



Student Growth: Portfolio Lead Best Practices

The following best practices were collected via survey responses from portfolio leads across the state. This document is intended to support portfolio implementation by providing an exchange of ideas and highlighting best practices. The included recommendations should be considered within the local context and are not obligatory.

Prompt for leads:

Please briefly describe support strategies that you have employed for portfolio implementation. What has worked well?

Contact, Coaching, and Networks

Coaching and training are key. Coaches meet with the pre-K and kindergarten teachers regularly to look at and **analyze student work**. **Teachers work collaboratively** across the district and within schools.

- [Putnam County Schools](#)

For the early grades portfolio implementation, our district early learning coordinator met the teachers by schools/grade levels monthly to discuss implementation and concerns they had. She would also **meet with them individually**, if they needed more help or had more questions. - [Warren County Schools](#)

We meet annually (in-person) with every kindergarten and pre-kindergarten teacher to discuss the portfolio process. I then offer team leads the option to invite me in if there are questions. - [Murfreesboro City Schools](#)

We have several district-wide meetings to **collaborate** and answer questions. We have our academic specialist have more **one-to-one and small group conversations** per school. I also **call each teacher** at several points throughout the year to check on their progress and to offer my personal service one-on-one. Close to being due, I check and make sure all things are processing through, and if not, I contact portfolio support. - [Cheatham County Schools](#)



We have lead teachers assigned to **mentor teachers** that are new to this process.
- [Bradford Special School District](#)

We work closely with a neighboring district because we only have one teacher per grade.
- [South Carroll County Special School District](#)

We have tried to **educate principals on the process** and expectations of portfolio and coached them on how to support teachers and how to help teachers **make connections to the portfolio process and the teacher evaluation process**. - [Greeneville City Schools](#)

Professional Development and Professional Learning Communities



We provide teachers with **full-day collaborative sessions**, allowing them time to **vertically plan** for portfolio implementation. Topics for these sessions include establishing schedules for student work artifact collection for point A and point B, selecting options for the four collections, discussing details for context narratives, scoring and sorting student work artifacts, training on Screencastify for successful videoing of student work, navigating the Portfolium platform, and more. The district portfolio lead and district portfolio technology lead meet quarterly with each school's pre-K, kindergarten, and first grade teams to address any areas of concerns in portfolio implementation. **An ongoing FAQ document** is created from these sessions. The district team also created a **shared Google Drive for teachers to share resources and watch video tutorials on how to navigate** the Portfolium platform and utilize Screencastify. The district provides full-day sub coverage for teachers to finalize portfolio submission in the spring. - [Giles County Schools](#)

We provide professional development throughout the school year concerning portfolio implementation. In the spring, we also provide weekly afternoon workshops for teachers to come together for support in uploading portfolio evidence. **The workshops seem to be the most beneficial.** - [Cannon County Schools](#)

We provide **personalized professional learning options** teachers can sign up to attend. Topics include standard portfolio concepts (context narratives, scoring rubrics, purposeful sampling) as well as topics generated from teacher questions or requests for support. - [Unicoi County Schools](#)

Providing time for PLCs between grade levels and grade bands. Pre-K and kindergarten have been implemented for our county since portfolios were required, so **these teachers have been a tremendous resource** for our 1st and 2nd grade teachers. - [Grundy County Schools](#)

We select our portfolio reviewers in August. **They receive a stipend** from the district to serve as Portfolio Leads. Each teacher is given 1-2 schools to lead. With each school, they facilitate PLCs focusing on the portfolio implementation. - [Sumner County Schools](#)



A lead pre-K and kindergarten teacher leads portfolio sessions for District Learning Dates (August, February). **Teacher-led sessions** have been instructed by past peer reviewers. - [Bartlett Municipal School District](#)

We provide a Portfolio Support Plan for pre-K and K Teachers which includes timelines, due dates, and resources as well as embedded professional learning opportunities teachers can choose to participate in.



These include **on-going collaboratives hosted by teacher leaders**. Teachers can bring materials and collaborate with others regarding their collections. - [Unicoi County Schools](#)

Planning for on-going teacher collaboration on selected standards and analysis of student work has improved teacher understanding and student work quality. - [Robertson County Schools](#)

Time

Allow teachers time to discuss the rubrics, portfolio implementation, and student work.

- [Bledsoe County Schools](#)

Give teachers time to **work together**. - [Pickett County Schools](#)

Providing time for teachers to work together to plan, implement, score, and **just ask questions** as they have gotten comfortable with the process. - [Greene County Schools](#)

Provide a day at the end of the year for teachers to submit portfolios. - [Johnson County Schools](#)

My teachers have been provided time **to collaborate** to assist them with the portfolio implementation.

- [Bradford Special School District](#)



Things that worked well

1. **Aligning the district** on the tasks we would all implement.
2. Utilizing and training **a team of leaders and teachers** to help implement at school sites.
3. **Including leaders and teachers** in planning process for implementation.
4. Putting tasks into **pacing calendar**
5. Creating curriculum that supports the expected outcome of literacy writing tasks
6. Creating **user friendly** interpretations of information with visuals
7. **Scheduling time** on PD calendar for norming and scoring as well as input of student scores
8. Providing support with entering all information necessary
9. Creating and utilizing past student work to help **norm on scoring** and expectations
10. Utilizing webinars

- [Journey Community Schools](#)