



# Creating a Portrait of a Learner for Nevada

A Nevada Department of Education initiative

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ed.Xtraordinary on behalf of the NV Future of Learning Network



Nevada **Future of Learning** Network

## Framing Questions

**“There is no greater power for change than a community discovering what it cares about.”**

*- Margaret Wheatley*

What is the role of school in helping students build good lives and thriving communities?

What skills and mindsets do students need to succeed?



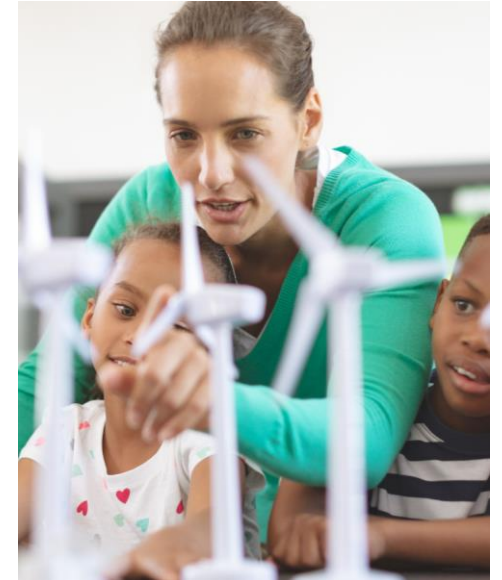
## PAST

- Time is the constant, learning is the variable
- Academic content
- One way transfer of knowledge



## FUTURE

- Constant is learning, time is the variable
- Academic content and life ready, transferrable skills
- Knowledge and skill through collaboration and application



# Why does learning need to evolve?



## Empty Classrooms

Nearly 35 percent of Nevada students were chronically absent (missing 10% or more of enrolled school days) in the 2022-23 school year.



## Teacher Shortages

Nevada is leading the nation in teacher shortages. This isn't a matter of teachers giving up; rather, it's a reflection of the underinvestment and lack of professional autonomy that have impacted the teaching profession.



## Unprepared Workforce

74% of hiring managers recognize a skills gap. 48% of hiring managers say candidates lack the skills to fill open jobs.



# How did we get here?

1

## Seeds of Change

- AB 110, 2017
- Competency-Based Education Network (CBEN)
- Blue Ribbon Commission
- SB 215, 2020

3

## Opportunity Analysis (OA)

- Deep research process
- 12 policy conditions
- Recommendations
- January 2022 State Opportunity Analysis

2

## Visioning

- Grounded in futures thinking
- Visioning Kickoff - Nov 2021
- Ongoing Process: Nevada Future of Learning Visioning Guide

4

## Action Planning

- Grounded in Vision & OA
- Open to the public
- 260 participants
- 100+ participants from schools & district offices



When students know how to apply their academic knowledge, they are on their way toward realizing the vision of the Portrait.



**Portrait of a Nevada Learner**

*A unified community vision*

*Who are students becoming?*



**Competencies**

*The application of knowledge*

*How should students be able to apply what they know?*



**Standards**

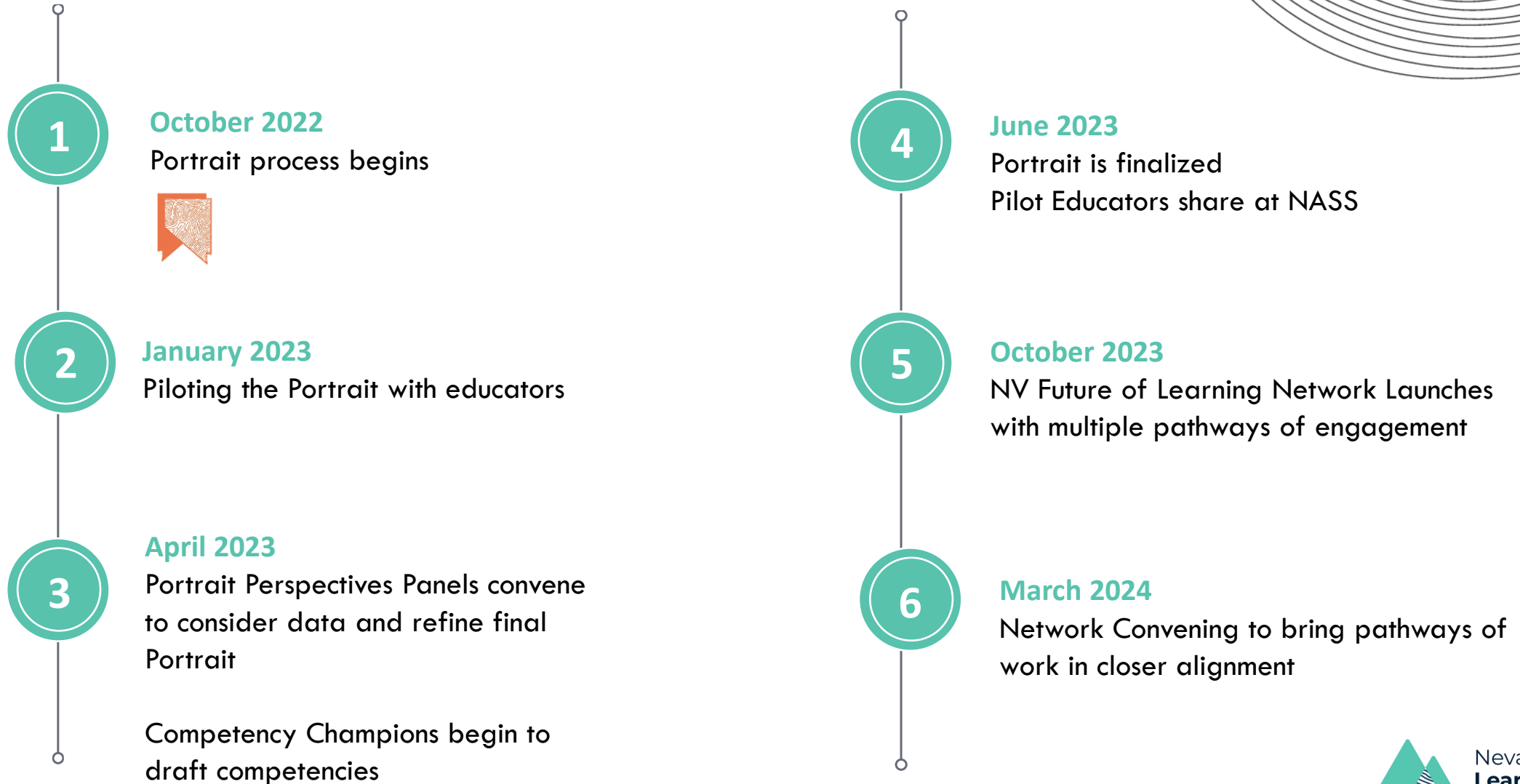
*A rigorous foundation of knowledge*

*What should students know?*



# How did we get here?

## Timeline and Inputs





# Co-Designing With Young People



Vision Seekers Fellowship



Youth Empowerment Fellowship



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# Co-Designing With Educators



**13 School Design Teams**

**6 School Districts**

**50 Educators**



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# Co-Designing With Community



## District Portraits and Portrait Perspectives Panel

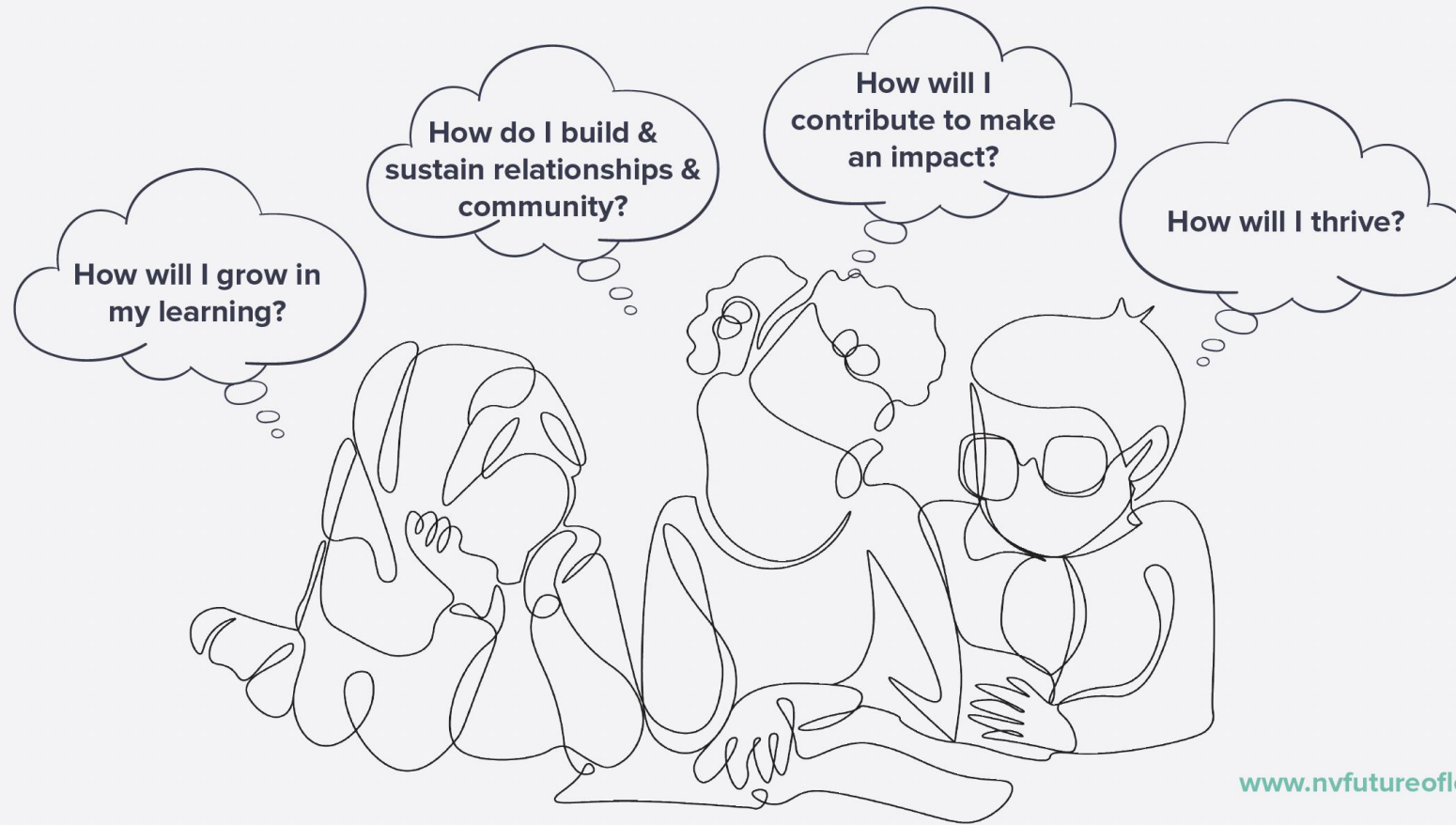




## PORTRAIT OF A NEVADA LEARNER

A collective vision of the mindsets and skills that bring academic knowledge to life

Core academic knowledge is the foundation from which students can apply durable skills, enabling them to build a life, a home, and a future for themselves, their families, and their communities. With the rapid pace of technological change in our post-COVID world, it is more important than ever to center our educational approach around shared human values and a clear sense of purpose. By asking thoughtful questions and encouraging students to reflect on what they are learning and why, we can empower them to create their OWN portraits of who they are and who they aspire to be. This approach fosters joy, creativity, and authenticity in the process and expressions of learning. Importantly, it also helps learners develop the self-awareness and resilience necessary to thrive in today's world.



<p><b>EMPOWERING</b></p> <p>How will I grow in my learning?</p>	<p><b>Reflect</b> on my personal strengths and unique qualities to leverage them in all aspects of my life.</p> <p>Approach learning and life experiences with <b>curiosity</b> and a growth focused attitude to find ways to connect them to my passions and interests.</p> <p>Be <b>self-aware</b>, monitor my needs, and advocate for myself in a variety of environments.</p> <p>Strive for <b>balance</b> by asking for support related to my intellectual growth, physical, mental, social, and emotional well-being.</p>
<p><b>CONNECTING</b></p> <p>How do I build and sustain relationships and community?</p>	<p>Build connections by actively listening, sharing ideas, and <b>collaborating</b> toward common goals.</p> <p><b>Communicate</b> effectively, adapting my communication style to different audiences and situations, while using a variety of tools and technologies.</p> <p>Show <b>empathy and respect</b> toward individuals and groups of diverse backgrounds, cultures, and experiences exploring multiple viewpoints.</p>
<p><b>IMPACTING</b></p> <p>How will I contribute to make an impact?</p>	<p>Transfer and apply knowledge and skills across academic disciplines to make a <b>purposeful impact</b>.</p> <p>Evaluate and analyze data, ideas, and interactions as <b>critical thinkers and creative problem-solvers</b> to overcome challenges in all aspects of my life.</p> <p>Be an engaged member of my community, participating in public discourse and decision-making processes, and promoting opportunities of <b>civic engagement</b>.</p>
<p><b>THRIVING</b></p> <p>How will I thrive?</p>	<p>Stay <b>resilient and courageous</b> in the face of challenges and changing contexts, learning from my mistakes and growing as a result.</p> <p>Practice <b>intellectual agility</b>, continuously learning, unlearning, and relearning to adapt to evolving opportunities in my school and community.</p> <p>Be a person of <b>integrity</b>, making and keeping commitments to my peers and community while staying true to my values and beliefs.</p>

# CRITICAL THINKING: LEARNING CONTINUUM

<b>Pre-K</b>	Nevada learners identify solutions across contexts
<b>K-2</b>	Nevada learners develop critical and creative thinking skills to show solutions across contexts
<b>3-5</b>	Nevada learners connect critical and creative thinking skills to show solutions across contexts
<b>6-8</b>	Nevada learners formulate critical and creative thinking skills to generate potential solutions across contexts
<b>High</b>	Nevada learners apply critical and creative thinking skills to generate viable solutions across contexts





# Networking Nevada



**21+ School Design Teams**



**110+ Educators**



**60+ Competency Champions**



**Youth Empowerment Fellowship**



**Policy + Sustainability Committees**





# Community



Over 100 Portrait Partners



1:1s



Community Briefings



Community Learning Projects



Youth-Designed Community  
Storytelling Convenings



Roadtrip Nation Documentary

# What's Next?

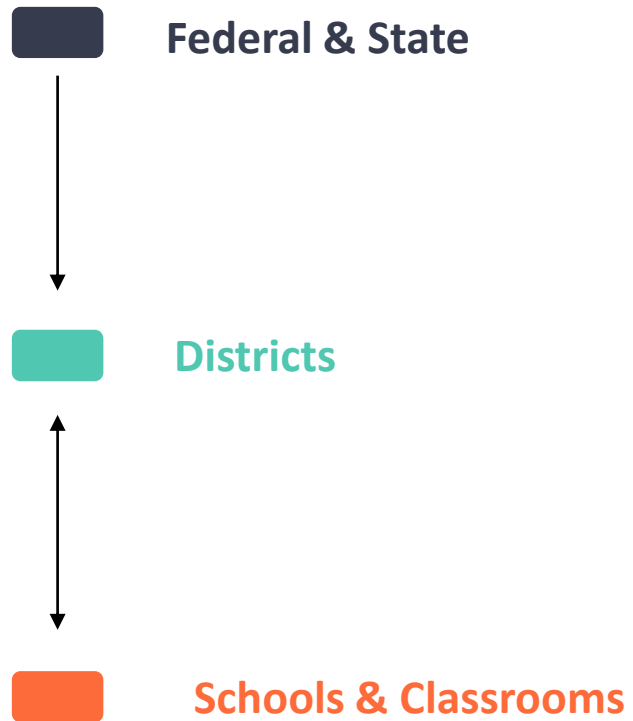
Competency  
Implementation Pilot

Assessment +  
Accountability  
Redesign Taskforce

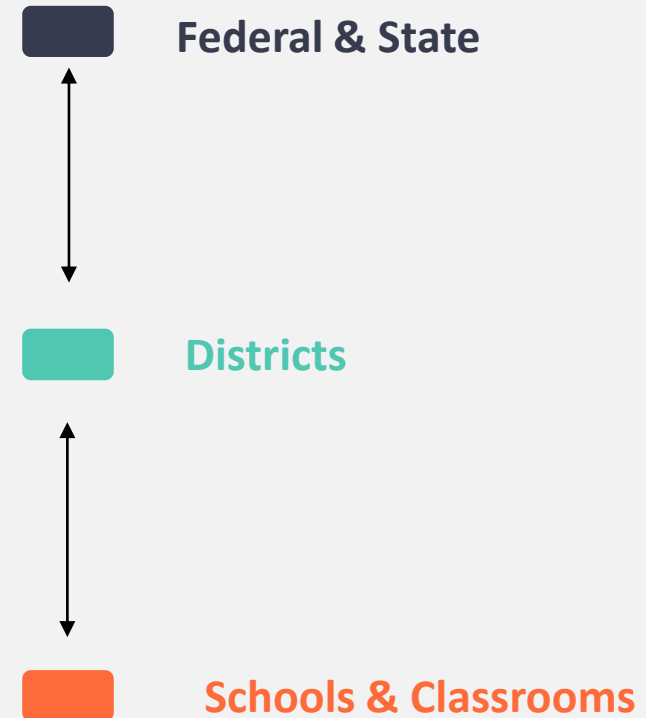
Sustainability  
Committee



## Traditional Policy Systems



## Innovative Policy Systems



## What can the portrait do?



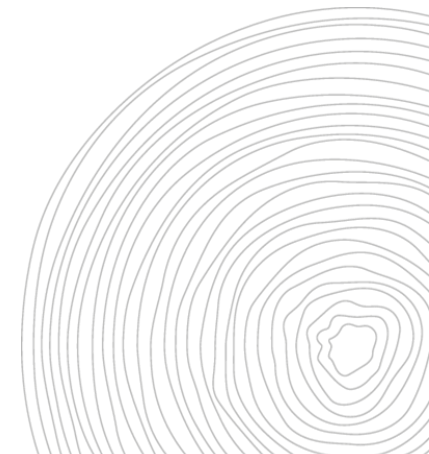
**The Portrait addresses absenteeism** by creating learning environments that students want to be a part of.



**The Portrait addresses teacher workforce** shortages by rekindling a joy for teaching by establishing clear expectations, offering flexibility in teaching methods, and adapting a more personalized approach to learning.



**The Portrait addresses workforce readiness** by prioritizing the development of skills in conjunction with academic knowledge, more adequately preparing students for the complexities of the workforce and civic life.







**How might we create learning relationships, experiences, and environments that bring the Portrait of a Nevada Learner to life for all learners?**





# Thank you.

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Get updates about our progress:  
[nvfutureoflearning.org](http://nvfutureoflearning.org)



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