

Bridging Portrait-Aligned Career and Technical Education Practices



This resource highlights how Portrait -aligned practices and actions naturally connect to Career and Technical Education (CTE) and strengthen students' readiness for real-world workforce expectations . It illustrates how daily instructional moves, program design decisions, and community-connected learning opportunities help students build agency, collaboration, problem-solving, resilience, and other essential employability skills .



The Portrait of a Nevada Learner is a collective vision of the mindsets and skills that bring academic knowledge to life for Nevada students. It anchors the state’s move toward learner-centered, future-ready implementation so that every student is equipped to thrive in learning, career, and life.

Portrait-aligned CTE means

- Real-world audiences for student work
- Career-connected reflection
- Scaffolds for communication and collaboration
- Opportunities for students to own their learning

These elements ensure that CTE programs not only teach technical knowledge but also cultivate the workforce mindsets and habits that help students navigate and succeed in Nevada’s evolving economy.

How Leaders can use this resource

This guide is designed to support district-level decision-making in CTE, teaching and learning, and Portrait implementation. Leaders can use this resource to:

- **Strengthen** alignment between Portrait competencies and CTE course sequences, ensuring that each cluster and pathway explicitly builds the mindsets and skills outlined in Nevada’s Portrait.
- **Guide** conversations with CTE teachers and instructional coaches about embedding employability skills, SEL, and real-world problem-solving into daily instruction.
- **Support** transitions across middle and high school by mapping Portrait domains to CTE clusters and helping teams identify natural entry points for workforce-connected learning.

EMPOWERING

How will I grow in my learning?



PRACTICES AND ACTIONS

Design learner-centered experiences where students take ownership of their learning, build upon current skills, and integrate career exploration. Examples:

- **Build** student agency through choice-based projects
- **Allow** students to earn skill points or badges when they demonstrate portrait-aligned competencies
- **Encourage** students to write “I can” statements that are centered on workforce skills

INCLUSION MOVE

Provide model communication samples or scripts and allow students to rehearse presentations with assistive or recording technology before engaging with career-connected partners.



STUDENT IMPACT

Students grow in self-motivation and adaptability, while recognizing, building, and demonstrating:

- Self-directed learning
- Student agency
- Focus and organization
- Self-advocacy
- Readiness for learning
- Self-awareness



WORKFORCE CONNECTIONS

How the **EMPOWERING** domain aligns to foundations for CTE and career readiness:

- **Builds** skills like problem-solving, time management, decision-making, and taking initiative
- **Teaches** students to set goals and reflect on areas of strength and growth
- **Provides** students with experience in increasing responsibility

EDUCATOR REFLECTION

Where can students make one additional decision in this unit that matters?



STUDENT EXAMPLE

Digital Media & Design

Students develop a short branding package for a Nevada small business, choosing the color palette, fonts, and message strategy. They justify each design decision using an “I can...” statement connected to workforce communication skills.



Shows: Student Agency, Self-Advocacy, Goal-Setting, and Reflection

CONNECTING

How do I build and sustain relationships and community?



PRACTICES AND ACTIONS

Create opportunities for students to build external relationships with community members, mentors, local college and university alumni, and workforce advisors.

- **Host** career-connected events and panels with diverse members of the community
- **Build** career role-playing or exploration activities to practice workplace communication
- **Create** buddy pairings or small groups for “think-pair-share” activities that relate to career explorations

INCLUSION MOVE

Partner with community mentors, including representatives from historically marginalized yet resilient groups, to broaden relational experiences and provide multiple role models for students.



STUDENT IMPACT

Students grow in communication and collaboration while recognizing, building, and demonstrating:

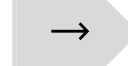
- Relational confidence to share ideas
- Empathy and understanding others’ perspectives
- Collaboration
- Navigating low-stakes conflicts



WORKFORCE CONNECTIONS

How the **CONNECTING** domain aligns to foundations for CTE and career readiness:

- **Gives** students strategies for team-building
- **Equips** students with skills for navigating relational conflict
- **Identifies** new ways for students to support and work with others
- **Introduces** networking opportunities to students
- **Increases** students’ emotional awareness



EDUCATOR REFLECTION

Which partnership, even a small one, could deepen relevance of learning?



STUDENT EXAMPLE

Health Science

Students participate in a “patient-care role-play” where they rotate through taking vitals, communicating needs, and documenting notes. They practice perspective-taking by reflecting on how communication style influences trust and teamwork .



Shows: Collaboration, Empathy, Relational Confidence

IMPACTING

How will I contribute to make an impact?



PRACTICES AND ACTIONS

Embed real-world problem-solving initiatives, scenarios, or examples into school-based themes, projects and classroom activities. Examples:

- **Form** student leadership teams for event planning and problem-solving.
- **Develop** industry-relevant projects for diverse student contributions (writing, drawing, voice recordings).
- **Invite** local employers and community members to attend student-led presentations.

INCLUSION MOVE

Model sample products or solutions (e.g., annotated exemplars, captioned demonstration videos) so all students can analyze what high-quality real-world impact looks like before beginning their own work.



STUDENT IMPACT

Students interact with ideas, problems, and evidence to create meaningful solutions while recognizing, building, and demonstrating:

- Analysis and comparison processes
- Civic contributions
- Critical Thinking
- Knowledge application



WORKFORCE CONNECTIONS

How the **IMPACTING** domain connects to foundations for CTE and career readiness:

- **Integrates** critical thinking and innovation
- **Encourages** students to consider the social, economic, and environmental impacts of their work
- **Provides** students with experience in building solutions to meet workplace expectations

EDUCATOR REFLECTION

Where is there a real-world audience for this product or solution?



STUDENT EXAMPLE

Culinary Arts

Students design a cost-effective catering menu for a real community partner, analyzing environmental impact, budgeting constraints, and cultural considerations. They present solutions to the client and justify their choices with evidence .



Shows: Critical Thinking, Knowledge Application, Civic Contribution

THRIVING

How will I navigate challenges and growth with resilience, purpose and well-being?



PRACTICES AND ACTIONS

Create environments where students feel supported to adapt to change, take risks, and learn from mistakes. Examples:

- **Encourage** students to build a career-readiness portfolio that highlights their growing skills and accomplishments
- **Teach** strategies for managing stress and navigating challenges
- **Share** industry-related stories about perseverance or resilience, and discuss how the individuals or teams overcame challenges

INCLUSION MOVE

Provide structured goal-setting and reflection supports (checklists, sentence frames, or guided prompts) that help students articulate well-being strategies, identify stress triggers, and plan next steps in their learning or career exploration.



STUDENT IMPACT

Students adapt to change and stress, maintain their values and focus on long-term growth by recognizing, building and demonstrating:

- Emotional awareness
- Positive habit-building
- Values-based decision-making
- Purpose
- Integrity



WORKFORCE CONNECTIONS

How the **THRIVING** domain connects to foundations for CTE and career readiness:

- **Encourages** students to adapt to workplace challenges
- **Reinforces** students' confidence
- **Identifies** strategies for navigating through ambiguity and uncertainty
- **Empowers** students to use new tools or processes
- **Helps** students maintain a focus on well-being



EDUCATOR REFLECTION

How are we modeling healthy risk-taking and learning from mistakes?



STUDENT EXAMPLE

Automotive Technology

Students diagnose a complex system failure on a vehicle and document their repair process. They reflect on their stress-management strategies during troubleshooting and identify how their perseverance affected the outcome .



Shows: Positive Habit-Building, Resilience, Values-Driven Decisions