdown





Vision 2031 Est. 2018

3,000+

Staff, Students, &
Community
Members

250+

Strategic Task
Force Participants

24

Task Forces
2018-2021

VISION
2031

How Will We Know When We've Arrived?

Success Indicators for Vision 2031



**#1 choice of
parents,
students,
teachers, and
employers**



**District seen
as a beacon of
innovation**



**Renowned
students**



**100% college
and career
placement**



**Complete
eradication
of racial and
income
disparities**



**Staff
demographics
reflect student
demographics**

VISION2031 Roadmap

CORE VALUES

Values that demonstrate how we show up to school and work everyday.

GRADUATE TRAITS

Traits we are preparing our students to embody when they graduate.

SUCCESS INDICATORS

How we define success and distinguish ourselves from other school districts.

GRADUATE ACTIONS

Qualities and actions that we guide our graduates to take throughout their lives.

TRANSFORM SCHOOL

Innovations that will fuel success throughout our school district.

INNOVATION DRIVERS

How we are supporting our transformation on a district-wide level.



Development of Vision 2031: Hopkins Traits of a Scholar

Royal Reps Summer 2018

Royal Reps (student group of 27 secondary students) interviewed more than 300 families. They attended events like the Hopkins Raspberry Festival and asked families what a world class education meant to them.

Go Kart Labs Summer-Fall 2018

Partnered with a firm called GoKart Labs to coalesce over 3,000 pieces of input and feedback into a bold District vision.

Task Forces Fall 2018

More than 250 staff, students and community members served on Strategic Task Forces to help identify what success will look like in 2031.

2018-19 Scholar Traits Drafted

The Scholar Traits were drafted, then shared with caregivers and staff for feedback (2018-2019, 2019-2020)

2019-2020 Scholar Traits Doc

The current Scholar Traits document was written in 2020.

VISION
2031

Traits of the Hopkins Graduate

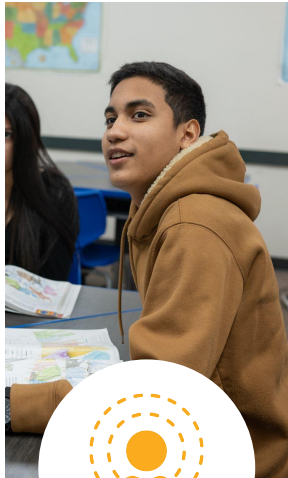
Our global scholars work collaboratively, disrupt the status quo, and will solve some of the world's most complex problems.



Critical Thinker



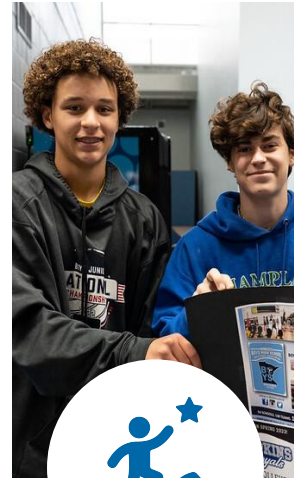
**Global &
Well-Traveled**



Holistic Thinker



Voice



Confident



Empathetic

Critical Thinker

Critical thinking means analyzing and evaluating an issue in order to form a judgment. Critical thinkers learn through interdisciplinary inquiry. Hopkins scholars who think critically are prepared to innovate to shape a better world.

- Are reflective
- Are able to challenge biases & assumptions
- Are informationally literate
- Are cognitively flexible

**Science of Reading via
Language Essentials for
Teachers of Reading &
Spelling - 300 staff and
administrators completed
and in training**

Global & Well Traveled

Global & well-traveled means appreciating the complexity of the world and our interconnectedness within it. Global learners travel outside their schools to learn. Hopkins scholars who are global believe in their capacity to influence change and advocate for the dignity and well-being of individuals, communities, and the Earth.

- Are multilingual
- Are culturally agile
- Are change-makers
- Are engaged with local & global communities

- **Chinese and Spanish immersion**
- **Music partnership with Don Bosco, San Juan Costa Rica**
- **AP African American Studies Trip to Ghana, spring break 2025**
- **VirtualEDU - Project Based Learning for social change**

Confidence means willingness to approach uncertainty by activating strengths and drawing on collective resources. Confident learners are agents in designing their learning. Hopkins scholars who are confident learn from successes and failures, can take and give feedback, and question their internal and external critics.

- Are able to generate & articulate ideas
- Are aware of strengths & areas of growth
- Are resilient
- Are honest

- **Inquiry Based Pedagogy**
- **Panorama**

Have a Voice

Voice means learners can express themselves in their most authentic way and make choices in how they express themselves. Having a voice empowers students to participate in creating their learning environment and the goals, policies, and procedures which inform it. Hopkins scholars contribute their voices to strengthen communities and create conditions for all voices to be heard.

Vocal learners:

- Are expressing their thoughts & ideas in various mediums
- Are listeners as well as contributors
- Are aware of how they can make a difference
- Are restorative community members

Holistic

Holistic means learning through the whole self: mind, body, spirit, emotions, identities, and community memberships. Holistic learners develop emotional skills and intelligence integrated with academic skills and knowledge. Hopkins scholars who are holistic understand themselves in relation to others and have a bravely optimistic sense of self.

Holistic learners:

- Are emotionally intelligent
- Are balanced socially, academically, mentally & physically
- Are able to set healthy goals and limits
- Are mindful

Empathetic

Empathetic means responding to others from a position of understanding their feelings, needs, and points of view. Empathetic learners collaborate, growing through dialogue and interactions with others. Hopkins scholars who are empathetic have a sense of shared responsibility -- building relationships, shifting perspectives, and valuing each person's contribution.

Empathetic learners:

- Are open-minded
- Are an active part of a collective
- Are inclusive
- Are kind

Hopkins Traits of a Scholar

Critical thinkers:

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Global learners:

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Where our Traits Live in the District

Traits of a Hopkins Graduate



Voice



Confident



Empathetic



Critical Thinker



Global and
Well-Traveled



Holistic Thinker

Our Traits of a Hopkins Graduate, crafted in collaboration with our community and staff, are designed to empower and prepare students for a future full of promise and opportunity.

These graduate traits align with our vision for success, emphasizing critical thinking, problem solving, collaboration, empathy, adaptability, and various literacies, ensuring our students are well-equipped for a rapidly evolving workforce. These traits also inspire our students to be change-makers in the world.

- Kindergarten & new enrollment marketing
- Curriculum resource adoption / vetting criteria
- Districtwide annual report
- New course / unit development
- Superintendent / School Board Member reports

Our Core Values



Hopkins' Core Values

- Authentically Inclusive
- Intentionally Adventurous
- Optimistic Innovation
- Humility of Heart
- Vigilant Equity
- Love

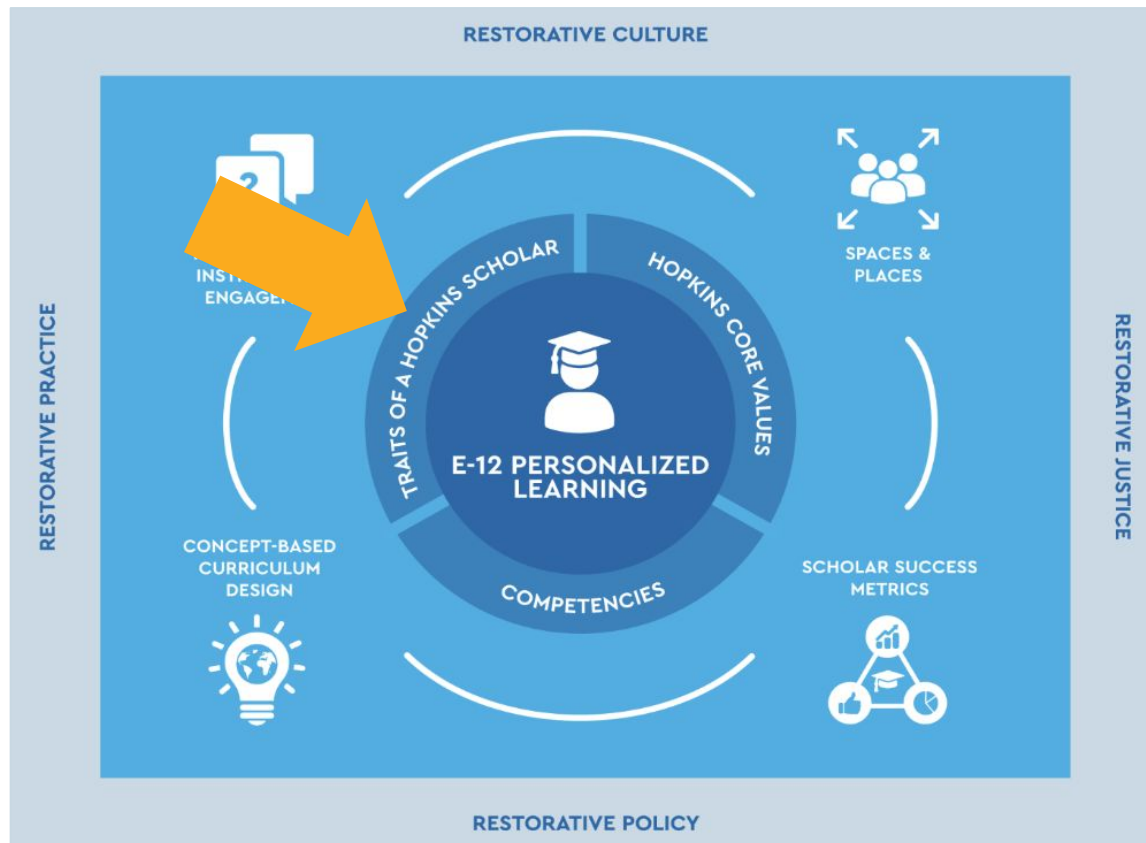
**Our students are at the center of everything we do.
That's why "love" is one of our core values.**



Traits of the Hopkins Scholar: Learning & Teaching



Hopkins Learning Framework



How We Work:

Detailed Project Management

Objective	Strategy	2031 District Deliverable	SY18-19 - SY21-22	SY22-23	SY23-24	SY24-25	SY25-26 - SY30-31
Goal: Learning & Teaching							
Student-Centered Learning for All (as defined by Hopkins Learning Framework)	Tier One Instruction is Student-Centered / Personalized Learning	Inquiry pedagogy in every classroom	Empathize & Explore	Empathize & Explore	Lab	Scale	Accomplished & Iterate
		Concept-based units for every grade level/band	Empathize & Explore	Empathize & Explore	Lab	Scale	Accomplished & Iterate
		Teacher as facilitator; students as agents of their learning	Empathize & Explore	Lab	Lab	Scale	Accomplished & Iterate
		E-12 Competency system centered on grad traits (incl. acceleration)	Empathize & Explore	Empathize & Explore	Lab	Lab	Scale
		Reimagined Talent Development	Empathize & Explore	Lab	Lab	Scale	Accomplished & Iterate
		E-12 Personalized Math	Empathize & Explore	Lab	Lab	Scale	Accomplished & Iterate
		Redesigned assessment plan aligned with competencies	Empathize & Explore	Empathize & Explore	Lab	Lab	Scale
		Portfolio of digital subscriptions aligned to learning framework	Lab	Scale	Accomplished & Iterate	Accomplished & Iterate	Accomplished & Iterate
		Redesigned Curriculum Review Cycle	Empathize & Explore	Empathize & Explore	Lab	Scale	Empathize & Explore
	New SEL System (Restorative Practices in Culture)	Classroom communities and schools that are intentionally restorative	Empathize & Explore	Lab	Scale	Accomplished & Iterate	Accomplished & Iterate
		Social Emotional Learning embedded in all conceptual units	Empathize & Explore	Empathize & Explore	Lab	Lab	Scale
		Social Emotional Learning as a part of E-12 curriculum	Empathize & Explore	Empathize & Explore	Lab	Lab	Scale



LEARNING and TEACHING



SCHOOL and DISTRICT CULTURE



OPERATIONS



PORTAGE PARTNERS
CONSULTING

24-25 Hopkins Scholar Trait Project Outcomes

- Hopkins Scholar Trait Competencies will be communicated to KG families
- All Hopkins buildings will rate themselves at "Desire" or higher in ADKAR around the Scholar Trait Competencies
- IDL team members will have identified 1-2 tools to pilot as a way of communicating traits (+ "housing" learner profiles)



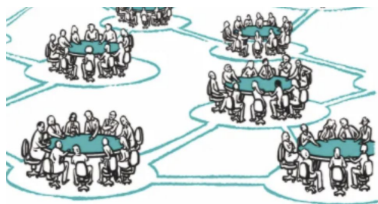
[Proci ADKAR: Change Management](#)

How We Work:

We do the work with our staff & students, not to our staff & students

LEAD

**School
Leadership**



**Teachers
& Teams**

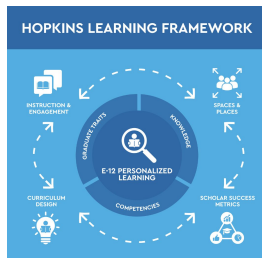
CONNECT

**Family &
Community
Partnerships**



VOICE

Scholar Voice



**Learning that Evolves
Students into Scholars**





How We Work: Concurrent Innovation



Concurrent innovation is a method of working on multiple stages of product development simultaneously to increase the speed of innovation



How We Work: Concurrent Innovation

Early childhood teachers provided narrative feedback on two scholar traits at conferences. Our IT team created a process to house this information in our SIS & continues to look for portfolio tools.

This year, a student advisory team and workgroup will launch at our K-12 online/blended school - VirtualEDU. The curricular design of VirtualEDU is project-based learning to change the world.

A Scholar Traits working group tested the grade-banded descriptors with students in their learning context. This group included media specialists, classroom teachers and elementary art, music and PE staff. This work was compensated using microcredentials.

A Scholar Traits learning group used AI to support the development of grade-banded descriptors for each trait. This work was compensated hourly.

Bringing the System Along



High Alignment

- Site goal process is highly visible and well articulated with entire staff community
- [HLF milestone document](#)
Concrete SMARTIE goals that are aligned with the components of the Hopkins Learning Framework implementation map



High Support

- School teams meet 1:1 with the goals leadership team four times over the course of the year
- Monthly, personalized learning opportunities at the Hopkins Instructional Leadership Team sessions with content provided to bring back to school staff



High Accountability

- Set time-bound expectations
- Check ins - determine whether goal was met/not met; recalibrate for next expectation

Hopkins Learning Framework: Milestone Map

Component	Research/ Resources	24-25	25-26	26-27	27-28	28-29	29-30	30-31	
Scholar Trait Competencies - New Student Success Metrics	CBE One pager SSM One Pager 20 minute learning 20 minute learning (pgs 4-6) A few hours of learning (rabbit hole) IDL contact: Abby Holm	CBE One pager SSM One Pager 20 minute learning 20 minute learning (pgs 4-6) A few hours of learning (rabbit hole) IDL contact: Abby Holm	Explore Scholar Trait Competencies in each building; begin identifying competencies within their current units. Sites identify elements of their balanced assessment system. (FYI: Alignment doc : IB, Panorama, CASEL)		All Learning Facilitators place themselves in the middle (or higher) of the LFIC map continuum for “Develops the Whole Person.” Balanced assessment system is aligned across sites and levels. Students are starting to self-assess with the scholar trait competencies. They are informally shared with families and students during academic progress conversations.		Learner profiles are integrated with Infinite Campus and framed by competencies. Learning Facilitators practice using the reporting system for Scholar Trait competencies as driven by student self-assessment.	Learner profiles are live and iterated in IC and framed by competencies. Students and families have a clear understanding of how Scholar Trait competencies embody holistic student success.	A robust learner profile houses students’ progression and demonstration of <u>all</u> competencies (including Scholar Traits).

Checkpoint Checkpoint Checkpoint Checkpoint Checkpoint Checkpoint

Leadership Moves:

Where are we at?

What is our awareness of this work?

Is there awareness/desire for this work?

Launch of
New
Program,
Project,
Initiative

Fidelity Data

1. Are we implementing the program as it was intended?
2. Are we consistent?
3. Are we engaging in activities in ways that align with our values and the program goals?
4. How do we course-correct when we veer off-track?
5. Do we identify pockets of high/low fidelity?
6. How do we support areas of low-fidelity?

Outcome Data

1. Are we seeing the outcomes we set out to achieve?
2. Is the work we're doing in this program making a positive difference?
3. Are we changing behavior? Outcomes?
4. Are we reaching our program goals?
5. Where are our pockets of success? Where are our pockets of concern?

Empathize
& Explore

Lab

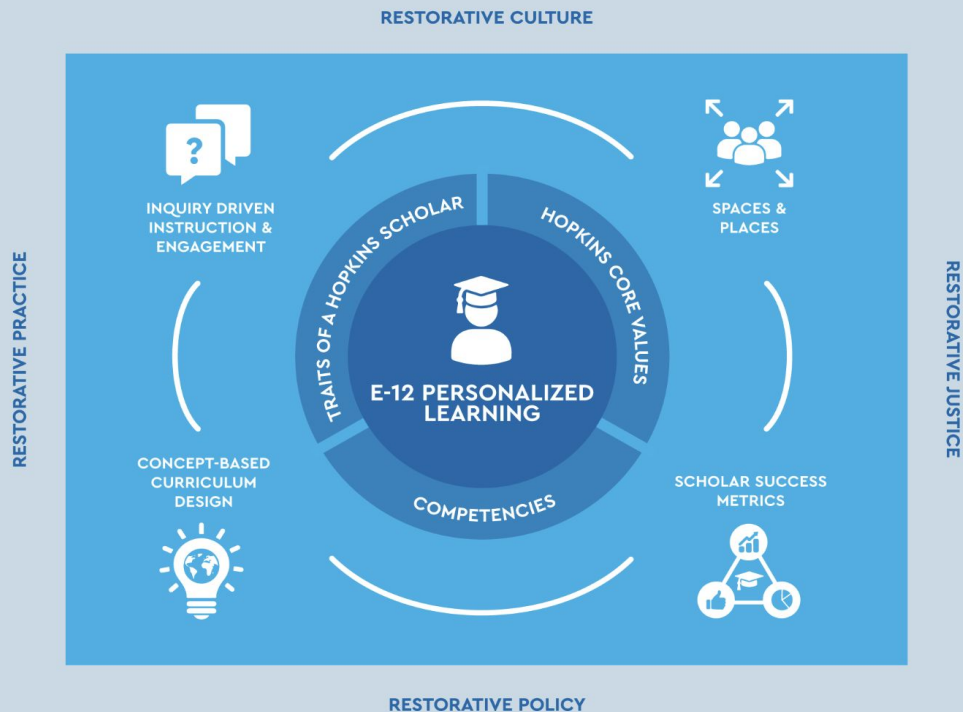
Scale

Accomplished
& Iterate

Implementation
(Time)



Thank You!



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