



Evaluating the Conviction Knot

Evaluate how strongly educators, families, leaders, and community members understand and support the case for future-ready learning.

- 1 — Not yet: little or no evidence is in place
- 2 — Beginning: some evidence exists, but practice is limited or inconsistent
- 3 — Developing: clear evidence exists across much of the system
- 4 — Established: strong, consistent evidence is embedded across the system

Statement	Score (1–4)
1. School leaders, educators, families, and community members can explain why future-ready skills matter for students.	
2. K–12 families understand how our Portrait framework connects to what students need for college, career, and life.	
3. Educators see future-ready skills as part of academic learning, not an additional initiative.	
4. We regularly make K–12 student work visible to show what future-ready skills look like in practice.	
5. Our district communicates consistently about why this work matters and what it looks like in practice.	
Total Score: _____ / 20	

Interpretation

16–20 = Strong conviction foundation

Shared understanding and commitment are evident across stakeholder groups.

11–15 = Developing conviction

Commitment exists, but some groups or practices need attention.

5–10 = Conviction Knot needs attention

A lack of shared understanding or commitment may be limiting progress.

What's getting in the way?

Check the barriers that most affect your score:

- ☐ Stakeholders don't share a clear understanding of why future-ready skills matter
- ☐ Families or community members have limited familiarity with the Portrait
- ☐ Educators see this work as an additional initiative
- ☐ Student work and evidence aren't visible enough
- ☐ Communication is inconsistent or isn't reaching key audiences
- ☐ Other: _____

Choose your next move

Which barrier should we address first?

Who needs to be involved?

One action we can take next:

Ideas to consider:

- Engage educators, students, families, and community partners in ongoing conversations about why future-ready skills matter
- Make student work visible through showcases, capstones, portfolios, and other demonstrations
- Tailor communication to different stakeholder groups and repeat it consistently
- Use feedback to identify where understanding or commitment remains weak

