



PORTRAIT OF A NEVADA **LEARNER**

Piloting the Portrait Case Study

School Name and District

Churchill County Middle School, Churchill County

Names of Individuals and Roles

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Monica Davis, 7th Grade Teacher

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Introduction

Churchill County School District has already developed a Profile of a Learner including 6 main Pieces (Critical Thinkers, Collaborative Learners, Inspired Innovators, Effective Communicators, Lifelong Learners, Global Citizens). The goal of our project is to connect the traits of the Profile to our classroom content. Additionally, the connection of Profile traits to classroom instruction will provide relevance to the student, so that they know why they are learning "it". Relevance to the classroom instruction will be developed by providing more justification when it comes to students learning specific contents and learning targets. Lastly, the integration of the Profile of a Learner into classroom instruction will give more meaning to the Profile itself by demonstrating how it can be used regardless of the individualized path of each student.

Intended Impact

- **Building learner agency by increasing students' interactions with the "why" of intended learning targets.**
- Learners will connect what and how they are learning with the bigger concept of how learning in any area builds to represent the Profile of a Learner Pieces in each individual.
- **Profile concepts are connected to the policies of competency based grading and SEAD and SEL initiatives. Implementing these things together will require a shift in educational philosophy for all district stakeholders.**
- Professional Learning is planned throughout the school year specific to profile concepts connected with learning targets
- Teaching and learning practices will shift to connect desired learning targets with profile concepts.

Project Work

Project Summary:

Churchill County School District (CCSD) had previously created a Profile of a Learner with six defined traits. The goal of the project was to connect those traits with defined learning targets in 6th and 7th grade ELA at Churchill County Middle School (CCMS). Considering this work with the future development and implementation of a state-wide profile was determined to be a minor adjustment. The team concluded that if a future state profile was implemented it would only require an adjustment of vocabulary to align with the current practice of building the skills with students.

In the beginning stages of the project, the CCMS team discussed how to develop value for the Profile traits with student learning. Additionally, it had been identified that, as a whole, the school was looking for more ways to increase the value of content learning targets for students regardless of their individual interests. One of the concepts discussed by the team, for example, was how does a student that sees their individual path focused in Math find value in English Language Arts. Additionally, how can this work help address the student adage, "Why do I need to learn this?"

One of our desired outcomes was to use the data collected throughout the project to show the positive impact on students as well as showing staff the importance of making those connections. We collected this data by having students complete a survey around their experience and knowledge of the Profile traits. The initial survey (February) would establish the baseline data while the second survey (May) would show the impact on student achievement.

One element of the work was to have the students interact with the Profile traits. Students were given the Profile of a Learner with descriptions of each trait. Once students had built a familiarity with the Profile, and its traits, they interacted with the Profile through classroom discussions, activities, and teacher adjustments to Learning Guides. One outcome

of this was a noticeable shift in classroom culture, specifically regarding common classroom language and the connection to Profile traits.

Intended Outcomes:

- Taking our profile traits from “a poster on the wall” to an active classroom teaching point
- Increase student ownership of learning
- Increase the relevancy of learning targets and individual student interests



Unintended Outcomes:

- Finding that some [content areas](#) hit specific traits better than others. What traits are well-developed with students? Which traits could you support more in the content?

Next Steps

- Student perception data collection
- Pilot classrooms connecting learning targets to Profile Pieces
- Student interaction with Profile Pieces
- Evaluation of data collection
- Use data for PD planning

Lessons Learned

- Students reacted positively with the profile traits and made connections to learning targets. Individual students were able to identify with specific traits and connect them to their own learning and interests.
- Profile traits became part of our vocabulary and more than just “a poster on the wall.”

Project Artifacts: Case Study Information

[CCMS Portrait Profile Shared Drive](#)

This drive contains the artifacts that we used and collected during this process. These artifacts include:

- Existing Profile of a Learner that was created by CCSD in 2018.
- Activities that were created by our team and interacted with by our students.
- Student writing samples about the Profile traits
- Student Perception survey data