

The Readiness Checklist

Where Are You on Your Journey?

A check on how far your Portrait of a Learner has traveled: from a poster, into classrooms, to proof.

Four questions. Mark the option that best describes your district right now, then count your answers.

1. Your Portrait

- ☐ A. We are curious, and we do not have a Portrait yet.
- ☐ B. We are writing or revising one right now.
- ☐ C. It is written and public, framed where people can see it.
- ☐ D. It is written and genuinely shaping classrooms.
- ☐ E. It is embedded, and other districts ask how we did it.

2. Who owns it

- ☐ A. A few of us are interested, and most of the system has not heard of it.
- ☐ B. We are building it with teachers, families, and community.
- ☐ C. It was created, but ownership is thin outside the office that made it.
- ☐ D. Teachers talk about it as theirs, not the district's.
- ☐ E. It is simply how we talk about our students now.

3. The classroom

- ☐ A. We are still upstream of lessons.
- ☐ B. We are working on vision and conditions, not lessons yet.
- ☐ C. Teachers believe in it but ask what to do with it.
- ☐ D. The skills show up in real lessons, named and practiced.
- ☐ E. The skills are woven through daily instruction across our schools.

4. Evidence

- ☐ A. We have not thought about proof yet.
- ☐ B. We are building belief first, and proof feels far off.
- ☐ C. We sense it is working, but we cannot show it.
- ☐ D. We have reached the point where teachers saying so is not enough.
- ☐ E. We can show a specific student growing, with evidence.

Find your stage

Your most frequent letter is your stage. If it is a tie, choose the earlier one.

A

Unaware and Exploring

B

Building

C

Poster to Practice

D

Ready to Prove

E

Fully Implemented

Your Result

Read the note for your stage.

A

Unaware and Exploring

You feel the pull and have not named it yet, which is where every district once began. Build belief and a shared language first, and do not reach for measurement.

B

Building

You are naming what matters, together, and that cannot be rushed. Keep the writing communal, then turn to the conditions that let these skills live for your adults first.

C

Poster to Practice

Your Portrait is real and public, but has not reached the classroom, which is where most districts sit. The skills are already in your rooms, so make what is there intentional rather than adding a block.

D

Ready to Prove

The skills are in real classrooms, and a board is asking whether it works, and you can feel it, but cannot yet show it. Move from conviction to evidence, ready to show growth in a specific student that the old system would have missed.

E

Fully Implemented

The Portrait is embedded, you can show a student growing, and other districts call to ask how. Document what you did in your own words so other leaders can learn from it.

PORTRAIT OF A LEARNER CONSULTING

Let's Look at Where Your Portrait Stands

A thirty-minute conversation. We will talk through where your district is in this work, what the Portrait to Proof partnership would look like in your district, and what you would have at the end of it.

[Start a Conversation](#)