# Early Learning ModelPortfolio Needs Assessment

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| Review Information |
| Name: | Date:  |
| Guidelines |
| Complete this review, using the following scale:NA = Not Applicable1 = Needs Work (Unsatisfactory)2 = Gets By (Marginal)3 = Meets Requirements4 = Exceeds Requirements5 = Exceptional |

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| Fit |
| Portfolio Element | Rating 1-5 | Notes/Next Steps |
| Portfolios fit with other existing initiatives.  |  |  |
| Portfolios can enhance other existing initiatives. |  |
| Portfolios fit with current priorities of the district. |  |
| Portfolios fit with the district’s current organizational systems. |  |
| Portfolios fit with the district’s current pedagogical views. |  |
| Portfolios fit with the district’s values. |  |

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| Resources  |
| Portfolio Element | Rating 1-5 | Notes/Next Steps |
| The curricula and other resources supportive of portfolio implementation are available. |  |  |
| Technology and related supports for portfolio implementation are available. |  |
| Training resources supportive of portfolio implementation are available. |  |
| Coaching resources supportive of portfolio implementation are available. |  |
| Coaching resources supportive of portfolio implementation are adequate. |  |

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| Readiness |
| Portfolio Element | Rating 1-5 | Notes/Next Steps |
| There is a qualified “expert” who can assist with implementation over time and across schools. |  |  |
| The core components of portfolio implementation have been identified. |  |
| The core components of portfolio have been operationalized (e.g. teachers/leaders know what to do and say, how to prepare, how to assess progress). |  |
| There is a communication plan to build understanding and buy in of portfolio implementation. |  |
| The processes related to teacher professional learning regarding portfolio implementation (e.g., staff, time, cost) are specified and doable.  |  |
| District and school culture fosters a professional learning environment conducive to portfolio implementation. |  |

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| Capacity |
| Portfolio Element | Rating 1-5 | Notes/Next Steps |
| Teachers have the academic content knowledge required to develop portfolios that improve student outcomes. |  |  |
| Teachers have the knowledge and skills related to the instructional strategies required to develop portfolios that improve student outcomes. |  |
| Teachers have the technical knowledge and skills to build a portfolio. |  |
| Teacher leadership can support portfolio implementation. |  |
| School leaders have the understanding of developmentally appropriate, standards-aligned practices required to conduct valid classroom observations. |  |
| School leaders have the understanding of developmentally appropriate, standards-aligned practices required to provide meaningful feedback. |  |