

# Crosswalking Portrait of a Learner Competencies with Standards

Districts across Nevada have embraced Portraits of a Learner to define the skills, mindsets, and competencies students need to thrive in a rapidly changing world. Because academics are the “practice field” where students refine these Portrait competencies, it is essential to understand how standards support their development. This crosswalk process helps district curriculum leaders map where current academic standards align with Portrait competencies and identify areas where additional support or redesign may be needed.

This guide outlines a collaborative process for a design team to:

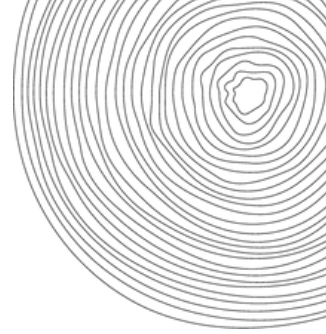
- Map competencies to content standards
- Use educator expertise and AI tools to streamline analysis
- Plan for professional learning and instructional alignment



## STEP 1

# Establish a design group

Build a representative team to lead the crosswalk process



## Who to Include

- ▶ Teachers from each grade band represented in the Portrait
- ▶ Core and elective subject expertise
- ▶ Special education teachers
- ▶ Instructional coaches
- ▶ Curriculum department staff

## Phasing Considerations

- ▶ Consider doing the crosswalk in multiple phases with electives in one phase and core subjects in another phase
- ▶ Additional phases could also include aligning to social-emotional learning (SEL) standards with SEL coordinators and counselors
- ▶ Consider aligning to library/media standards with librarians and media specialists



### Facilitator Tip

Aim for 10–40 participants depending on district size.

## STEP 2

# Gather Essential Materials

Ensure the design team has access to all necessary resources



## Workspace Setup

Establish a shared workspace for the crosswalk process.

- ▶ Use a spreadsheet(s) with tabs for each grade band and subject
- ▶ List Portrait competencies across the top row
- ▶ List standards or strands/domains down the first column

## Materials Needed

- ▶ Local Portrait attributes and competencies
- ▶ Competency rubrics or learning progressions
- ▶ State content standards (by domain or strand)
- ▶ District pacing guides or priority standards
- ▶ Optional: AI tool



### Facilitator Tip

It might be more realistic to crosswalk the Portrait competencies to the strand/domain level of the content standards -or- to the district's prioritized standards. Crosswalking to every state standard might provide more information than is needed.

AI tools can expedite the crosswalk. Ensure alignment with district AI policies and verify all outputs with educator expertise.

## STEP 3

# Establish Purpose and Community Agreements

Ground the design team in shared understanding and norms

*Steps 3, 4, and 5 will involve the design team.*

## “Why Crosswalk” Protocol

- ▶ Begin with a prompt such as: "Why is it important to understand how our standards align with our 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

## Community Agreements 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")
- ▶ Revisit and revise agreements as needed throughout the process



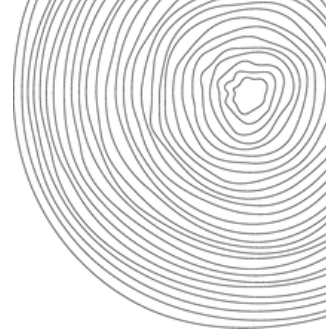
### Facilitator Tip

Use this time to build trust and clarify expectations for respectful dialogue and decision-making.

## STEP 4

# Crosswalk the Portrait Competencies & Standards

Guiding Question: Which aspects of the academic standards support mastery of Portrait competencies?



## Process

1. Calibrate Together: Try a few examples as a full group before splitting into teams
2. Option: Use an AI tool strategically as a support:
  - a. Upload curriculum documents and Portrait materials
    - i. Use prompts like:
      1. "Highlight where this [lesson/unit/standard] aligns with [competency]. Justify the alignment."
      - ii. "Identify overlaps and gaps between [curriculum] and [competency]."
    - b. Design team members should use a shared document to capture AI prompts and relevant portions of the thread. This ensures transparency, supports explainability, and provides justification for alignment decisions
3. Team Work: The design team breaks off into different content areas (ELA, math, visual arts, etc.) or grade bands and establishes roles and modes of working. The team uses the shared workspace to capture outputs for the guiding question.

*Example: See appendix for sample crosswalk outputs*



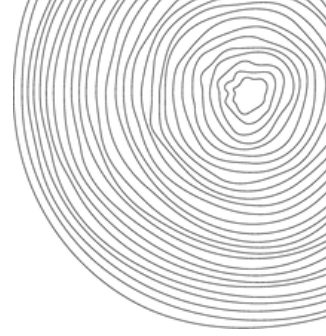
### Facilitator Tip

AI is a supporting tool, not a decision-maker. Human expertise is essential for validation.

## STEP 5

# Verify & Reflect

Design team to ensure accuracy and gather feedback



## Verification

- ▶ Review AI and human outputs
- ▶ Adjust based on educator expertise and team feedback
- ▶ Record findings in the shared workspace

## Reflection Questions

- ▶ Where do we see strong natural alignment?
- ▶ Which competencies are underrepresented?
- ▶ How might this crosswalk be useful, and who might it be useful for?
- ▶ What professional learning or tools are needed to strengthen gaps?

## Feedback Opportunities

- ▶ District leadership
- ▶ Curriculum teams
- ▶ Teacher leaders



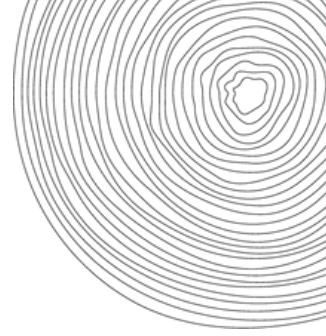
### Facilitator Tip

Use feedback sessions to build buy-in and surface additional insights.

## STEP 6

# Plan for Action

Translate crosswalk findings into meaningful next steps



## Empathy Interviews

- Ask educators:
- How might this crosswalk be useful?
  - What format would be most helpful?
  - What professional learning is needed?

## Professional Learning Plan

- ▶ Design personalized professional learning based on empathy interview findings
- ▶ Focus on deepening understanding of Portrait competencies and their instructional implications

## Follow-up on Underrepresented Competencies

- ▶ Begin implementation by focusing on areas with strong alignment (early wins)
- ▶ Revisit competencies identified as underrepresented in Step 5

Consider options for addressing gaps, such as:

- Curriculum revisions
- Supplemental resources
- Leveraging other areas of school life where competencies naturally emerge (e.g., hallways, lunch, playground)
- ▶ Use this insight to inform long-term planning and continuous improvement

## Dissemination

- ▶ Create accessible tools and resources
- ▶ Determine where materials will live
- ▶ Gather ongoing feedback for continuous improvement

### Design Tip:

Plan for ADA accessibility in all final materials and tools.

## Examples of Portrait Competency & Standard Alignment

This table illustrates a small sample of how the Nevada's Portrait of a Nevada Learner competencies can align with academic content standards. Each row highlights a specific competency, a corresponding state standard, and a brief rationale for the alignment. These examples are intended to support design teams in understanding how to approach the crosswalk process.

Portrait of a Nevada Learner Domain	Level	Competency	Aligned Nevada Academic Content Standard	Justification for Alignment
<b>IMPACTING</b> How will I contribute to make an impact?	Level 4 (Grades 6-8)	"I analyze issues, evaluate ideas or solution options using evidence and criteria, and refine solutions as I take informed action with others across different learning contexts."	<b>Algebra A-REI.B.3</b> Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Solving linear equations involves evaluating multiple strategies and justifying each step with evidence. Students practice core aspects of the competency by collaboratively comparing approaches, evaluating ideas, and taking informed action.
<b>CONNECTING</b> How do I build and sustain relationships and community?	Level 2 (Grades K-2)	"I describe how classmates feel or what they share and choose simple ways to communicate in familiar learning situations."	<b>Social Studies SS.2.6</b> With prompting and support, participate in a structured academic discussion using evidence and reasoning.	Structured discussions provide opportunities for students to notice and respond to peers' ideas. Turn-taking, active listening, and simple verbal responses develop empathy and early communication strategies aligned with the competency.
<b>THRIVING</b> How will I thrive?	Level 1 (Pre-K)	"I notice my feelings and needs, use simple strategies with help, and try again when something feels hard."	<b>Pre-K Visual Arts VA.PK.1.1</b> Participate in a variety of visual art activities (e.g., drawing, painting, sculpture).	Art activities often involve challenges like fine motor control or frustration when outcomes differ from expectations. With adult support, children learn to persist, regulate emotions, and try alternative strategies, reinforcing resilience and self-awareness.
<b>EMPOWERING</b> How will I grow in my learning?	Level 3 (Grades 3-5)	"I notice patterns in my strengths, needs, feelings, and habits, and use strategies independently as I stay ready, focused, and organized in my learning."	<b>5th Grade Computer Science AP.5-2</b> Decompose (break down) problems into smaller, manageable sub-problems to facilitate the program development process.	Breaking down problems requires planning and organization. Applying strategies independently, reflecting approaches, monitoring progress, and adjusting as needed reflect the emphasis on self-management and strategic thinking.
<b>CONNECTING</b> How do I build and sustain relationships and community?	Level 5 (Grades 9-12)	"I plan communication approaches for diverse audiences and contexts, justify my choices of tools, norms, formats and styles, and prioritize dialogue that strengthens trust, inclusion, and belonging across communities."	<b>11th/12th Grade ELA SL.11-12.1</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas, and expressing their own clearly and persuasively.	Collaborative discussions require students to plan how they communicate with diverse partners, justify their choices, and engage in dialogue that supports understanding and inclusion. These practices align directly with the competency's focus on intentional communication and fostering a sense of belonging, which are key foundations for sustaining healthy, connected communities.