

Frequently Asked Questions

For Teachers - Learn more about the Portrait of a Nevada Learner

Why have a Portrait of a Learner in Nevada?

The Portrait of a Nevada Learner is a statewide vision describing the mindsets, skills, and competencies all students need to thrive in school, career, and life. It was developed collaboratively with educators, students, families, and community members across all 17 Nevada districts. Nevada is adopting the Portrait to help redefine student success for a rapidly changing world. The Portrait expands success beyond academics by emphasizing communication, collaboration, identity development, resilience, creativity, and civic engagement. It guides schools and districts in designing learning experiences that are more personalized, future-ready, and connected to real-world contexts.

How was Nevada's Portrait of a Learner developed?

The development of Nevada's Portrait of a Learner was a statewide effort that included surveys, interviews, design sprints, and convenings. Over 1,400 data points were collected from diverse stakeholders, including educators, students, and community leaders. The final version was shaped with input from all 17 district leadership teams and was completed in June 2023. This collaborative process ensured that the Portrait reflects the values and aspirations of Nevada's communities.

What is the Portrait of a Learner NOT?

The Portrait is not a new curriculum, an additional set of standards, or a replacement for what teachers already do well. Instead, it is a shared vision that guides educators in integrating the development of transferable skills into daily instruction across content areas and programs.

What are the key parts of the Portrait of a Nevada Learner?

Nevada's Portrait is organized into four domains that support holistic student growth:

- **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?

These domains represent the durable skills and dispositions students need to successfully navigate life, learning, work, and community.

How does the Portrait of a Learner impact classroom instruction?

The Portrait shifts classroom instruction toward durable skills, real-world application, and reflection. It encourages project-based and performance-based learning that builds student agency, connects learning to authentic contexts, and develops communication, collaboration, and purpose.

Five

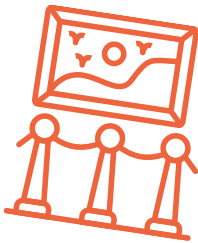
ways to make the Portrait come alive with students

These activities are designed to help students:

- Understand the competencies in Nevada’s Portrait of a Learner
- See how the Portrait connects to their lives and futures
- Begin integrating the competencies in meaningful, authentic ways



1



Portrait Gallery Walk

Create stations or posters for each Portrait competency. Students rotate through as they discuss and reflect.

2



Your Resume, Your Portrait

Create a “current resume” based on the Portrait competencies, identifying strengths and areas for growth.

4



Portrait in Action: Storytelling Challenge

Tell a story (written, oral, visual) about a time they demonstrated one of the Portrait competencies.

3

Design Your Dream Team



Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.

5



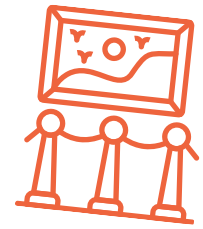
Portrait Remix: Local + State

Compare Nevada’s Portrait with the district’s version and remix them into a personalized learner profile.



Portrait Gallery Walk

Create stations or posters for each Portrait competency. Students rotate through as they discuss and reflect.



OUTCOME

Students will be able to describe the Portrait competencies in their own words and explain how they show up in learning and life.

DIRECTIONS

- Post each Portrait competency around the room (or digitally).
- Include a station comparing the Nevada Portrait to the district’s version if one exists.
- Students rotate, reflect, and respond.
- Debrief as a whole group.

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Use icons, emojis, drawings
- Students respond with pictures or short phrases
- Debrief: “What does this look like at school?”

HIGH

- Include quotes, career connections, self-assessment
- Students create definitions + applications
- Debrief: “How does this shape my future?”

MIDDLE

- Add real examples (sports, friendships, teams)
- Students write 1-2 sentence reflections
- Debrief: “Which competency feels most important for who you are becoming right now?”

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- models reflection with examples
- provides strong scaffolds (sentence starters, prompts)
- facilitates debrief

Learners

- rotate and respond with supported thinking stems like: “This reminds me of...”

Teacher

- provides structure, and welcomes voice
- probes with questions
- encourages student-generated definitions or examples

Learners

- add personal or peer examples at stations
- build on others’ thinking using sticky notes or digital tools
- notice and share patterns

Teacher

- steps into a coaching role
- supports quality, clarity, and inclusion
- aids in connection of competencies to real life, goals, community

Learners

- design the stations
- lead the debrief
- apply Portrait language beyond the activity (projects, feedback, goal setting)

2

Your Resume, Your Portrait

Create a “current resume” based on the Portrait competencies, identifying strengths and areas for growth.



OUTCOME

Students create a “current resume” using the Portrait competencies to name their strengths, describe evidence of those skills, and identify areas for growth.

DIRECTIONS

- Introduce a “Portrait Resume” as a snapshot of skills students are building.
- Students complete a short resume highlighting strengths, evidence, and a growth area, with choice-based add-ons as appropriate.
- Share with a partner and reflect: How does this describe more than grades?

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Create a “My Strengths Snapshot” showing what you’re already good at as a learner and friend.
- Make a “Super Skills Page” with pictures or sentence starters (“I show this when...”) to highlight your strengths now and one skill you’re still practicing.

HIGH

- Build a Current Competency Resume connected to future-ready skills (work, leadership, community).
- Add a Portrait Evidence Section showing how competencies appear in your experiences.
- Set a targeted growth goal tied to who you want to become after graduation.

MIDDLE

- Write a Portrait Skills Profile with strengths and real examples from school, teams, or clubs.
- Create a Learner Resume that highlights skills like collaboration, persistence, and responsibility.
- Identify one Portrait competency to grow next and explain why it matters.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- models a sample Portrait Resume or skill statement
- provides scaffolds (templates, sentence starters, examples)
- clarifies what a “resume” means at this age (a strengths snapshot, not a job resume)

Learners

- identify strengths using guided language
- select evidence with support

Teacher

- facilitates partner or small-group sharing
- uses questions to emphasize clarity and accuracy

Learners

- explain and revise skill statements
- give and receive feedback tied to Portrait language

Teacher

- shifts to a coaching role focused on growth

Learners

- personalize resume format or focus areas
- set and revisit growth goals over time
- apply Portrait skills to real experiences (projects, leadership, work)

3

Design Your Dream Team

Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.



OUTCOME

Students will be able to imagine a project, mission, or business and strategically design a team by mapping meaningful roles to the Portrait competencies needed for success.

DIRECTIONS

- Students choose a mission, project, or problem to solve.
- They design a “Dream Team” by assigning team roles based on Portrait competencies (strengths, contributions, and ways of working).
- Students share and reflect: How do different competencies work together to create impact?

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Build a “Classroom Helper Team” or “Problem-Solving Squad” with simple roles (encourager, idea-builder, helper).
- Match roles to Portrait strengths using pictures or kid-friendly language.
- Draw the team and share: “This person helps by...”

MIDDLE

- Design a team for a school challenge, club mission, or community improvement idea.
- Assign roles like planner, connector, creative thinker, or supporter tied to competencies.
- Reflect: What strengths does every successful team need?

HIGH

- Create a team for a business start-up, service initiative, or real-world project.
- Write role descriptions using Portrait competencies.
- Discuss: How do teams balance leadership, collaboration, and impact?

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- provides role examples and competency-aligned prompts
- clarifies what “team roles” mean (strengths-based contributions)

Learners

- select roles from a menu and match them to competencies with support

Teacher

- facilitates discussion about why certain competencies fit certain roles

Learners

- co-design teams, explain reasoning, and revise roles collaboratively

Teacher

- creates space for students to lead, present, or pitch their team designs
- connects students to authentic contexts (school needs, community partners, real audiences)

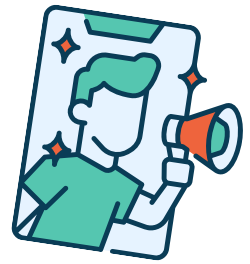
Learners

- design original role frameworks and team structures
- justify how Portrait competencies drive success

4

Portrait in Action: Storytelling Challenge

Imagine a project, mission or business and strategically map the required roles using the Portrait competencies as the foundation for each position on the team.



OUTCOME

Students will be able to reflect on their experiences and communicate how they have demonstrated a Portrait competency through storytelling.

DIRECTIONS

- Students choose one Portrait competency and tell a true story showing it in action.
- Stories may be written, spoken, visual, or multimedia, depending on grade level and choice.
- Students share and close with a strength shout-out: “I noticed you demonstrated...”

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Share a short story or drawing about a time you showed a Portrait strength.
- Use prompts like: “One time I helped...” or “I kept trying when...”
- Share with a partner or small group.

HIGH

- Share a “Portrait Moment” that could be used in a college essay, scholarship response, or job interview.
- Tell the story with a focus on impact: How did this competency shape others, not just you?

MIDDLE

- Write or present a story connected to school, friendships, teamwork, or challenges.
- Identify the Portrait competency shown and explain why it mattered.
- Share with peers and name the strength you saw in others.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- models an example story and provides prompts or sentence starters
- clarifies what strong competency evidence sounds like

Learners

- choose a competency and tell a structured story with support

Teacher

- facilitates peer sharing and helps students deepen connections to Portrait language

Learners

- share stories, give feedback, and strengthen connections to competencies

Teacher

- creates opportunities for student choice in format, audience, and purpose
- encourages authentic storytelling connected to real goals or community contexts

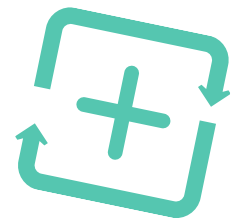
Learners

- design original story products (video, podcast, speech, art)



Portrait Remix: Local + State

Compare Nevada’s Portrait with their district’s version and remix them into a personalized learner profile



OUTCOME

Students will be able to compare Nevada’s Portrait competencies with their district’s local version and remix them into a personalized learner profile.

DIRECTIONS

- Students review both the Nevada Portrait and their local Portrait language.
- They identify overlaps, differences, and words that feel meaningful to them.
- Students create a “remixed” learner profile that represents who they are and who they want to become.

GRADE BAND IDEAS

PRIMARY/ELEMENTARY

- Look at the Portrait words using pictures and simple examples.
- Pick a few that feel like you (your strengths) and one you want to grow.
- Create a “This Is Me as a Learner” page and share with a partner.

HIGH

- Remix Portrait language into a personalized profile that reflects identity, values, and future goals.
- Create a product of choice (one-pager, infographic, personal mission statement, digital portfolio intro).

MIDDLE

- Compare Nevada and local Portrait attributes side-by-side.
- Highlight the ones that stand out most and explain why.
- Create a personal “Top Portrait Strengths + Growth” profile.

LEARNER AGENCY FACILITATION CONTINUUM

Choose Your Starting Point: Practice growing toward learner-driven agency



Teacher

- Provides structured comparisons and examples of Portrait language
- Clarifies what it means to “remix” into student-friendly terms

Learners

- Identify similarities and choose meaningful competencies with support

Teacher

- Facilitates discussion about why different communities use different Portrait language

Learners

- Collaborate to sort, group, and explain Portrait overlaps and differences
- Draft personal profile statements with peer feedback

Teacher

- Creates space for students to personalize, publish, or present their learner profiles

Learners

- Design original remixes that reflect who they are becoming
- Use Portrait language to guide goal-setting, reflection, and future pathways



Goal Setting

A strategy for integrating a portrait of a learner into the classroom

What is Goal Setting?

Goal setting is the process of identifying, planning, and working toward specific learning or personal growth targets. It builds self-awareness and gives students a sense of direction, allowing them to reflect, track progress, and take ownership of their learning.

Why is Goal Setting important?

Goal setting fosters agency, motivation, and lifelong learning habits. When students set meaningful goals they learn to manage time, overcome challenges, reflect, and celebrate progress. These habits help students develop resilience and confidence, which are essential for success in school and life.



How can educators support Goal Setting?

Make goal setting part of regular classroom practice. Support students in setting clear, achievable goals and reflecting on progress. Connect goals to their Portrait of a Learner growth so students see the relevance of their efforts. Use conferences, check-ins, and portfolios to keep goals visible and meaningful. Provide tools like goal-setting templates and reflection prompts to scaffold the process.

How does Goal Setting connect to the Portrait of Nevada a Learner?

Goal setting helps students grow into Nevada graduates who are **empowered**, **connected**, **impactful**, and **thriving**. By setting and working toward personal, academic, and career goals, students practice responsibility, self-sufficiency, ethical decision-making, and long-term planning. These skills directly support the competencies outlined in the Portrait of a Nevada Learner .



Reflect on your current goal-setting practices. How might you incorporate Portrait of a Nevada Learner competencies into your processes or try a new approach that makes goals more intentional and empowering?

Reflection & Feedback

Strategies for integrating a portrait of a learner into the classroom

What are Reflection & Feedback?

Reflection is the thoughtful consideration of learning experiences, actions, and growth. Feedback is information that helps students reflect, improve, and move forward. Together, they build self-awareness, accountability, and a mindset for continuous improvement.

Why Reflection & Feedback?

Reflection and feedback empower students to take ownership of their learning and build agency. Reflection encourages metacognition, helping learners adapt and persist through challenges. High-quality feedback guides revision and promotes deeper understanding, supporting academic and personal growth. These practices help students develop confidence and resilience.



How can educators support Reflection & Feedback?

Reflection and feedback are essential for helping students internalize and apply how they are growing into **empowered**, **connected**, **impactful** and **thriving** learners. For example, reflecting on a group project may reveal how effectively collaboration and empathy were demonstrated, while responding to feedback on a presentation can strengthen communication skills. Linking these experiences to Portrait competencies makes growth visible and meaningful.

How do Reflection & Feedback connect to a Portrait of a Learner?

Make reflection and feedback a routine part of learning. Model reflective thinking by sharing your own process. Provide clear and actionable feedback that focuses on and affirms growth. Create safe opportunities for peer dialogue where students can practice giving and receiving feedback respectfully. Use strategies such as self-assessment, student conferencing, and goal-setting to help students connect their learning to Portrait competencies.



Reflect on your current strategies for supporting reflection and feedback. Are students regularly invited to think about their learning and receive meaningful input from others? How might you incorporate the Portrait of a Nevada Learner competencies into your existing processes or try a new approach that makes reflection and feedback more intentional, empowering, and aligned with Nevada's vision for student success?

Portfolios

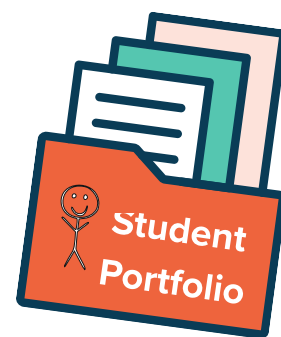
A strategy for integrating a portrait of a learner into the classroom

What is a Portfolio?

A student portfolio is a curated collection of learning artifacts that showcase growth, achievement, and reflection over time. Portfolios highlight how students develop the skills and mindsets outlined in learning goals through work samples, reflections, feedback, and goals.

Why Use Portfolios?

Portfolios make learning visible and meaningful. They allow students to collect and curate evidence of growth that promotes ownership of their learning journey. By encouraging reflection and goal setting, portfolios help students track progress toward key competencies. They support authentic assessment and can be used for exhibitions, student-led conferences, and graduation readiness. Portfolios provide a holistic view of student success aligned with the Portrait of a Nevada Learner.



How can Educators Support Portfolio Use?

Embed portfolio routines into instruction through reflection prompts, project documentation or goal setting check-ins. Guide students in selecting evidence aligned with Portrait competencies and writing reflections that explain growth. Use rubrics or templates to scaffold the process and create opportunities for students to share portfolios with peers, families, or community members. Celebrate progress regularly to build confidence and motivation.

How do Portfolios Connect to a Portrait of a Learner?

Through curated artifacts and reflections, students demonstrate how they are growing into **empowered**, **connected**, **impactful** and **thriving** individuals. For example, a budgeting project might show financial responsibility, while a group debate highlights communication and civic engagement. Portfolios make the Portrait personal and tangible, helping students see how everyday learning connects to broader life skills.



Take a moment to reflect on your current practices for collecting and showcasing student learning. Are students able to see and articulate their growth in ways that connect to the Portrait of a Nevada Learner? How might you incorporate Portrait competencies into your existing processes or try a new portfolio strategy that makes learning more visible, personal, and empowering?