

Session 1: **The Portrait of a Graduate Implications for PreK - Grade 5**

Implications of the Portrait of a Graduate in the Early Grades

- Vision for learning
- Core skills and dispositions
- Seamless continuum



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Goal 1

What the
Portrait Means
in Early
Childhood



Curiosity instead of compliance

Problem-solving through play

Collaboration before independence

Reflection through conversation

Unpacking the Portrait with Teachers

- Where do we already see this in our classrooms?
- What does this look like for a 4-year-old vs. a 10-year-old?
- Shifts mindset from ‘new initiative’ to intentional practice
- Wondering, trying, failing, building = living the Portrait

Goal 2

What does a
Portrait of a
Graduate look
like in practice in
Pre-K settings?

- Start small
- Establish a shared language
- Surveys

What the Portrait Looks Like in Pre-K Practice

- Implementation through everyday moments
- Started small with culturally responsive classrooms
- Used Portrait to establish shared language
- Encouraged one small shift – not a full overhaul

Goal 3

How
Administrators
Create Conditions
for Buy-In &
Implementation

This is not about doing more...

...it's about ***seeing differently.***

Administrator Role in Buy-In & Implementation

- Buy-in comes from trust, not mandates
- Align Portrait to existing strong practices
- Model reflection, collaboration, and learning
- Leaders make it safe, just like we expect teachers to

The Portrait of a Graduate starts:

- ✓ When a child asks why
- ✓ When a teacher pauses instead of answers
- ✓ When a leader creates space for curiosity





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New York State
EDUCATION DEPARTMENT
Knowledge ➤ Skill ➤ Opportunity

Bringing the Portrait of a Graduate to Life

January 14, 2026
Mr. Dennis Kortright
Dr. Lisa Mulhall
Harrison Central School District



What “portrait” are you creating?



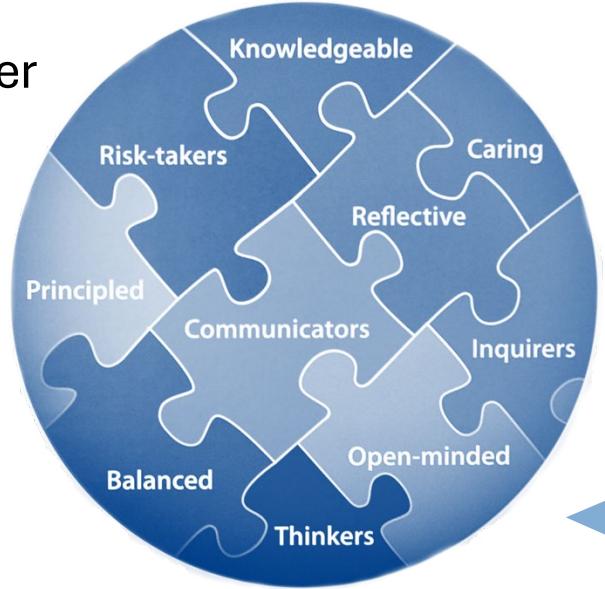
Maggie Meiners (b. 1972)
Selfies, 2015

Instructional Shifts

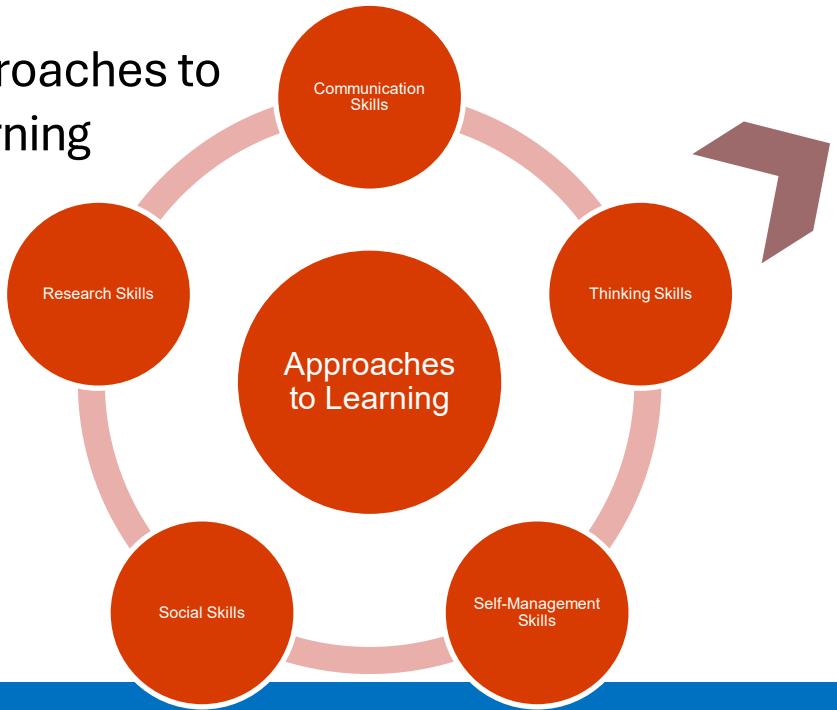
Approaches to Learning (ATL)



IB Learner Profile



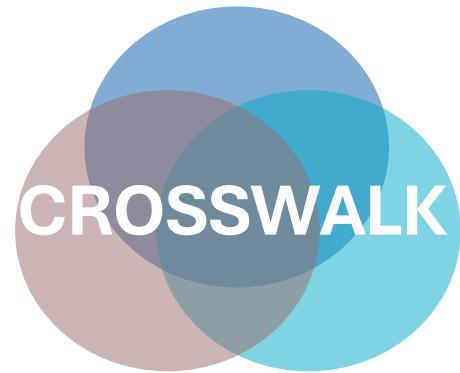
Approaches to Learning



CROSSWALK

NYS Portrait of a Graduate

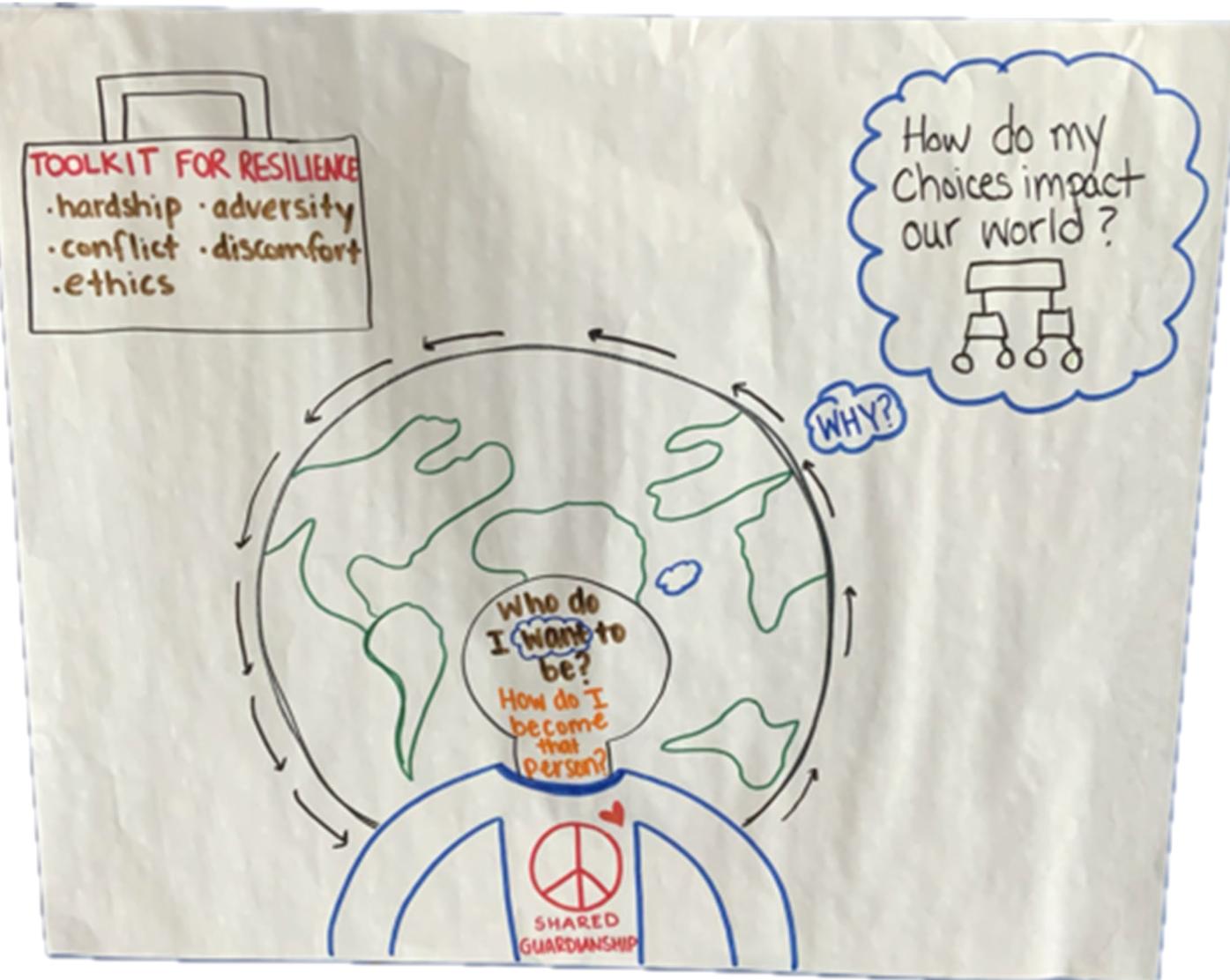




We are...

- ...Knowledgeable
- ...Risk-takers
- ...Principled
- ...Communicators
- ...Thinkers
- ...Inquirers
- ...Open-minded
- ...Balanced
- ...Caring
- ...Reflective

Launching the Learner Profile



- What are the dispositions we are already teaching in our classrooms?
- Teachers unpack the traits & dispositions
- Why is this important?

Strengthening School Culture



Care for Yourself
Care for Others
Care for this Place

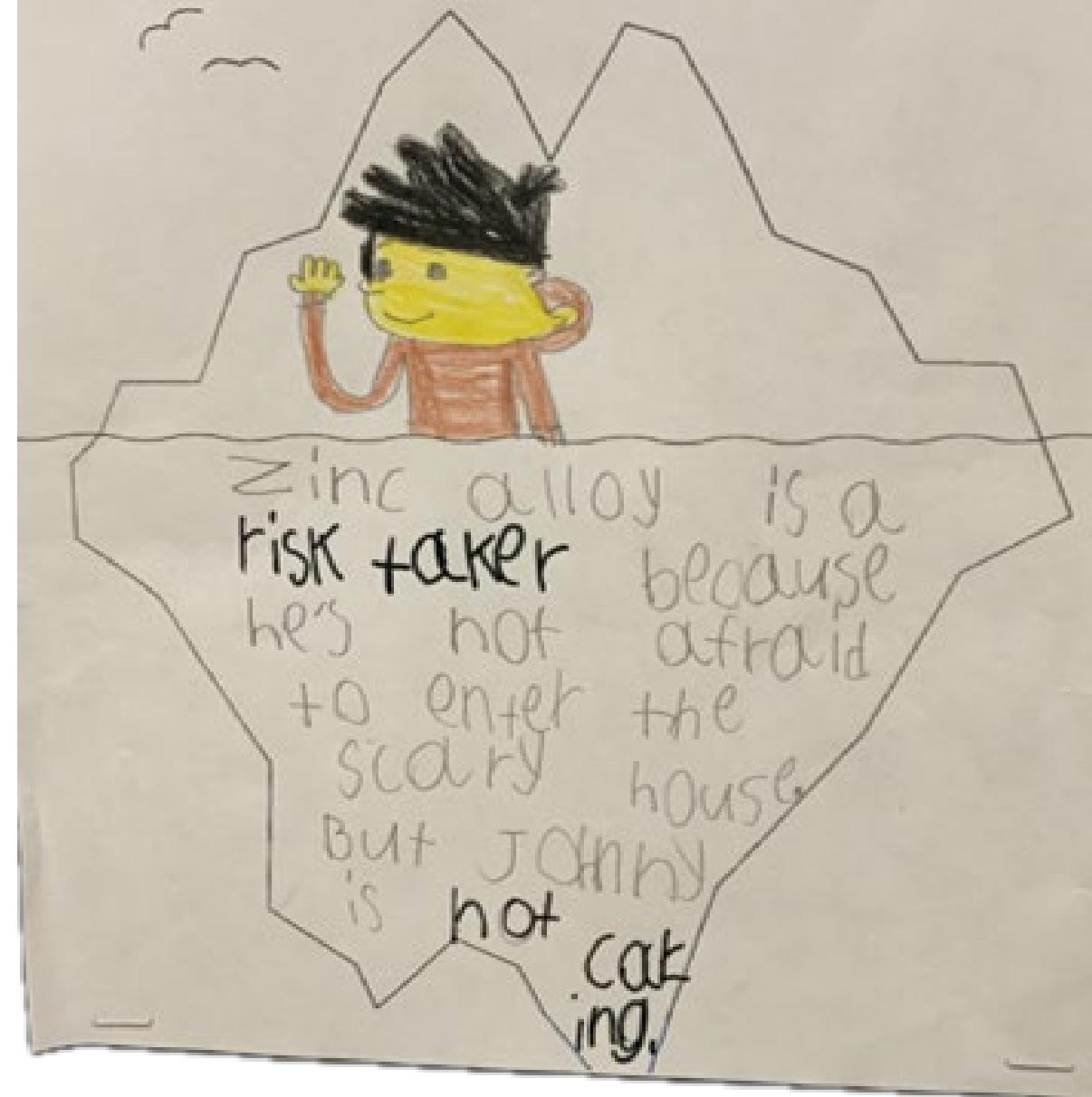


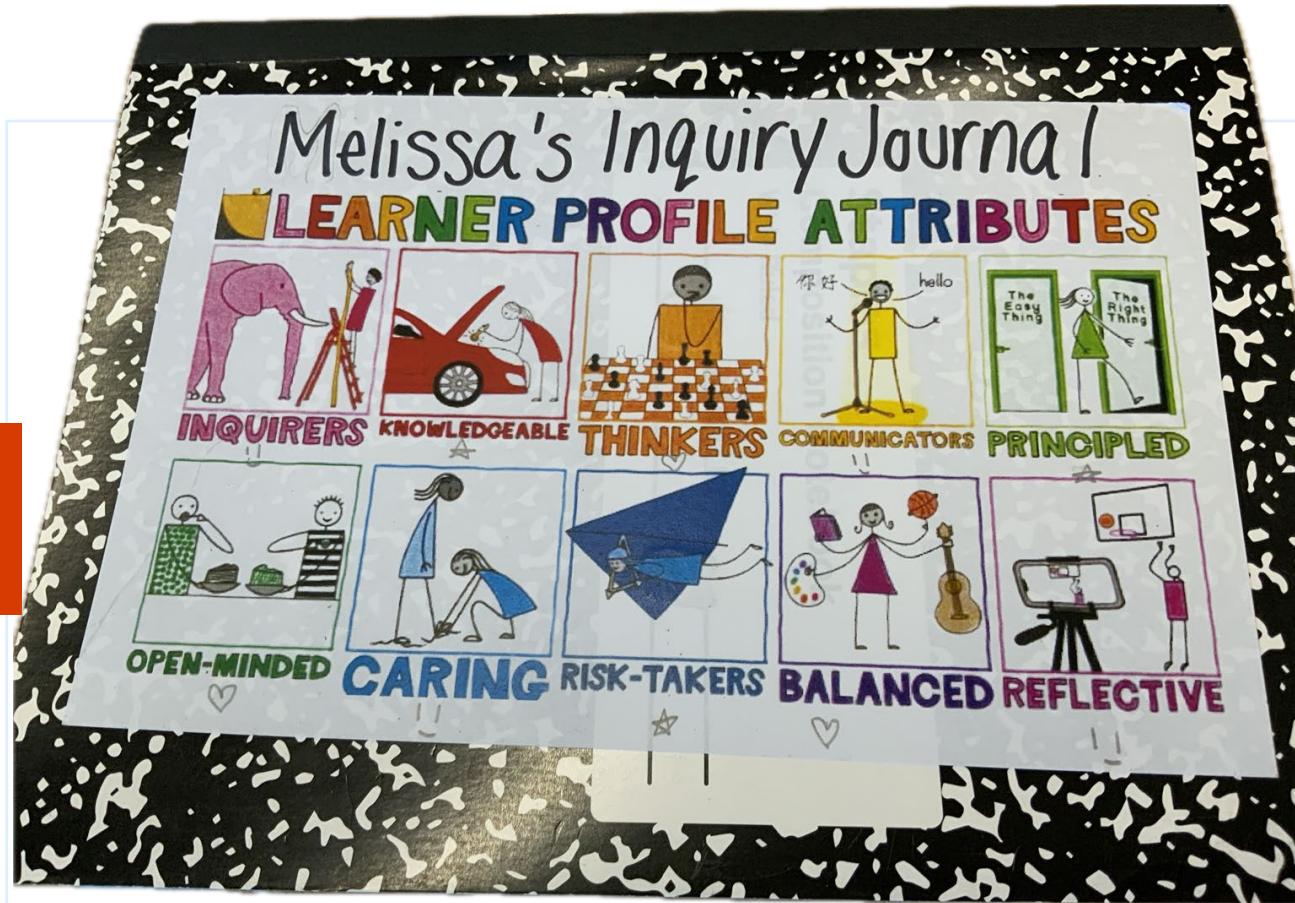
Exploring the Learner Profile Traits in Literature



Exploring the Learner Profile Traits in Literature (cont)

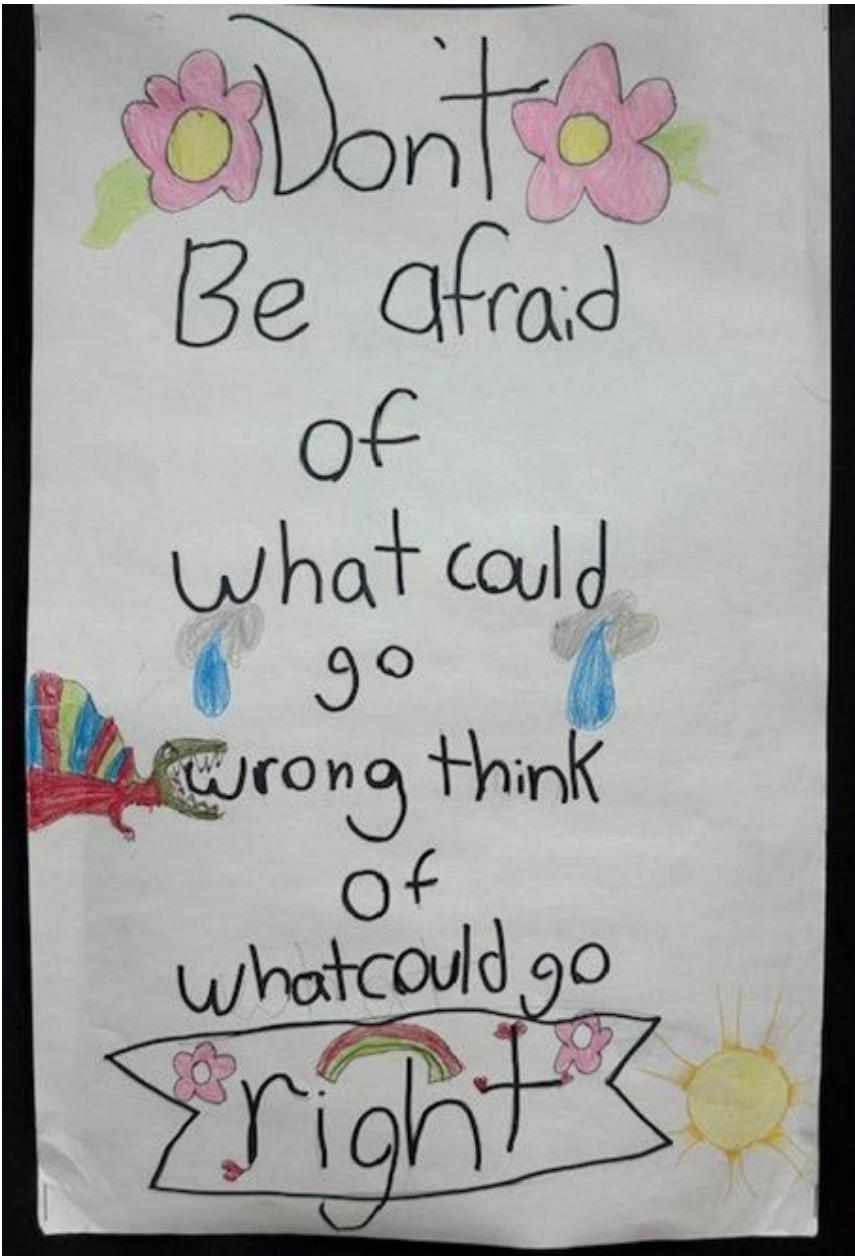
We have similarities and differences but are all unique





I was open-minded when we built our bridge. Because I listened to others ideas. We worked so hard that we finally finished. It took a few tries but we did it. It looked awesome. And it can even hold 21 toy bears in 1 minute. And sing. My partners were Gabby, Jordyn. We worked so hard on it. Working together is so easy.





Our Iterative Process

- Provide faculty time to unpack the Portrait of a Graduate
- Find natural connections to your organization's values and current work
- Provide examples and model how to connect the portrait to your lessons and personal life
- Nurture and reward risk-taking and innovation

The End