

# Portrait Crosswalk Pathways

## Creating Coherence Between Local Portraits and the Portrait of a Nevada Learner



Nevada **Future of Learning** Network

©2026 Nevada Department of Education, Center for the Future of Learning, Nevada Future of Learning Network and KnowledgeWorks Foundation. All rights reserved.

# About This Resource

This document is a practical alignment tool designed to help district teams articulate how their local aspirations for learners align with, and remain distinct from, the Portrait of a Nevada Learner.

Districts can use one of three pathways to compare their local Portrait of a Graduate/Learner or shared local language with the state portrait. Each pathway provides a clear framework to support implementation-focused decision-making.

Use this tool to:

- Make alignment visible and explicit
- Clarify where local language matches, adapts, or extends state intent
- Identify next steps for implementation (professional development, messaging, tools)

There is no single “right” outcome. Strong alignment may include shared language, intentional differences, and locally meaningful emphasis.

Teams may use this tool independently or with a facilitator, typically across a few working sessions. Some districts may choose to extend the process by gathering broader community feedback.

## How to Use This Resource

### Choose Your Primary Pathway

Select the pathway that best matches your district’s current context. There is no wrong choice, and districts may revisit a different pathway later if needs change.

### Start Here: Pathway Overview

If your district...	Start with...
Does not have a local Portrait or defined learner attributes	Pathway 1: Adopt the State Portrait with Local Context
Has a local Portrait and wants to test alignment at the domain level	Pathway 2: Domain Guiding Question Crosswalk
Has defined local attributes and wants precision, boundaries, and rigor	Pathway 3: Attribute-Level Crosswalk

# Terms Used in This Tool

The following terms appear throughout the document to support shared understanding:

- **Alignment:** Comparing local language to state intent to identify matches, gaps, and intentional differences
- **Calibration:** Building shared understanding before making alignment decisions
- **Domain Drift:** When a skill or attribute begins to live in multiple domains without a clear purpose
- **Boundary Test:** A structured way to determine where an attribute most naturally belongs

If a term feels unclear at any point, pause and take time to create shared understanding before moving on.

---

## A Note on AI Use

AI tools (such as Copilot, Gemini, or ChatGPT) are included as optional thought partners.

- AI is never the source of truth
- Human judgment, local context, and educator expertise guide all decisions
- All AI prompts are optional and can be skipped or adapted based on district policy

AI is most useful for:

- Surfacing patterns
  - Testing assumptions
  - Drafting comparison tables for review and refinement
- 

## Ready to Begin?

Complete Foundational Steps 1, 2, and 3 in Appendix A to establish:

- Shared purpose and coherence
- Common language and norms
- Readiness for meaningful alignment work

Then navigate directly to your selected pathway and begin your crosswalk work. Use the templates as thinking tools, not checklists. Focus on clarity, coherence, and next steps.

# Not Yet Ready? Additional Pathway Guidance

Review the descriptions below if your team would benefit from more detail before selecting a pathway.

---

## Pathway 1: Adopt the State Portrait with Local Context

Best for districts that want to use the Portrait of a Nevada Learner as their foundation, while preserving local voice.

**Use this pathway if your district** does not yet have a local Portrait or defined learner attributes or wants to adopt state domains and attributes with localized language, examples, or naming.

### This Pathway Helps You Decide

- Where to adopt, adapt, or use local language
- How to maintain local identity while aligning to state intent
- What implementation supports are needed to bring the portrait to life

### You'll Produce

- Domain Adoption Crosswalk
- Attribute Adoption Crosswalk
- Clear notes on implementation needs (professional development, tools, messaging)

**Outcome:** A locally grounded version of the state portrait ready for communication and implementation.

---

## Pathway 2: Domain Guiding Question Crosswalk

### Local Portrait → State Portrait

Best for districts that already have a local Portrait and want to test domain-level coherence.

**Use this pathway if your district** has a local Portrait or graduate profile, wants to ensure learners can answer the four Portrait guiding questions, and needs clarity about gaps, overlaps, or emphasis before revising language or launching professional development.

### This Pathway Helps You Decide

- Where alignment is strong, partial, or missing by domain
- Which domains need clearer implementation support
- Where to keep, change, or add elements intentionally

### You'll Produce

- Domain Guiding Question Crosswalk
- Keep/Change/Add Summary
- (Recommended) Domain Implementation Decision Matrix
- Priority areas for professional development, messaging, or resource development

**Outcome:** A clear, domain-level story of alignment that supports leadership decisions, communication, and professional learning.

---

## Pathway 3: Attribute-Level Crosswalk

### Local Attributes → State Attributes

Best for districts with defined learner attributes who want precision, rigor, and clear boundaries.

**Use this pathway if your district** already has a detailed set of learner attributes or competencies and wants to test fit, boundaries, and rigor against state attributes.

### This Pathway Helps You Decide

- Where each attribute most naturally belongs
- Where attributes overlap, drift, or compete across domains
- Which attributes to keep, refine, reframe, or map intentionally

### You'll Produce

- Attribute-Level Local–State Crosswalk
- Attribute Boundary Test
- Clear rationale for attribute placement and domain ownership

**Outcome:** A precise, defensible attribute map that strengthens coherence and prevents domain drift during implementation.

---

## Before You Begin Any Pathway

Complete the Foundational Steps (Appendix A), then return here and begin your selected pathway.

The Foundational Steps:

- Establish shared purpose and norms
- Align understanding of key terms and intent
- Support consistent decisions across pathways

# Pathway 1: Adopt the State Portrait with Local Context

## Before You Begin Pathway 1

Complete the Foundational Steps (Appendix A).

If you do not already have a local Portrait or attributes, create a **Local Language Statement** (Appendix B).

These steps are essential for meaningful decisions in this pathway.

This pathway is best for districts that want to use the Portrait of a Nevada Learner as their foundation, while preserving local voice.

**Use this pathway if your district** does not yet have a local Portrait or defined learner attributes or wants to adopt state domains and attributes with localized language, examples, or naming.

## This Pathway Helps You Decide

- Where to adopt, adapt, or keep local language
- How to maintain local identity while aligning to state intent
- What implementation supports are needed to bring the portrait to life

## You'll Produce

- Domain Adoption Crosswalk
- Attribute Adoption Crosswalk
- Clear notes on implementation needs (professional development, tools, messaging)

**Outcome:** A locally grounded version of the state portrait ready for communication and implementation.

# Crosswalk Process

## Create a “local language statement”

- This pathway requires a local language statement if your district has not yet established a Portrait or learner attributes. This statement should answer the question: *What skills do we want our learners to know and be able to do, and what contexts, beliefs, values, resources, or tools currently guide our district in learner-centered, future-ready ways?*
- Example Local Language Statement for a fictitious District:
- *At High Desert Unified, we want learners to build strong academic foundations and skills, including communication, critical thinking, problem-solving, collaboration, adaptability, and self-direction. Our work is shaped by our desert community, diverse student needs, and partnerships with families, employers, and community organizations. Guided by a belief in learner voice, meaningful feedback, and real-world application, we use collaborative planning, formative assessment, career pathways, advisory structures, and community partnerships to support learner-centered, future-ready learning.*
- Reference Appendix B if you need guidance for creating a Local Language Statement.

You can reference these examples as you develop your local language statement:

- [White Pine County School District](#) Portrait
- [Portrait of A Learner - Douglas County School District](#)
- Nationwide [Self-Portrait Gallery | Getting Smart](#)

## Domain Adoption Crosswalk

Complete Template 1 below to decide whether to *adopt* state domains, *adapt* them, or use local language while aligning with state intent.

### Template 1- Domain Adoption Crosswalk: Pathway 1

Nevada Domain + Guiding Question	Local Language	Alignment Notes	Decision (Adopt / Adapt / Keep Local)	Implementation Needs	State Resources to Use
EMPOWERING – How will I grow in my learning?					
CONNECTING – How do I build and sustain relationships and community?					
IMPACTING – How will I contribute to make an impact?					
THRIVING – How will I thrive?					

### Partial Example with our fictitious school: High Desert Unified

Nevada Domain + Guiding Question	Local Language	Alignment Notes	Decision (Adopt / Adapt / Keep Local)	Implementation Needs	State Resources to Use
EMPOWERING – How will I grow in my learning?	Self-direction; learner voice; meaningful feedback	Strong alignment. Local language directly reflects agency, reflection, and ownership.	Adopt (Self-direction, learner voice)	Goal-setting routines; reflection protocols; advisory structures	Empowering competencies; student-facing rubrics; learner agency examples
CONNECTING – How do I build and sustain relationships and community?	Communication; collaboration; partnerships	Communication and teamwork align strongly. Partnerships are locally emphasized.	Adapt (Communication) Keep Local (Community partnerships emphasis)	Inclusive dialogue norms; authentic communication tasks	Connecting indicators; communication exemplars

## Nevada District Partial Example

### [Portrait of A Learner - Douglas County School District](#)

Nevada Domain + Guiding Question	Local Language	Alignment Notes	Decision (Adopt / Adapt / Keep Local)	Implementation Needs	State Resources to Use
EMPOWERING – How will I grow in my learning?	Empowered Learners	Strong match; local language emphasizes "setting goals," "growth mindset," and "self-efficacy".	Keep Local	Messaging that connects DCSD "Learner Stories" to State competencies.	Competencies, rubrics, and student-facing versions.
IMPACTING – How will I contribute to make an impact?	Inspired Learners	Passion to make the world a better place; focuses on working with mentors and peers.	Adapt	Explicitly link "Inspiration" to the state's IMPACTING outcomes (reasoning/ analysis).	State examples of service-learning and inquiry projects.
THRIVING – How will I thrive?	Prepared Learners	Ours focuses heavily on critical thinking and tools, while the state's "Thriving" domain emphasizes well-being and self-care.	Adapt / Add	Add new language or professional development around emotional health, self-care, and resilience routines.	State Thriving rubrics and family guides.

### AI Prompt: Domain Adoption Crosswalk

Upload a screenshot of Template 1 and the Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

*Compare each Nevada DOMAIN to our local language statement. Produce a table using the categories found in the screenshot/table.*

## Attribute Adoption Crosswalk

Use Template 2 to rate each attribute (Strong, Partial, or Weak) and determine Keep/Change/Add actions.

It is normal for teams to feel more confident at the domain level before moving into attributes. The attribute crosswalk is designed to deepen, not complicate, your decisions.

### Template 2 - Attribute Adoption Crosswalk-Pathway 1

Nevada Attribute	Alignment Rating (Strong / Partial / Weak)	Local	Keep / Change / Add Attribute Summary	Adaptation Notes	Implementation Supports Needed
Self-Awareness as a Learner					
Self-Management + Strategy Use					
Academic Self-Advocacy and Agency					
<i>(...repeat for all attributes)</i>					

### Partial Example with our fictitious school: High Desert Unified

Nevada Attribute	Alignment Rating (Strong / Partial / Weak)	Local	Keep / Change / Add Attribute Summary	Adaptation Notes	Implementation Supports Needed
Empathy and Perspective-Taking	Strong	Community partnerships; relationships	Keep – Strong alignment through community focus	Ensure empathy is learner-facing, not just adult partnership	Advisory prompts; perspective-taking scenarios
Resilience, Recovery, and Persistence	Partial	Perseverance through challenge	Adapt – Persistence is present, recovery is less explicit	Add language around recovery and support	Student resilience toolkits; coping strategies
Purpose, Integrity, and Values-Aligned Choices	Partial	Community responsibility; partnerships	Adapt – Values are implied but not named directly	Make integrity and purpose explicit learner outcomes	Portrait vignettes; ethical reasoning guides

## Partial Example [White Pine County School District](#)

Nevada Attribute	Alignment Rating (Strong / Partial / Weak)	Local	Keep / Change / Add Attribute Summary	Adaptation Notes	Implementation Supports Needed
Reflection and Goal Orientation	Strong	Goal-setting (Self-Management)	Keep	Aligns with "noticing patterns in learning, adjusting approaches, and setting goals".	Goal-tracking templates for complex projects.
Contribution and Civic Engagement	Partial	Standing Up (Courage)	Adapt	Deepen the focus on "improving systems and outcomes" via community action.	Service-learning guides for "Stage 6" leaders.
Reasoning and Critical Thinking	Strong	Analyzing Information (Critical Thinking)	Keep	Aligns with the "analyzing ideas using evidence and criteria" objective.	Claims-analysis rubrics for advanced stages.

### AI Prompt: Attribute Adoption Crosswalk

Upload a screenshot of Template 1 and the Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

*Compare each Nevada attribute to our local language statement. Produce the table using the categories found in the screenshot/table.*

## Verify and Reflect

Review the Domain Adoption Crosswalk (Template 1) and Attribute Adoption Crosswalk (Template 2) together to ensure accuracy, coherence, and shared understanding before moving to implementation.

### Verification

Review AI and human-generated outputs to confirm that:

- ‘Adopt’ and ‘Adapt’ decisions preserve the core intent of Nevada domains and attributes
- Local wording maintains district voice and identity without introducing domain crossover

AI Analysis and Alignment Questions:

- Did the AI categorize our local language into the correct Nevada Domain based on core intent rather than just keywords?
- Do suggested adaptations maintain both state rigor and local voice?
- Where did the AI surface misalignments or weak matches we previously assumed were aligned?
- Are there any places where attribute-level adaptations unintentionally blur domain boundaries?
- Based on AI-generated comparisons, what additional checks or clarifications are needed before finalizing decisions?

### Reflection Questions

- Where do we see strong, natural alignment across both domain and attribute levels?
- Which domains or attributes appear underrepresented or overrepresented locally?
- What adaptations feel essential now, and which can be intentionally deferred?

---

Feedback Opportunities: Present draft Domain and Attribute Adoption Crosswalks to District Leadership, Curriculum Teams, and Teacher Leaders to gather feedback on clarity, coherence, and usability.

---

## Plan for Action

Translate domain- and attribute-level adoption decisions into meaningful next steps for the district. This step shifts the work from analysis and validation to action and implementation.

**Empathy Interviews:** Ask educators how the adopted or adapted Portrait language can best support their work and what formats (e.g., posters, digital guides, lesson-embedded tools) would be most useful.

**Professional Learning Plan:** Design professional learning that:

- Builds shared understanding of adopted state domains and attributes
- Clarifies how adapted language shows up in instruction, assessment, and student reflection
- Uses local examples to illustrate state intent in action

**Follow-up on Differences:** Begin with "early wins" where alignment is strong, then prioritize gaps to address by leveraging other areas of school life (e.g., lunch and the playground) and by supplementing or revising existing tools, resources, and routines (e.g., SOPs, protocols, learning experiences).

**Dissemination:** Create accessible, audience-specific resources (student-facing, family-facing, staff-facing), determine their digital home, and establish light feedback loops to support continuous improvement.

# Pathway 2:

## Domain Questions Crosswalk

### Before You Begin Pathway 2

Complete the Foundational Steps (Appendix A).

Best for districts that already have a local Portrait and want to test domain-level coherence. This pathway is especially useful for superintendents, cabinet teams, communications teams, and professional development leaders.

**Use this pathway if your district** has a local Portrait or graduate profile, wants to ensure learners can answer the four Portrait guiding questions, and needs clarity about gaps, overlaps, or emphasis before revising language or launching professional development.

#### This Pathway Helps You Decide

- Where alignment is strong, partial, or missing by domain
- Which domains need clearer implementation support
- Where to keep, change, or add elements intentionally

#### You'll Produce

- Domain Guiding Question Crosswalk between Local Portrait → State Portrait
- Keep/Change/Add Summary
- (Recommended) Domain Implementation Decision Matrix

#### This Pathway helps teams make decisions about Domains:

- Alignment
- Gaps
- Redundancies
- Where implementation support (professional development, messaging, examples, rubrics) is needed
- Where full adoption/adaptation/maintaining local identity makes sense
- Maintaining local identity

#### Pathway 2: Deliverables Produced:

- Domain Questions Crosswalk
- Keep/Change/Add Summary Verification sheets
- Domain Implementation Decision Matrix (Recommended)
  - a. Recommended revisions and/or professional development priorities
  - b. Artifact ideas for communication and strategic planning

# Crosswalk Process

Crosswalk local portrait language against the four Nevada Domain questions (e.g., "How will I thrive?"). Rate alignment as Aligned, Partial, or Missing, and identify specific evidence in current practices or student work. Use the findings to create a Keep/Change/Add Summary Sheet per domain to guide communications and professional development priorities.

*Alignment ratings should be based on observable practices, student work, or systems.*

## Template 1 -Domain Questions Local to State Crosswalk- Pathway 2

Portrait of a Nevada Learner Domain Question	Local Equivalent Language	Alignment Rating (Aligned / Partial / Missing)	Evidence of Alignment (Practices, Student Work, Systems)	Gaps	Recommended Actions
How will I grow in my learning?					
How do I build and sustain relationships and community?					
How will I contribute to make an impact?					

## Partial Example Douglas County School District

<https://www.dcsd.net/about/portrait>

Portrait of a Nevada Learner Domain Question	Local Equivalent Language	Alignment Rating (Aligned / Partial / Missing)	Evidence of Alignment (Practices, Student Work, Systems)	Gaps	Recommended Actions
How will I contribute to make an impact?	INSPIRED Learners	Aligned	"Passionate to discover challenges and make the world a better place." Focused on working with mentors and learning from peers.	Impact is evident here and could be more explicit about "reasoning" and "analysis."	Adapt local language to explicitly link "Inspiration" to the state's IMPACTING competency outcomes.
How will I thrive?	PREPARED Learners	Partial	"Possess the tools and perseverance to be a critical thinker... ready to be uncomfortable."	DCSD "Prepare" emphasizes critical thinking and tools, while the state domain of "Thriving" focuses more on self-care and well-being.	Add new language around emotional health and self-care routines to this domain.

### AI Prompt: Domain Questions Local to State Crosswalk

Upload a screenshot of template 1 and the necessary Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

*Compare this local portrait against Nevada's four guiding questions. Create a rating table for Aligned / Partial / Missing and list evidence + high-leverage recommendations.*

The Keep / Change / Add Summary is a synthesis of your Domain Guiding Question Crosswalk, rather than a separate analysis.

## Template 2 -Keep / Change / Add Summary Verification Pathway 2

Domain	Keep (Aligned)	Change (Revise Wording)	Add (Missing Elements)	Notes
EMPOWERING				
CONNECTING				
IMPACTING				
THRIVING				

### AI Prompt: Keep / Change / Add Summary Verification

Upload a screenshot of template 2 and the necessary Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

*Analyze our local Portrait document and the Nevada State Portrait standards. Create a Verification Table as shown in the screenshot.*

## Verify and Reflect

Examine both the Portrait Guiding Question Crosswalk (Template 1) and the Keep/Change/Add Summary Verification Sheets (Template 2) to assess coherence, accuracy, and readiness for action.

### Verification

- Review evidence in Template 1 to ensure alignment ratings (Aligned/Partial/Missing) reflect authentic student work, practices, and systems, not just intent.
- Use Template 2 to verify that Keep/Change/Add decisions accurately reflect findings from the Guiding Question Crosswalk.

### AI Analysis and Alignment Questions

- Do the alignment ratings in Template 1 match our internal evidence and lived practice?
- Do the Keep/Change/Add decisions in Template 2 logically flow from the gaps and evidence identified in Template 1?
- Are there domains where strong alignment in Template 1 is not clearly reflected as a “Keep” in Template 2 (or vice versa)?

## Reflection Questions

- Where do we see strong, consistent alignment between the two tables?
  - Where do gaps or partial ratings in Template 1 point directly to Change or Add decisions in Template 2?
  - What adjustments, if any, would strengthen coherence between the two tables?
- 

## Feedback Opportunities

- Share both tables together with district leadership to show how local language, evidence, and decisions connect.
- Use local student stories or vignettes to confirm or challenge alignment ratings and Keep / Change / Add decisions.
- Ready-to-Use AI Companion Prompts to continue refining:
  - **Comparison Prompts**
    - *Compare our local portrait attribute **X** with Nevada's. Create Overlap / Local-only / NV-only / Domain Drift / Rigor Differences.*
    - *Crosswalk our portrait to Nevada's guiding questions. Identify missing questions.*
  - **Revision Prompts**
    - *Rewrite attribute **X** to maintain local identity while aligning to Nevada's **[EMPOWERING]** domain.*
  - **Implementation Prompts**
    - *Suggest 3 instructional routines that build student competence in Nevada's **[attribute]** using our local classroom context.*

## Plan for Action

This step shifts the work from analysis and validation to action and implementation. Use insights from both tables to move from analysis to implementation. Finalize the Keep / Change / Add Summary Sheets (Template 2) using verified findings from the Portrait Guiding Question crosswalk.

**Empathy Interviews:** Ask educators which guiding questions and domains need clearer tools, examples, or student-facing supports based on gaps identified in Template 1.

**Professional Learning Plan:** Prioritize professional development that addresses: Domains rated *Partial or Missing* in Template 1 and Items listed under *Change* or *Add* in Template 2.

**Follow-up on Differences:** Use misalignments between the two tables to inform long-term strategic planning and continuous improvement. An Implementation Decision Matrix (Appendix B) is recommended.

**Dissemination:** Create accessible resources (family guides, student-facing questions, portrait vignettes) that reflect final Keep / Change / Add decisions and determine where they will live for public access.

# Pathway 3: Attribute-Level Crosswalk

Best for districts with defined learner attributes who want precision, rigor, and clear boundaries.

**Use this pathway if your district** already has a detailed set of learner attributes or competencies, and wants to test fit, boundaries, and rigor against state attributes.

## This Pathway Helps You Decide

- Where each attribute most naturally belongs
- Where attributes overlap, drift, or compete across domains
- Which attributes to keep, refine, reframe, or map intentionally

## You'll Produce

- Attribute-Level Local–State Crosswalk
- Attribute Boundary Test
- Clear rationale for attribute placement and domain ownership

**Outcome:** A precise, defensible attribute map that strengthens coherence and prevents domain drift during implementation.

---

## Crosswalk Process

**Attribute-Level Local to State Crosswalk:** Complete Template 1 to decide whether to adapt state attributes, adapt them, or keep local naming while keeping alignment to state intent. Rigorously test each local attribute to see if its "natural home" is Empowering, Connecting, Impacting, or Thriving.

You will later complete a Boundary Test to confirm or revise these placements. You do not need to get placement "perfect" in this first pass.

## Template 1 - Attribute-Level Local to State Crosswalk Pathway 3

Local Attribute/ Context Equivalent	Nevada Domain	Closest Nevada Attribute(s)	Match Type (Strong / Partial / Unique Local)	Overlaps	Gaps	Tone and Domain Drift Notes	Keep / Change / Add	Implementation Supports Needed

### Partial Example White Pine County School District

<https://www.whitepine.k12.nv.us/about>

Local Attribute/ Context Equivalent	Nevada Domain	Closest Nevada Attribute(s)	Match Type (Strong / Partial / Unique Local)	Overlaps	Gaps	Tone and Domain Drift Notes	Keep / Change / Add	Implementation Supports Needed
Collaboration	CONNECTING	Collaboration and Teamwork; Communication and Expression	Strong	Strong focus on active listening and conflict resolution.	NV state attributes place a heavier emphasis on "inclusive dialogue" and "valuing diverse perspectives".	White Pine labels this as "Leading with Others," while NV uses the domain "Connecting."	Keep local wording; map to the Connecting domain.	Professional development on inclusive dialogue routines.
Curiosity	IMPACTING	Reasoning; Analysis; Evidence Use	Partial	Common focus on analyzing information and investigating topics through research.	NV Impacting domain focuses on "contributing to make an impact," whereas White Pine focuses on "exploration."	Tone shift from "academic exploration" to "community contribution / impact."	Change: Revise to emphasize how curiosity leads to social impact.	Examples of service-learning inquiry projects.
Resilience	THRIVING	Perseverance; Growth Mindset	Strong	Direct overlap on growth mindset, perseverance, and adaptation to stress.	None significant.	Perfect alignment with the "How will I thrive?" guiding question.	Keep: Use White Pine stages as the local proficiency rubric.	Nevada Thriving rubrics and family guides.

### AI Prompt: Attribute-Level Local to State Crosswalk

Upload a screenshot of Template 1, along with the Local and State documents and the calibration round information. Then use this prompt in the chat:

*Complete an attribute crosswalk using this template/table and local and state documents.*

Template 2 - Local to State Attribute Boundary Test

Attribute Boundary Test: Complete Template 2 to note where local terms bleed into neighboring state domains.

Local Attribute / Skill	Primary Domain	Two Closest Neighboring Domains (Contrast)	Core Intent + Long-Term Outcome (Why it exists)	Line of Exclusion (What makes it NOT fit elsewhere?)	Natural Home Rationale (Why this domain?)

**Partial Example White Pine County School District**

<https://www.whitepine.k12.nv.us/about>

Local Attribute / Skill	Primary Domain	Two Closest Neighboring Domains (Contrast)	Core Intent + Long-Term Outcome (Why it exists)	Line of Exclusion (What makes it NOT fit elsewhere?)	Natural Home Rationale (Why this domain?)
Courage	THRIVING	Empowering, Connecting	Strengthens integrity and resilience to take appropriate risks → growth despite discomfort	If it's framed primarily as speaking up/advocacy, it drifts to <b>Connecting</b> ; if framed as self-efficacy/agency moves, it drifts to <b>Empowering</b>	Courage is fundamentally about well-being + integrity under pressure, enabling learners to persist and act aligned to values
Collaboration	CONNECTING	Impacting, Empowering	Builds the capacity to work with others toward shared goals → collective success and belonging	If it's mainly about producing outcomes/contributions, it shifts to <b>Impacting</b> ; if mainly about self-management in groups, it shifts to <b>Empowering</b>	Collaboration's core intent is relationships + shared work, making it a natural fit for Connecting
Critical Thinking	IMPACTING	Empowering, Connecting	Strengthens reasoning, evaluation, and judgment → better decisions and contributions in authentic tasks	If it becomes primarily metacognitive self-monitoring, it shifts to <b>Empowering</b> ; if it becomes mainly communication / consensus skills, it shifts to <b>Connecting</b>	Its core is reasoning for contribution—the engine of quality thinking and applied outcomes
Curiosity	EMPOWERING	Impacting, Connecting	Drives inquiry and intrinsic motivation → sustained learning and question-asking	If it becomes mainly about problem-solving outputs, it shifts to <b>Impacting</b> ; if mainly about learning with/through others, it drifts to <b>Connecting</b>	Curiosity is fundamentally internal learning fuel—the spark that initiates agency and inquiry

## AI Prompt: Local to State Attribute Boundary Test

First, upload a screenshot of Template 2 and Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

*Run a rigorous boundary test on the local attributes/equivalent: "[INSERT ATTRIBUTES HERE.]" Categorize these attributes into "[one of the following X Domain/Categories]". Contrast this attribute against the two "closest" neighboring domains/categories. Identify the "Line of Exclusion:" What part of this attribute would make it fail to fit in any of the other categories? Assign the attribute to its primary Domain/Category. Explain why this Domain/Category is the "natural home" for the attribute based on its core intent and long-term outcome. Keep these questions in mind as you sort the data.*

Is this primarily about internal learning (EMPOWERING)?

- About relationships + community (CONNECTING)?
  - About reasoning + contribution (IMPACTING)?
  - About well-being + resilience + integrity (THRIVING)?
- 

## Verify and Reflect

Analyze the Attribute-Level Local to State Crosswalk (Template 1) and Local to State Attribute Boundary Tests (Template 2) together to ensure coherence, accuracy, and readiness for action.

**Verification:** Adjust crosswalking based on educator expertise, specifically looking for Attribute/Domain “Drift” (where local attributes bleed into multiple state Domain categories). Use the Boundary Test (Template 2) to confirm that each attribute has a clear primary domain “home.” If a local attribute spans multiple boundaries, it may require:

- Splitting
- Clarifying
- Renaming
- Keeping locally but mapping intentionally

## AI Analysis and Alignment Questions:

- Does this domain feel like the attribute’s natural home, or just a convenient fit?
- What clearly makes this attribute not belong in the neighboring domains?
- Is the attribute framed around who learners are becoming, or just the activities we currently use?
- If this attribute lives here for several years, does it strengthen this domain and support the learner outcomes we want?
- Is this placement sufficiently accurate to guide our work now, and what would prompt us to revisit it later?

If an attribute feels “good enough” to guide instruction and shared understanding, it does not need to be resolved further at this time.

### Reflection Questions:

- How might these crosswalks (Templates 1 and 2) be useful for grade-level, content-area, or leadership teams?
  - What professional tools or support are needed to address the identified gaps?
  - What adaptations or refinements do we want to make before moving forward?
- 

**Feedback Opportunities:** Invite teacher leaders or instructional teams to review one or two aligned attributes and share concrete examples of what those attributes look like in practice, noting whether the assigned domain feels like the natural home or needs refinement.

---

### Plan for Action

Connect insights from Template 1 (Crosswalk Alignment) and Template 2 (Boundary Testing) to actionable next steps for teachers and administrators. This step shifts the work from analysis and validation to action and implementation.

**Empathy Interviews:** Ask educators what professional learning, tools, or examples they need to apply the aligned attributes in their specific subject, grade level, or learning environment.

**Professional Learning Plan:** Use findings from the crosswalks and interviews to design professional development that focuses on:

- Attributes with partial alignment or identified drift
- Instructional implications of keeping, changing, or intentionally mapping attributes
- Supporting consistent interpretation across classrooms and programs

**Follow-up on Differences:** Begin with "early wins" where alignment is strong, then prioritize gaps to address by leveraging other areas of school life (e.g., lunch and the playground) and by supplementing or revising existing tools, resources, and routines (e.g., SOPs, protocols, learning experiences).

**Dissemination:** Create accessible tools that reflect final decisions (e.g., guides, visuals, rubrics, examples), determine their digital home, and gather ongoing feedback to support continuous improvement.

# Appendix A

## Foundational Steps: Complete Once, Apply Across Any Pathway

Before beginning any pathway, complete Steps 1,2, and 3:

1. Establish an Alignment Team
2. Gather Essential Materials
3. Establish Community Agreements, Purpose, Common Language, and Calibration Protocol (Optional)

### STEP 1: Establish An Alignment Team

Build a representative team to lead the crosswalk and ensure local coherence.

#### Who to Include:

- Teachers from each grade band
- Elective experts
- Special education teachers
- Instructional coaches
- Curriculum staff
- District and school leaders

**Phasing Considerations:** Decide if the crosswalk will occur in multiple phases

**Facilitator Tip:** Aim for 10-15 participants, depending on district size, to ensure a representative team. Consider how you will include input and feedback from other representatives across your learning community (families, caregivers, students, community partners).

### STEP 2: Gather Essential Materials

Ensure the alignment team has access to all necessary resources and a shared environment.

**Workspace Setup:** Establish a shared workspace and use the template ideas in this document to create shared spreadsheets.

#### Materials Needed:

- Local Materials: Gather the local Portrait materials.
- State Materials:
  - Portrait-Aligned Competency and Rubric Learning Progressions Framework
- AI tools such as ChatGPT, Copilot, Gemini, etc.

#### Optional Materials:

- Example Local Portraits and Competencies:
  - Competency/Attribute Level Example: [White Pine County School District Portrait](#)
  - Domain Level Example: [Portrait of A Learner - Douglas County School District](#)

**Pathway 1:** Local Language Statement Protocol (Appendix B)

**Pathway 2:** Example Implementation Decision Matrix (Appendix B)

**Facilitator Tips:**

- AI tools may be used as optional materials to expedite analysis, provided they align with district AI policies. Reminder: AI is a co-design partner, not the source of truth.
- "Local language" in this document is a comprehensive term for your district's Portrait, specific Attributes, and the Skills you intend for your learners to know and be able to demonstrate.

### **STEP 3: Establish Community Agreements, Purpose, and Common Language**

Ground the alignment team in shared understanding and norms.

**Community Agreement Protocol:**

- Invite team members to reflect on: "What do we need from each other to work well together in this process?"
- Use a silent brainstorm (e.g., sticky notes or digital board)
- Group similar ideas and discuss
- Draft 3–5 agreements (e.g., "assume positive intent," "honor all voices," "stay student-centered")
- Universal Color Coding: Use Green for the same intent, Yellow for a different tone/emphasis, and Red for missing or mismatched elements.
- Revisit and revise agreements as needed throughout the process

**“Why Portrait?” Discussion:**

- Begin with a prompt such as: "Why is it important to adopt or develop a Portrait of a Learner?"
- Use a Think-Pair-Share or small group discussion format
- Ask each group to identify one to two key reasons and share out
- Capture responses on a shared document or chart paper
- Use the responses to co-create a shared purpose statement for the design team

### **Calibration Protocol (Optional)**

#### **Purpose**

Calibration establishes a shared understanding of how domains, attributes, and local language are interpreted. Its goal is to normalize meaning, surface assumptions, and prevent misalignment before teams engage in any pathway.

Calibration is completed once and revisited as needed. The shared norms and insights generated are used across all pathways to support consistent, coherent alignment decisions.

**Goal:** Normalize how teams interpret domains, attributes, and local language.

**Materials:**

- **State Materials:**
  - Portrait-Aligned Competency and Rubric Learning Progressions Framework
  - Local Portrait Materials
- **Pathway 1:** Local Language Statement Protocol (Appendix B)

## Calibration Steps

1. **Choose one attribute** shared by both State and Local portraits/Language (e.g., Collaboration, Critical Thinking, Self-direction).
2. **Side-by-side reading**
  - a. Portrait of Nevada Learner Domains
  - b. Portrait of Nevada Learner attributes
  - c. Local Portrait, Attributes, or Local Language Statement
  - d. Nevada Competency Progression (rubric) Optional
3. **Highlight using a universal color code**
  - a. Green: Same intent
  - b. Yellow: Same intent, different tone/emphasis
  - c. Red: Missing or mismatched
4. **Possible Discussion Questions:**
  - a. What does this attribute *really* mean in practice?
  - b. Where is the intent aligned?
  - c. Do rigor or complexity look similar across State and Local portraits or contexts?
  - d. Would this create misalignment in classrooms?
  - e. Does our local portrait or local language reflect the state domain boundary?
5. **AI assist prompt for calibration:**

Upload applicable documents to the AI chat. Then use the following prompt:  
*Compare Nevada’s attribute [X] with our local attribute or language statement [Y]. Create a table showing Overlap / Local-only / Nevada-only / Tone Differences / Rigor Differences. Highlight inconsistencies in domain intent.*
6. **Document Calibration Notes**

These norms are used in all crosswalk steps as needed.

# Appendix B

## Local Language Statement – Pathway 1 Quick Protocol

### Purpose

Create a short, shared statement that captures the skills you want learners to know and be able to do, and what already guides your district in learner-centered, future-ready ways, so teams have a common language before starting a Pathway.

This statement is **not** a final product or a commitment to a specific direction. It simply provides context so you can engage in a Pathway with shared language. It helps ground your conversations and any AI use during the Pathway you choose. Don't overthink it; this is about capturing what's *true enough right now* to move forward.

### STEP 1: Individual Reflection

Individually respond to this prompt, using short phrases (think in terms of bullet points):

*What skills do we want our learners to know and be able to do, and what contexts, beliefs, values, resources, or tools currently guide our district in learner-centered, future-ready ways?*

Use these lenses to jog thinking (optional):

- Skills for Learners: knowledge, skills, dispositions, habits, or competencies you value
- Beliefs and Values: what we believe about learners, learning, and success
- Contexts: community, students, workforce, culture
- Resources and Tools: frameworks, instructional practices, grading systems, programs, partnerships—formal or informal

### STEP 2: Share and Cluster

- Each person shares 1–2 key bullets
- As a group, cluster similar ideas
- Look for what already exists (not what you wish you had)

### Guiding Question:

What themes keep showing up—about both learner skills and what guides our work?

### STEP 3: Draft the Local Language Statement (AI use optional)

Together, write one short paragraph (3–5 sentences) that answers:

What skills do we want learners to know and be able to do, and what currently guides us in learner-centered, future-ready ways?

#### Keep it:

- Descriptive, not aspirational
- Plain language, not jargon
- “True enough” to move forward

### STEP 4: Check for Consensus

Do a quick check:

- 👍 Feels accurate
- 👉 Needs minor tweaking
- 👎 Not quite there yet

Make small edits until most responses are at 👍 or 👉

### Example Implementation Decision Matrix (Pathway 2)

#### Ready-to-Use AI Companion Prompt: Implementation Decision Matrix

\*Upload the necessary Local and State documents, including any necessary information from the calibration round, then use this prompt in the chat:

Create an **Implementation Decision Matrix** that crosswalks **local learner attributes** to the **Nevada Portrait domains** (*Empowering, Connecting, Impacting, Thriving*) and connects alignment decisions to actionable next steps. **Critical requirement:** The output **must explicitly name the local attribute(s)** being analyzed in each section of the table. Do not assume the reader can infer attributes from descriptions. **Output format:** Produce a **single continuous table** with the following **column headers:**

- Strong Alignment
- Partial Alignment
- Missing Element
- Implementation Gap

Within the table, include the following **row labels down the left side**, in this order, and repeat them as needed:

- Local Attribute(s)
- Domain
- Strategic Instruction (Keep / Adapt / Add / Embed in professional development)
- In Practice (concrete classroom or student-facing example)
- Resources / Artifacts (bullet list)

### Analysis requirements:

- Assign each **local attribute** to a single primary domain based on its **core intent and long-term learner outcome**
- Protect **domain boundaries** by explaining how each attribute could drift into neighboring domains and how the recommended action prevents that drift.
- Categorize attributes across the four columns (Strong, Partial, Missing, Gap) based on current alignment and implementation readiness

**Goal:** Produce a matrix that makes **local attributes visible**, clarifies **adopt/adapt decisions**, and identifies **specific supports** teachers and administrators need to implement with fidelity.

### Implementation Decision Matrix Template

	Strong Alignment	Partial Alignment	Missing Element	Implementation Gap
<b>Local Attribute</b>				
Domain				
Strategic Instruction				
In Practice				
Resources / Artifacts				
<b>Local Attribute</b>				
Domain				
Strategic Instruction				
In Practice				
Resources / Artifacts				

## Example White Pine County School District

<https://www.whitepine.k12.nv.us/about>

	Strong Alignment	Partial Alignment	Missing Element	Implementation Gap
<b>Local Attribute(s)</b>	Self-Management	Curiosity	Civic / Community Contribution	Collaboration
<b>Domain</b>	Empowering	Empowering → Impacting	Impacting	Connecting
<b>Strategic Instruction</b>	Keep local wording	Adapt local language	Add element	Embed in professional learning
<b>In Practice</b>	Students plan, monitor, and reflect on learning goals using stage-based rubrics focused on learner agency and strategy use.	Curiosity moves from exploration to applying inquiry toward real-world or community-relevant problems.	Learners apply reasoning and creativity to address authentic community needs and improve systems.	Collaboration is clarified as working with others toward shared learning goals, not compliance-based group work or default service activities.
<b>Resources / Artifacts</b>	<ul style="list-style-type: none"> <li>• Stage-based self-management rubrics</li> <li>• Student goal-setting templates</li> <li>• Learning reflection protocols</li> <li>• Advisor conference guides</li> </ul>	<ul style="list-style-type: none"> <li>• Inquiry-to-impact learning progressions</li> <li>• Project planning templates</li> <li>• Service-learning inquiry exemplars</li> <li>• Student reflection prompts</li> </ul>	<ul style="list-style-type: none"> <li>• Community partnership planning guides</li> <li>• Impact project rubrics</li> <li>• Student civic action exemplars</li> <li>• Family-facing contribution guides</li> </ul>	<ul style="list-style-type: none"> <li>• Collaboration norms and role cards</li> <li>• Inclusive dialogue protocols</li> <li>• Teacher look-fors</li> <li>• Student teamwork self-assessments</li> </ul>
<b>Local Attribute(s)</b>	Social Awareness, Resilience	Critical Thinking, Creativity	Explicit Metacognition	Courage
<b>Domain</b>	Connecting / Thriving	Impacting	Empowering	Thriving
<b>Strategic Instruction</b>	Keep local wording	Adapt for clarity	Add element	Embed in professional learning
<b>In Practice</b>	Students demonstrate empathy, perspective-taking, recovery, and adaptability without turning these into compliance or performance pressure.	Critical thinking and creativity are explicitly tied to reasoning and contribution, not analysis or expression alone.	Learners name strategies, explain choices, and adjust approaches over time to strengthen agency.	Courage is framed as integrity and productive risk-taking under challenge, not primarily advocacy or leadership.
<b>Resources / Artifacts</b>	<ul style="list-style-type: none"> <li>• Social awareness progressions</li> <li>• Resilience routines</li> <li>• Family-facing Connecting and Thriving guides</li> </ul>	<ul style="list-style-type: none"> <li>• Claims–Evidence–Reasoning rubrics</li> <li>• Creativity and innovation rubrics</li> <li>• Performance task exemplars</li> </ul>	<ul style="list-style-type: none"> <li>• Metacognitive reflection protocols</li> <li>• Strategy-selection menus</li> <li>• Learning journals or logs</li> </ul>	<ul style="list-style-type: none"> <li>• Thriving-domain family guides</li> <li>• Productive struggle facilitation notes</li> <li>• Student reflection prompts</li> <li>• Portrait vignettes</li> </ul>