

## Strong Practice Capture Sheet

**School:** All District High Schools

Rural  Suburban  Urban

**District:** Rutherford County

Region: Mid-Cumberland

**Practice:** WBL: Weekly Projects Result in Student Portfolios

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**Connection to Strategic Plan:**

<b>Goals:</b>	Top Half of States on NAEP – 4th and 8th Grade Math and ELA		State Average of 21 Composite ACT		55% of the class of 2020 obtains postsecondary credential
<b>How best practice addresses:</b>					WBL Coordinators develop weekly activities that allow students to demonstrate their employability skills including technical, academic, and soft skills to meet course standards for WBL. Weekly artifacts build upon one another to result in personalized student portfolios that demonstrate readiness for postsecondary education.
<b>Priority Areas:</b>	Early Foundations	Empower Districts	Support Educators	High School Bridge to Postsecondary	All Means All
<b>How best practice applies:</b>			Locally-developed PD sets district expectations and provides resources, sample artifacts, and lesson plans. Weekly in-class reflection time allows students to work on artifacts and provides teachers with time for formative assessment and reflection for deeper student engagement.	Students learn how to thrive in the workplace and set career goals. This clear plan helps students take ownership of their postsecondary plans and make informed decisions about postsecondary options.	Regardless of the students' interests, career goals, and postsecondary plans, in-class activities allow students to personalize and take ownership of their portfolio and demonstrate valuable transferrable skills.

**Practices:**

- X Culture
- X Accountability
- Funding
- X Instructional
- Programmatic
- X Other: WBL Structure
- X Training/PD
- Policy Change

**Project Specific Indicators:**

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**Results:**

- Increased student achievement results
- ACT  TNReady/EOC/TVAAS  NIC  EPS
- Decreased remediation and/or subgroup gaps
- X Increased student readiness results (non-academic)
- X Increased partnerships / alignment
- X Increased participation / program growth

**The Challenge:**

The challenge was setting consistent expectations for all WBL coordinators in the district to spend time weekly facilitating portfolio artifact development. Ensuring consistency across the district and dedicating sufficient time and resources to accomplish this were critical components.

**The Vision:**

The vision was to create a series of weekly lesson plans that would help students progress through the course standards while developing artifacts that would ultimately go into a portfolio. Locally developed professional development would ensure consistency and set expectations for quality portfolios.

**Action Steps Taken / Summary of To-Do's:**

First, the department sent WBL coordinators to WBL two-day training to learn updated policies.  
 Second, the CTE director set clear district expectations for using weekly in-class time to build robust student portfolios.  
 Next, WBL coordinators met collectively to share best practices and resources and compile the best examples and activities.  
 Finally, WBL coordinators developed and delivered district WBL training using state and locally-developed resources.

**Lessons Learned: *Include advice on start-up and sustainability***

1. Setting clear expectations up front for quality student portfolios and the use of in-class time to accomplish this is essential.
2. Recognizing the strengths of WBL coordinators in the district and providing input and ownership in developing the local training built camaraderie and confidence among teachers.
3. Document everything! Unless you documented it, it didn't happen. This builds good habits and results in clear student learning outcomes.

**Communications:**

The central office communicated expectations to building administrators up front to emphasize the importance of the portfolio and the protected in-class time. Expectations were

**Stakeholder Management:**

Primarily, this process included internal stakeholders such as building administrators, counselors, and WBL coordinators. Creating one shared vision among administrators and teachers

<p>communicated to WBL coordinators for quality portfolios and using dedicated time in class to facilitate this work. Providing resources and training to teachers helped them feel supported through the changes that they were asked to make. Key messaging included the fact that rigor happens when teachers supplement student experiences to ensure that learning is deep and sustained.</p>	<p>was critical to generate buy-in. Engaging strong teachers in the development and training of their peers further generated support and resulted in high-quality weekly lessons. Sharing early student success stories reinforced the importance of this work.</p>
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**Metrics & Measurements:**

<b>Baseline Data</b>	<b>Progress to Date</b>	<b>Goals</b>
<p>Student enrollment in WBL classes through an application process. Current WBL documentation.</p>	<p>WBL artifacts are being collected and reflect district expectations for student learning.</p>	<p>Student portfolios reflect rigorous expectations for student growth in TN's targeted employability skills. Demand for WBL will increase as students see it as a valuable capstone experience to help them as they enter postsecondary education and careers.</p>

**Resources:**

- TDOE WBL Website
- TDOE WBL Toolbox
- Rutherford County Schools Four-Module WBL curriculum