



Lyon County School District

Portrait of a Learner

Staff Resources



About the Portrait of a Learner

Following the creation of the Lyon County School District (CSD) Student Bill of Rights, the Portrait of a Learner is our community's shared vision of what it means to be a successful learner in Lyon County. We purposefully choose to call it a "Portrait of a Learner" (Portrait) to be clear about the learning experiences we hope all Lyon County students have while they attend school.

How the Portrait was Created

In 2021, Lyon CSD began a partnership with WestEd to collect input from the community (students, educators, families, and community members) through surveys, interviews, and focus groups. Once a draft was developed, it was shared with students, teachers, and campus and district leaders to test it. The Portrait was finalized at the end of 2022 and introduced to the district in 2023.

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Lyon County School District Portrait of a Learner: Overview of Domains

This resource provides an overview of the four domains and each of the student competencies in the Portrait of a Learner. Each competency includes a sentence to demonstrate what students experience when they master this competency (skill).

Lyon CSD Portrait of a Learner Competencies



Learning for Life

"I am building the skills to be a lifelong learner."

**Perseverance
Application
Future Focus**



Connected Learners

"I am learning through my relationships with others."

**Belonging
Communication
Collaboration**



Student Ownership of Learning

"I am empowered to own my learning."

**Empowerment
Self Knowledge
Self Direction**



Discovery Through Learning

"My learning journey helps me discover new things."

**Problem Solving
Joy
Exploration**



Portrait of a Learner Student Competencies

This resource features evidence of student success for every domain. Each statement provides an example of what success in each competency might look and feel like from a student's perspective.

How this resource can be helpful:

- Build knowledge of the Portrait
- Inform lesson planning, types of activities, and/or instructional strategies
- Develop a self-assessment for students
- Assess student proficiency in Portrait competencies

Lyon CSD Portrait of a Learner Competencies



Learning for Life

"I am building the skills to be a lifelong learner."

Perseverance - Application - Future Focus

- **Perseverance**
 - I am becoming a confident learner.
 - I can overcome challenges and problems.
 - I can work through a problem even when no one tells me to.
 - I am able to learn from mine and other's mistakes.
 - I can view failure as a learning experience and opportunity.
- **Application**
 - I am a reliable student, classmate, and member of the Lyon County community.
 - I am able to acquire skills related to my future interests and goals.
 - I can search for and plan to take on any task in life because I have learned the steps to do so.
- **Future Focus**
 - I am building the skills that I'll need to continue learning new things throughout my life.
 - I know how to apply what I'm learning to life beyond school.
 - I know how to explore my college and career options.



Connected Learners

"I am learning through my relationships with others."

Belonging - Communication - Collaboration

- **Belonging**
 - I feel genuinely cared for in my school.
 - I feel safe and welcomed in my school.
 - I am able to be my authentic self in learning and in school.
 - I am developing my personal, cultural, and community identity.
- **Communication**
 - I can express my ideas and thoughts clearly through a variety of methods.
 - I can build relationships with people I perceive to be different from myself.
 - I can communicate across different perspectives (e.g., I know how to navigate and learn from different perspectives).
 - I can communicate to resolve conflict.
- **Collaboration**
 - I interact and collaborate with my peers to help me learn.
 - I know which adults I can turn to when I need support.
 - I know which adults can help me reach my goals.
 - I share my learning with my family.
 - I am a proactive contributor to my school and to my community.



Student Ownership of Learning

"I am empowered to own my learning."

Empowerment - Self-Knowledge - Self-Direction

- **Empowerment**

- I can independently make decisions about the right next steps for my learning and well-being.
- I know how to learn more about what interests me and choose learning options based on my interests.
- I can build the skills needed for success and can take action to achieve my goals.
- I am encouraged to advocate for what I need in my learning.

- **Self-Knowledge**

- I know why I'm learning what I'm learning.
- I can demonstrate my knowledge and mastery of skills in ways that best fit my learning style and/or I can demonstrate my learning in multiple ways.
- I understand my own strengths as a learner and can practice applying those skills to my learning.
- I have strategies to calm my mind and body when I experience stress or anxiety.

- **Self-Direction**

- I own and take an active role in my learning.
- I am actively involved and engaged in lessons and projects.
- I know how and when to use classroom and school resources to move my learning forward.
- I can set learning goals and initiate my learning.
- I'm motivated to engage further in my learning.



Discovery through Learning

"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

- **Problem Solving**

- I can evaluate a variety of solutions to solve complex problems.
- I engage in rigorous learning and critical thinking.
- I combine new information with what I know to come up with new ideas.

- **Joy**

- I have a passion and desire to pursue learning.
- I am able to express my creativity and feel inspired in my learning.
- I celebrate both my failures and successes as opportunities for learning.

- **Exploration**

- I can explore what I'm interested in to help me prepare for life around me.
- I can choose different pathways and flexible learning experiences to pursue my learning goals.
- I can pursue my learning goals in opportunities beyond the classroom (externships, work studies, etc.).
- I search for new information to discover, seek answers, and identify solutions.
- I know what career opportunities my community offers.



Portrait of a Learner Teacher and Leader Commitments

This resource features ways adult leaders can support students and staff to build and demonstrate proficiency in each domain. Each statement is an example of the actions and behaviors teachers, campus leaders, and district leaders could take to build a learning environment and culture that supports Portrait development.

How this resource can be helpful:

- Reflect on your professional practice
- Discuss with a peer; a staff member you support; or a leader that supports you about how to bring the Portrait competencies to your classroom or campus
- Affirm current teacher practice and identify how to further support student competency development

Lyon CSD Portrait of a Learner


Educator and Leader Commitments

Domain: e.g., Learning for Life

Success Statement: e.g., “I am building the skills to be a lifelong learner.”

Competencies: e.g., “Perseverance,” “Application,” and “Future Focus”

Evidence of Student Success (how students know they possess these skills): e.g., (for Perseverance): “I am becoming a confident learner.”

|  Learning for Life <i>“I am building the skills to be a lifelong learner.”</i> Perseverance - Application - Future Focus | | | |
|---|--|--|---|
| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
| Perseverance <ul style="list-style-type: none"> ○ I am becoming a confident learner. ○ I can overcome challenges and problems. ○ I can work through a problem even when no one tells me to. ○ I am able to learn from mine and other’s mistakes. ○ I can view failure as a learning experience and opportunity. | To Support Perseverance <p>I provide quality feedback daily to students during learning.</p> <p>I cultivate and model a growth mindset when approaching learning.</p> <p>I provide opportunities for my students to learn from their mistakes and improve.</p> <p>I understand and model that failure is an important part of the learning process.</p> | To Support Perseverance <p>I cultivate and model a growth mindset when approaching student learning and supporting teachers in their own learning.</p> <p>I model for teachers and students being vulnerable and how mistakes encourage learning and growth.</p> <p>I embrace failures as an opportunity for learning.</p> <p>I facilitate and create structures for teachers to take risks and reflect on their practice.</p> <p>I support teacher and student growth.</p> | To Support Perseverance <p>I coach and support school leaders in trying new approaches to student and adult learning to foster a love of learning for our students.</p> <p>I cultivate and model a growth mindset toward learning with myself, my colleagues, and students.</p> <p>I celebrate the growth and successes of our school community.</p> <p>I help school leaders embed social and emotional learning skills, such as self-awareness and self-management into their school culture, curriculum, and programming.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Learning for Life

"I am building the skills to be a lifelong learner."

Perseverance - Application - Future Focus

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|---|--|--|
| <p>Application</p> <ul style="list-style-type: none"> I am a reliable student, classmate, and member of the Lyon County community. I am able to acquire skills related to my future interests and goals. I can search for and plan to take on any task in life because I have learned the steps to do so. | <p>To Support Application</p> <p>I create explicit opportunities for my students to explore and identify their interests and goals.</p> <p>I learn about my students and offer them options in learning where they can practice skill-building aligned to their interests and goals.</p> <p>I engage students in learning that challenges them to apply themselves in search of a solution or skill.</p> | <p>To Support Application</p> <p>I design professional learning opportunities for staff to deepen practice and utilize teacher expertise.</p> <p>I provide professional learning opportunities that help teachers learn how to help students explore their interests and set goals.</p> | <p>To Support Application</p> <p>I create training opportunities for staff to develop instructional practices that help students explore their interests and set goals.</p> |
| <p>Future Focus</p> <ul style="list-style-type: none"> I am building the skills that I'll need to continue learning new things throughout my life. I know how to apply what I'm learning to life beyond school. I know how to explore my college and career options. | <p>To Support Future Focus</p> <p>I prioritize relating learning to the "real world" and describe why content is important.</p> <p>I consistently prompt students to connect new learning to their emerging goals for life beyond school.</p> | <p>To Support Future Focus</p> <p>I promote and facilitate conversations with students about college, career, and community opportunities.</p> <p>I create opportunities for students in my school to interact with professionals and be exposed to career options.</p> | <p>To Support Future Focus</p> <p>I help staff identify real-world applications of learning.</p> <p>I consistently collaborate with community members, such as employers and college and trade school administrators, to deepen staff and student learning about college and career options and pathways.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Learning for Life

"I am building the skills to be a lifelong learner."

Perseverance - Application - Future Focus

STUDENT SUCCESS STATEMENTS

TEACHER COMMITMENTS

SCHOOL LEADER COMMITMENTS

DISTRICT LEADER COMMITMENTS

I model building strong relationships and connections with families and communities to bring the community and real world into student learning and vice versa.

Lyon CSD Portrait of a Learner

Educator and Leader Commitments



Connected Learners

"I am learning through my relationships with others."

Belonging - Communication - Collaboration

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|--|---|---|---|
| <p>Belonging</p> <ul style="list-style-type: none"> ○ I feel genuinely cared for in my school. ○ I feel safe and welcomed in my school. ○ I am able to be my authentic self in learning and in school. ○ I am developing my personal, cultural, and community identity. | <p>To Support Belonging</p> <p>I attend to my students' academic and social emotional needs in my classroom.</p> <p>I build relationships with my students that reflect care, value, and trust.</p> <p>I provide a positive classroom environment, so students feel comfortable reflecting and being open and honest with their own learning and identity development.</p> <p>I greet students by name as they arrive in class and in the building.</p> <p>I build a personal relationship and understanding with each individual student.</p> | <p>To Support Belonging</p> <p>I walk the halls and talk to students and teachers every day.</p> <p>I create structures and routines to build a positive school culture.</p> <p>I foster reciprocal and caring relationships with staff and students.</p> <p>I model and demonstrate skills to build inclusivity.</p> <p>I foster a school culture that openly values student and staff diversity.</p> | <p>To Support Belonging</p> <p>I monitor and support monitoring of positive school climate.</p> <p>I help school leaders embed social and emotional learning skills, such as social awareness, and relationship skills into their school culture, curriculum, and programming.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Connected Learners

"I am learning through my relationships with others."

Belonging - Communication - Collaboration

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|--|--|--|
| <p>Communication</p> <ul style="list-style-type: none"> I can express my ideas and thoughts clearly through a variety of methods. I can build relationships with people I perceive to be different from myself. I can communicate across different perspectives (e.g., I know how to navigate and learn from different perspectives). I can communicate to resolve conflict. | <p>To Support Communication</p> <p>I provide all students with opportunities to develop their voice in my classroom.</p> <p>I model acceptance for students and practice speech that sets the tone for tolerance and diversity.</p> <p>I build compassion and empathy through active listening to students.</p> <p>I design lessons that allow for student dialogue and discussion.</p> | <p>To Support Communication</p> <p>I create school-wide opportunities for students to be heard, where adults can genuinely listen and value what they say.</p> <p>I create opportunities for conversations that model discourse between staff, leaders, and students.</p> <p>My actions and words reflect our school's value of diverse perspectives.</p> | <p>To Support Communication</p> <p>I model restorative practices to resolve conflict.</p> <p>I communicate authentically with all stakeholders.</p> <p>I seek a variety of ways to let stakeholders' voices be heard and involved in our school community.</p> <p>I communicate in ways that show an explicit value of different perspectives in our community.</p> |
| <p>Collaboration</p> <ul style="list-style-type: none"> I interact and collaborate with my peers to help me learn. I know which adults I can turn to when I need support. I know which adults can help me reach my goals. | <p>To Support Collaboration</p> <p>I know the resources available at my school to support the varying needs of my students.</p> <p>I provide resources and structures to help students navigate their own learning independently.</p> | <p>To Support Collaboration</p> <p>I provide support and professional learning to teachers on fostering peer discourse and collaboration among students.</p> <p>I prioritize community connections and family involvement in student learning.</p> | <p>To Support Collaboration</p> <p>I create district-wide opportunities for students and educators to share their perspectives and participate in decision-making.</p> <p>I foster relationships with stakeholders across the school and local community.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Connected Learners

"I am learning through my relationships with others."

Belonging - Communication - Collaboration

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|--|---|---|---|
| <ul style="list-style-type: none">○ I share my learning with my family.○ I am a proactive contributor to my school and to my community. | <p>I provide opportunities for working with peers with explicit roles and accountability for students.</p> <p>I know how to identify collaborative strengths and weaknesses and model how students use one another's expertise.</p> <p>I receive and provide feedback to students and to my colleagues.</p> <p>I model how to work as a team and demonstrate how working with peers is an important part of the learning process.</p> | <p>I create structured opportunities for teacher collaboration.</p> | <p>I seek meaningful interactions with teachers, students, and parents.</p> <p>I provide resources to involve community members into our schools.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments



Student Ownership of Learning

"I am empowered to own my learning."

Empowerment - Self Knowledge - Self Direction

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|--|--|---|
| <p>Empowerment</p> <ul style="list-style-type: none"> ○ I can independently make decisions about the right next steps for my learning and well-being. ○ I know how to learn more about what interests me and choose learning options based on my interests. ○ I can build the skills needed for success and can take action to achieve my goals. ○ I am encouraged to advocate for what I need in my learning. | <p>To Support Empowerment</p> <p>I create opportunities for students to choose learning options based on their interests.</p> <p>I create opportunities for students to set actionable goals and work toward them.</p> <p>I model for my students how to advocate for their learning needs.</p> | <p>To Support Empowerment</p> <p>I facilitate and support teacher creativity in their classrooms.</p> <p>I encourage teachers to try new approaches and learning options for students in their practice.</p> <p>I encourage teachers to explore their own interests through ongoing learning.</p> <p>I provide professional-learning supports to help teachers empower students to make independent decisions about their learning.</p> | <p>To Support Empowerment</p> <p>I create structured opportunities for school leaders and teachers to reflect on their practice.</p> <p>I create opportunities for teachers and principals to learn about interest-based learning.</p> <p>I encourage principals and other school leaders to explore their own interests through ongoing learning.</p> |
| <p>Self Knowledge</p> <ul style="list-style-type: none"> ○ I know why I'm learning what I'm learning. | <p>To Support Self Knowledge</p> <p>I am reflective. I practice and model metacognition.</p> | <p>To Support Self Knowledge</p> <p>I create structured opportunities for teachers to reflect on their practice individually and together.</p> | <p>To Support Self Knowledge</p> <p>I help school leaders embed social and emotional learning skills, such as self-awareness, and responsible decision-making into their school</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Student Ownership of Learning

"I am empowered to own my learning."

Empowerment - Self Knowledge - Self Direction

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|--|---|---|
| <ul style="list-style-type: none"> ○ I can demonstrate my knowledge and mastery of skills in ways that best fit my learning style and/or I can demonstrate my learning in multiple ways. ○ I understand my own strengths as a learner and can practice applying those skills to my learning. ○ I have strategies to calm my mind and body when I experience stress or anxiety. | <p>I give students tools to self-reflect and determine how their learning is progressing.</p> <p>I help students set individual goals and recognize their successes and areas for growth.</p> <p>I design and deliver assessments to provide feedback that helps students recognize where they are in their learning.</p> <p>I provide multiple forms of assessment in my classroom.</p> <p>My grading process reflects and supports student growth and mastery.</p> | <p>I provide teachers with support in designing and delivering tools for formative student assessment and feedback.</p> <p>I provide professional learning, resources, and support for teachers around grading and assessment practices reflective of student growth and mastery.</p> | <p>culture, curriculum, and programming.</p> <p>I support and coach school leaders to develop instruction, assessments, and grading practices that reflect student growth and mastery.</p> |
| <p>Self Direction</p> <ul style="list-style-type: none"> ○ I own and take an active role in my learning. ○ I am actively involved and engaged in lessons and projects. | <p>To Support Self Direction</p> <p>I structure lessons and projects in ways that enable students to set learning goals for themselves.</p> <p>I provide time in class for student reflection and metacognition.</p> | <p>To Support Self Direction</p> <p>I help teachers structure lessons and projects that actively engage and involve students.</p> <p>I cultivate and share resources with teachers that help students expand</p> | <p>To Support Self Direction</p> <p>I establish a healthy culture between school and district to regularly measure, celebrate, and reflect on student progress that contains specific feedback for school sites.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments

Student Ownership of Learning

"I am empowered to own my learning."

Empowerment - Self Knowledge - Self Direction

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|--|---|---|
| <ul style="list-style-type: none">○ I know how and when to use classroom and school resources to move my learning forward.○ I can set learning goals and initiate my learning.○ I'm motivated to engage further in my learning. | <p>I bring a range of classroom and school resources into my instruction that reflect opportunities to learn beyond my classroom.</p> <p>I provide students with options to demonstrate their learning and that help students best fit their learning style.</p> | <p>their learning goals.</p> <p>I help teachers explore and master teaching and learning approaches matched to diverse learning styles and needs.</p> | <p>I regularly convene school leaders and classroom teachers, so they can share examples of successful student-centered practices from their schools.</p> <p>I provide school leaders with autonomy and support for diversifying teaching approaches in order to match diverse learning styles.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments



Discovery Through Learning

"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|---|---|---|---|
| <p>Problem Solving</p> <ul style="list-style-type: none"> I can evaluate a variety of solutions to solve complex problems. I engage in rigorous learning and critical thinking. I combine new information with what I know to come up with new ideas. | <p>Problem Solving</p> <p>I create opportunities for students to approach solving complex problems in different ways.</p> <p>I design lessons and activities that require students to think, experiment, and revise plans.</p> <p>I model how to combine new information with prior knowledge to come up with new ideas and solutions.</p> | <p>Problem Solving</p> <p>I promote and advocate for productive struggle in classrooms.</p> <p>I provide professional learning in which teachers practice innovative approaches to problem-solving.</p> | <p>Problem Solving</p> <p>I build district culture and systems that value productive struggle and authentic problem-solving, including providing curricular resources, support, and opportunities.</p> <p>I highlight teacher and leader efforts to practice innovative approaches to problem-solving.</p> |
| <p>Joy</p> <ul style="list-style-type: none"> I have a passion and desire to pursue learning. I am able to express my creativity and feel inspired in my learning. I celebrate both my failures and successes as opportunities for learning. | <p>To Support Joy</p> <p>I create a safe environment where students can take risks in the learning process.</p> <p>I promote student curiosity and questioning.</p> <p>I regularly share my own passions, interests, and joys with my students through my teaching.</p> | <p>To Support Joy</p> <p>I encourage students and staff to take chances in learning.</p> <p>I actively and visibly promote staff and student well-being.</p> <p>I highlight and celebrate creative learning that I witness in my school.</p> | <p>To Support Joy</p> <p>I encourage school leaders to try creative and innovative approaches to learning in their schools.</p> <p>I actively and visibly promote leader, staff, and student well-being</p> <p>I highlight and celebrate creative approaches to teaching and learning.</p> |

Lyon CSD Portrait of a Learner

Educator and Leader Commitments



Discovery Through Learning

"My learning journey helps me discover new things."

Problem Solving - Joy - Exploration

| STUDENT SUCCESS STATEMENTS | TEACHER COMMITMENTS | SCHOOL LEADER COMMITMENTS | DISTRICT LEADER COMMITMENTS |
|--|---|---|--|
| <p>Exploration</p> <ul style="list-style-type: none"> ○ I can explore what I'm interested in to help me prepare for life around me. ○ I can choose different pathways and flexible learning experiences to pursue my learning goals. ○ I can pursue my learning goals in opportunities beyond the classroom (externships, work studies, etc.). ○ I search for new information to discover, seek answers, and identify solutions. ○ I know what career opportunities my community offers. | <p>To Support Exploration</p> <p>I design learning to gradually shift responsibility from myself to students.</p> <p>I practice giving students choices within their learning and demonstrations of their learning.</p> <p>I create opportunities to expose my students to the community, the world, and different perspectives.</p> <p>I make regular efforts to inform myself about career-exposure opportunities that exist beyond the classroom.</p> <p>I regularly make connections between classroom learning and a range of career options and lifelong interests.</p> <p>I use technology to expand student access to learning experiences aligned to their goals and interests.</p> | <p>To Support Exploration</p> <p>I encourage staff autonomy and flexibility to pave their own way to meet school and district expectations.</p> <p>I regularly learn about and inform my staff about career-exposure opportunities that exist beyond the classroom and our school.</p> <p>I make regular efforts to help teachers engage their students with the community, the world, and to different perspectives.</p> <p>I provide resources that enable students to use technology to expand their access to learning experiences aligned to their goals and interests.</p> | <p>To Support Exploration</p> <p>I help school leaders embed self-awareness skills in social and emotional learning into their school culture, curriculum, and programming.</p> <p>I create structured opportunities for teachers and school leaders to learn new things from each other.</p> <p>I actively inform teachers and school leaders of opportunities for students to connect with our community and with different perspectives</p> <p>I engage in regular efforts to broaden learning pathways for students to pursue their career goals and interests.</p> <p>I actively work with a range of community and workforce partners to create out-of-school learning opportunities for students and teachers.</p> |



Portrait of a Learner Student Learning Tool

This resource contains examples of how the domains might look in action in the classroom at any given moment and provides areas for reflection notes and questions following an observation. Each statement is an example of how students might demonstrate proficiency within the Portrait domains.

How this resource can be helpful:

- Observe a classroom lesson or recording and affirm how Portrait competencies are supported in practice
- Reflect on an executed lesson plan individually or in conversation with a peer; a staff member you support; or the leader who supports you
- Identify student actions to introduce or further build on in your instructional practice

Portrait of a Learner Student Learning Tool

Student Actions

Learning For Life

Perseverance, Application, Future Focus



Students...

- Confidently ask questions, seek support, and/or use their resources when a task is difficult.
- Identify challenges in their learning and take active steps to find solutions.
- Take initiative and proactively use classroom resources (teacher, peers, handouts, etc) to solve problems.
- Are not afraid to make mistakes, and when they happen, they use them as learning experiences.
- Take an active role and share responsibility for learning in the classroom.
- Identify and practice skills aligned with their interests and goals.
- Seek, identify, and pursue learning opportunities.
- Apply their learning beyond the classroom and explore college and career options.

Observation Notes and Evidence of Domains

What questions about instructional strategies, approaches and routines do you have for this teacher (or school) based on the student actions observed related to this domain?

Next Steps

- How might you interpret what you noticed about the ways students demonstrate *Learning for Life*?
- What was expected and unexpected about student actions?
- What questions might you have for students based on what you noticed?

Student Actions

Connected Learners

Belonging, Communication, Collaboration



Students...

- Celebrate and share stories about their personal, cultural, and community identities.
- Articulate that they feel safe, welcomed, and cared for in their classroom(s).
- Interact with and foster relationships with a diverse group of peers and staff.
- Express their ideas through different forms of communication (written, verbal, visual, auditory, etc.).
- Communicate, navigate, and learn from different perspectives.
- Take active steps to communicate about and resolve conflict.
- Collaborate with their peers and teachers to support their and their peers' learning.
- Actively listen, engage, and share information when working with their peers and teachers.

Observation Notes and Evidence of Domains

What questions about instructional strategies, approaches and routines do you have for this teacher (or school) based on the student actions observed related to this domain?

Next Steps

- How might you interpret what you noticed about the ways students demonstrate *Connected Learners*?
- What was expected and unexpected about student actions?
- What questions might you have for students based on what you noticed?

Student Actions

Student Ownership of Learning

Empowerment, Self Knowledge, Self Direction



Students...

- Independently monitor their learning and make decisions about the right next steps in their learning.
- Explore and choose learning options aligned to their goals and interests.
- Assess their learning and take appropriate actions to achieve their goals.
- Identify their learning needs and advocate for them by seeking the appropriate support.
- Articulate what and why they are learning in their classrooms.
- Identify and use their own strengths and skills to support their own learning.
- Apply mindfulness strategies when they experience stressful or challenging situations.
- Are involved, engaged, and participate during lessons and projects.
- Identify areas in their learning that pose challenges and they seek support in a timely manner.
- Independently seek learning options that are optimally challenging and appropriate to their knowledge and skill level.
- Use evidence of their learning to set specific, timely, and appropriate learning goals.
- Demonstrate enthusiasm and a desire to learn.

Observation Notes and Evidence of Domains

What questions about instructional strategies, approaches and routines do you have for this teacher (or school) based on the student actions observed related to this domain?

Next Steps

- How might you interpret what you noticed about the ways students demonstrate *Student Ownership of Learning*?
- What was expected and unexpected about student actions?
- What questions might you have for students based on what you noticed?

Student Actions

Discovery Through Learning

Problem Solving, Joy, Exploration



Students...

- Assess and identify a variety of approaches to solving challenging problems.
- Engage in rigorous learning and critical thinking by interpreting, understanding, and applying evidence to make claims.
- Make connections to prior learning and use those connections to engage with new ideas.
- Students are innovative and creative in the learning process.
- Students celebrate their successes and understand their areas of growth as opportunities to learn.
- Students explore their interests and multiple pathways to reach their learning goals.
- Students research and analyze information to seek solutions.
- Students examine the different career options available beyond the classrooms.

Observation Notes and Evidence of Domains

What questions about instructional strategies, approaches and routines do you have for this teacher (or school) based on the student actions observed related to this domain?

Next Steps

- How might you interpret what you noticed about the ways students demonstrate *Discovery through Learning*?
- What was expected and unexpected about student actions?
- What questions might you have for students based on what you noticed?



Lyon CSD Portrait of a Learner Frequently Asked Questions

General Questions

Q1: What is the Portrait of a Learner?

A: The LCSD Portrait of a Learner is our community's shared vision for education in Lyon County that will guide decisions about the education experiences of our students. The Portrait describes the core values, skills, and opportunities that are important to our students, staff, and families in Lyon County. Many aspects of the Portrait are happening daily in classrooms, and the Portrait allows us to recognize this work and share practices across the district.

Q2: What is the Portrait of a Learner intended to do?

A: The Portrait is intended to provide a "North Star" that organizes the kinds of educational opportunities available to students in Lyon County. It is intended to provide a concrete understanding of what the learning experience for students in Lyon County looks and feels like.

Q3: Who is the Portrait of a Learner for? Is the Portrait just for students?

A: The Portrait serves to be a guide for the type of educational experiences we hope all Lyon County students have while they attend school. While it is a student-centered resource, the Portrait can be used by everyone—students, teachers, administrators, district staff, families, and community members—to design and create quality learning experiences and opportunities for students that fit our community's shared vision as captured in the Portrait.

Q4: Is it for specific grades or subjects?

A: The Portrait provides the same overarching vision for the learning experience of students at all grades and in all subjects. Though the skills and opportunities defined in the Portrait will be different for students of different ages, the ways that educators and schools bring the Portrait to life will depend on the corresponding standards and learning goals in different grades and subjects.

Appendix A

Lyon County School District Student Bill of Rights

All Lyon County School District students have the right to

- a positive, safe, and respectful learning environment.
- highly qualified staff who offer their best every day.
- our patience and nonjudgmental guidance as they learn to navigate this confusing world.
- make mistakes; understand why it was a mistake; and the opportunity to learn from those mistakes.
- motivating adults who believe in their individual dreams and are committed to helping them fulfill those dreams.
- caring adults who support and respect them for who they are individually.
- an equitable and diverse education with the appropriate resources to be successful.
- engage as inclusive members of their school and community.
- be heard and have a voice in all aspects of their education.
- understand existing rules, the purpose of those rules, and the opportunity to express concerns with perceived inequities.
- be open, honest, and express themselves in a respectful manner.
- authentic, real-world learning opportunities that will prepare them for their future.

Appendix B

About WestEd

WestEd is a nonprofit, educational service agency. In their partnership with Lyon CSD, they hosted conversations, collected feedback from the Lyon County community, and supported the development of the Portrait. Their work continues through the development of resources and the supporting of our district to turn this vision into a reality for all learners in Lyon County.