



PORTRAIT OF A NEVADA LEARNER

Piloting the Portrait Case Study

School Name and District

Lincoln Elementary School, Clark County School District

Names of Individuals and Roles

Dr. Colon-Diaz, Fourth Grade Teacher

Ms. Horner, Learning Strategist

Ms. Black, Principal

Introduction

Our innovation project focused on how we can encourage student reflection in order to connect what they are learning in the classroom with their future goals and the world around them. We are a PBL school (year 2 of our pilot). We have also implemented mindfulness for our staff and some teachers are incorporating it into their classrooms. We want our students to be college, career and community ready when they leave high school so it starts with us! Ensuring they have a strong foundation will ultimately increase their achievement. The challenges included: students knowing their strengths, based on our Profile of a Lincoln Learner, in order to identify goals they wanted to work on; teaching students how to be self-reflective and to identify action steps to reach their goals; time-this is something that was started in the morning meeting and was reflected upon at the end of the school day or week.

Intended Impact

- How do I thrive? (Portrait Alignment)
- Intended impact on students: Deeper learning for all students
- Intended impact on adults: Helps adult learners build stronger relationships with their students which will help students see their teachers as humans, too. Builds on student assets vs. deficits

- Our staff will have to shift their mindset to focus on their own assets that positively impact their classroom instruction and classroom climate. This philosophy then translates into a focus on identifying student assets. .(Philosophy)
- Professional learning provides opportunities for educators to explore new teaching strategies, assessment methods, and instructional approaches aligned with the goals of the Portrait to deepen their understanding of the framework and its implication on student success.

Project Work

Students were introduced to the Portrait of Lincoln Learner, a framework that outlines key college and career readiness skills. To foster understanding, a whole group class discussion was held to explain each of them . The teacher then modeled how to select a skill and implement it into her teaching practices. As a reflective practice, students were encouraged to select two skills and write them on sticky notes, which they placed on their desks as visual reminders. This helped facilitate their ongoing reflection throughout the day. Later, students were provided with a document containing guiding questions to support their weekly goal-setting and reflection. They recorded their reflections to track their progress and deepen their understanding of the identified goals. We noticed that students were more engaged in their learning when setting a daily goal. They were able to identify their strengths and areas they want to continue developing which ultimately will lead to student success in school and in life.

Next Steps

- We envision expanding this next year to include more teachers who want to opt-in to having students set their intentions for the day and reflecting on them at the end of the day or the end of the week. We envision a shift in the mindset of our students and staff by focusing on assets vs. deficits.
- We envision connecting this to NEPF Standard 4, which focuses on teacher clarity and student self-monitoring of their own learning based on the learning intentions and success criteria for the lesson.

Lessons Learned

- The process of selecting an intention for the day and then self-reflecting on it had to be explicitly modeled for students.
- Identifying assets was difficult for the students In the beginning.
- Introducing our Profile of a Lincoln Learner at the beginning of the year along with lessons on Growth Mindset would set the stage for identifying learning intentions/self-reflection.

Project Artifacts: Case Study Information

Please include below some 5-8 links to artifacts that make your narrative accessible and real to your audience (media such as videos or images, a brief case write up, information and research you collected as you worked on your project, insights from team members. Please also include 1-sentence descriptions for each artifact.

The artifact(s) should be easily accessible to a diverse group of community members in your school, district or other Nevada districts.

[Panorama Data](#)

[5th Grade Strengths Data](#)

[5th Grade Goals Data](#)

[4th Grade Strengths Data](#)

[4th Grade Goals Data](#)

[4th Grade Goals/Reflections](#)

[4th Grade Artifacts](#)

[Profile of a Lincoln Learner Reflection Form](#)