Student Growth Portfolio Model
General Teacher Guidebook
2016-17

Table of Contents

Note each portfolio has an additional teacher guidebook with information specific to their model. Please go to the TEAM website to download content-specific guidebooks.

Overview of Student Growth Portfolio Model

The student growth portfolio model is designed to provide teachers with an authentic, individualized, student-centered growth measure that contributes to professional learning and development. This model measures student growth through student work samples scored by a peer reviewer.

At the onset of each school year, each district's director of schools or designee completes and signs a Memorandum of Understanding (MOU) that provides documentation of which, if any, student growth portfolio model(s) will be implemented by the district. The district is obligated to utilize any model listed in the MOU for that school year. The implementation of a student growth portfolio model requires the use of the materials, processes, and technology contained within each model, and produces an individual growth score, which is used for the 35 percent student growth portion of the teacher's Level of Overall Effectiveness (LOE).

As part of a teacher's normal cycle of planning, instruction, and reflection, a variety of targeted learning objectives should be outlined for use throughout the school year while determining how to best assess student growth according to the state standards (and any content-specific best practices or protocols). Teachers collect the student growth evidence from the two points in time that are the most practical for the specific learning taking place. Teachers then upload the differentiated evidence that represents learners from emerging, proficient, and advanced levels of learners. Teachers are encouraged to be thoughtful in determining what evidence provides the clearest picture of their impact on student learning for multiple levels of students. Once the evidence of student learning from multiple points in time are uploaded, teachers use the scoring guide to determine how many levels of growth, on average, the collection contains. Student growth in each standard links directly to the teacher effectiveness indicator. Teachers self-score their collections using the teacher effectiveness indicators and submit their portfolio for peer review.

Once the student growth portfolio model is submitted, it enters into the peer review process. The trained, content/grade specific reviewers conduct reviews of the student evidence collections to measure students' growth towards state standards. The content-specific scoring guides are used to assist peer reviewers in determining a growth score for each evidence collection.

The current portfolios available to districts to implement are as follows: physical education (K–5), fine arts (e.g., dance, music, theatre, and visual arts), first grade, pre-K/Kindergarten, and world languages. This guide contains common terms used within the portfolio process, the framework and requirements for all portfolios, the scoring process, and frequently asked questions. Content- and grade level-specific information is included with content and grade level specific scoring guides available on the [TEAM website](#).

Why use the student growth portfolio model to measure student growth?

The student growth portfolio model not only leads teachers to deeper reflection about their own instructional practices but can also foster reflection within students. Student growth portfolio models provide an opportunity for teachers to see evidence of their own instruction within the work of their students, which can inform differentiation within a classroom. Students benefit as well: the more that students consider the growth within their own work, the more likely they are monitor and reflect within their own learning.

Vocabulary

Assessments

Assessments refer to any task presented to students to determine how much knowledge of a standard or skill that they have. The portfolio focuses on assessments or student work from two points in time.

- A "point A" assessment/student work sample is evidence of student knowledge at a given point in time on a specific standard.
- A "point B" assessment/student work sample is evidence of student knowledge at a given point in time on a specific standard.
- Acceptable forms of assessment include, but are not limited to, the following: recorded think aloud, videos of students performing a task, conceptual maps, essays or other writing samples, lab reports, art projects, digital media presentations, and exams. Please see each content specific scoring guide for more targeted examples.

Domain

A domain refers to a group of standards that share common criteria.

- The **fine arts** framework is organized into four domains: perform, create, respond, and connect. A fine arts portfolio must contain standards from three of the four domains.
- The **P.E.** framework only has one domain for the 2016-17 school year: perform.
- The **pre-kindergarten** framework has four required domains: counting and cardinality, geometry or measurement and data, reading foundational skills, and language.
- The **kindergarten** framework has four required domains: counting and cardinality, operations and algebraic thinking, reading foundational skills, and writing.

Evidence Collection

An evidence collection contains student work samples (point A/point B work samples) on one state standard as aligned to the corresponding scoring guide. Educators should demonstrate growth for all students for each evidence collection. Each portfolio contains four evidence collections.

GLADiS

GLADiS is the online platform through which portfolios are submitted and scored.

Objective

Objectives are deconstructed standards that define expected goals and measurement to ensure that students make progress towards mastering the objectives within each standard.

Purposeful Sampling

Purposeful sampling is the process by which educators are able to provide a clear picture of their ability to grow all students towards state standards by presenting a concise selection of students from multiple populations (emerging, proficient, and advanced), and across various course loads and subject areas. See "Student Work Samples" for more information. For teachers in fine arts, an optional maximum of two collections can include collective growth for an entire group of students (referred to as a group sample), such as a performance ensemble.

Representative Course Load

Representative course load refers to the student work, standards, grade level, subject, and instructional time for each evidence collection. Educators should ensure that the evidence collections are reflective of their teaching assignments.

Scoring Guide

The scoring guide refers to the standards based criteria that includes the levels of performance for various standards. The scoring guide differs for each student growth portfolio model, according to the structures of the portfolio and the content-specific standards for each area.

Scoring Process (Consensus Scoring)

The scoring process is the process through which portfolios are reviewed and scored. Portfolio scores must be within one level of the educator's self-score; otherwise, they are routed to a second peer reviewer. If there is no agreement within one level after the second review, the portfolio moves to an executive review, and the executive reviewer score stands. Consensus within one level is a critical piece of the scoring process. Key components of the scoring process include:

- **Peer reviewers** are highly effective educators who are trained to review portfolios in an objective manner based on the content specific scoring guide**.** Peer reviewers must also submit portfolios.
- **Executive review** occurs if there is a difference of more than one level between the teacher's self-score, the first peer reviewer score, and the second peer reviewer score. An executive reviewer has prior experience in peer reviewing and a record of highly effective portfolio submissions.
- **Committee review** occurs if there is a significant discrepancy between the self-score and the executive review score, or if other circumstances warrant further review (such as all evidence being tagged to one collection). The committee review team consists of multiple highly experienced reviewers within the same content area as the portfolio who collaboratively review the portfolio.
- **Penalties** occur when portfolio submissions are void of certain requirements, such as purposeful sampling or missing evidence from two points in time. Penalties are content-specific and directly related to the structures and procedures set forth within each portfolio model.

Self-Score

The self-score refers to the score each educator gives an evidence collection after analyzing the student work for growth. See also "Teacher Effectiveness Indicator."

Standards

Standards define what students should know or be able to do at grade level or in a content area. All portfolio collections are based on the Tennessee State Standards.

Student Critical Thinking/Metacognition

Student critical thinking may include meta-cognitive processes, knowledge and skills, risk taking, imagination and voice, and a range of abilities with technique, problem solving, and ideation. Metacognition refers to the processes used to plan, monitor, and assess one's understanding and performance. It occurs when students recognize, assess, and connect old skills to new ones, and when students expand or replace existing learning strategies with new or more effective ones. Metacognitive practices increase students' abilities to transfer or adapt their learning to new contexts and tasks by gaining awareness above the subject matter and to choose an appropriate strategy for learning, thinking, and problem solving.

Student Growth Portfolio Model

A student growth portfolio model is a purposeful collection of student work organized into evidence collections that demonstrate student growth within the state standards.

Student Work Samples

Student work samples include photo, audio, video, or other evidence or "snapshots" that show students attempting to complete or completing assessments connected to the state standards.

Differentiated Sample

In a differentiated student sample, teachers choose student work that falls roughly into three levels of achievement: emerging student work, proficient student work, and advanced student work. This type of collection shows the growth of students at differing ability levels. It is important to note that student work is labeled as emerging, proficient, or advanced based on the specific standard being assessed for the collection. It is possible that proficient work in a teacher's classroom is above or below grade level expectations but is representative of the median of the class's achievement on that standard.

- An **emerging student work sample** is a student work sample at the lower end of the scoring guide or below grade/skill level for the standard. Typically, student work considered emerging is below expectations for the standard.
- A **proficient student work sample** is a student work sample near the middle of the scoring guide or at or near grade/skill level for the standard. Typically, student work considered proficient is at expectations for the standard.

- An **advanced student work sample** is a student work sample at the upper end of the scoring guide or above grade/skill level for the standard. Typically, student work considered advanced is above expectations for the standard.

Group Sample (available to fine arts teachers only)

In a fine arts group sample, teachers show the growth of large or small groups. Groups must be working together to create a shared student work sample. Examples might include a marching band's performance at a football halftime show or a small choral ensemble performance. In a group sample, it is not appropriate to assess students individually and average their scores together.

Teacher Effectiveness Indicators

The Teacher Effectiveness Indicators connect student work samples to the educator's impact. After determining student growth between the point A and point B assessment samples according to the standards for each evidence collection, each level of growth equates to a teacher effectiveness score on the Teacher Effectiveness Indicator. The final teacher effectiveness score is based on the average of all indicator scores submitted in the portfolio. See Teacher Effectiveness Indicator on page 12.

Teaching Context

Teaching context refers to the unique teaching situation associated with the portfolio. Describing the structure of the class and time spent within the class period can be helpful to peer reviewers. In addition, describing student demographic, socio/economic, academic, and social/emotional statuses can provide additional information for the peer reviewer.

Time Span

The time span refers to the time spent on a standard in an evidence collection. Time span between each pre- and post-assessment (point A and point B) varies collection to collection. It is important to note the time span within each individual evidence collection.

Changes to all student growth portfolio models for 2016-17:

- Student growth portfolio models (physical education, fine arts, pre-K/kindergarten, first grade) will use the 2016-17 Teacher Effectiveness Indicator to determine teacher effectiveness score (see "Teacher Effectiveness Indicator" on page 12).
- *The 2016-17 Teacher Effectiveness Indicator does not apply to the World Language portfolio.*
  A greater emphasis will be placed on student critical thinking/metacognitive evidence within collections moving towards the 2017-18 school year.

Inclusion of Student Critical Thinking/Metacognition in Teacher Effectiveness Indicator:

- One way to demonstrate that student growth is above or significantly above expectations is through the inclusion of student critical thinking processes.
- See "Student Critical Thinking/Metacognition" on page 6 and the Teacher Effectiveness Indicator on page 12 for more information.

Physical Education (Grades K-5)

- Total collections to submit: 4
  - All four collections must be *perform* (psycho-motor) for 2016-17. Student critical thinking/metacognition will be integrated into collections in 2017-18.
  - Only two students' pre- and post-work should be submitted at each level as emerging, proficient, and advanced for each evidence collection (total of six students per collection uploaded to GLADiS).

Fine Arts

- Language change:
  - Type 1 is now referred to as a "Group Sample"
  - Type 2 is now referred to as a "Differentiated Sample"

See the *Fine Arts Scoring Guide* for more information.

Pre-Kindergarten / Kindergarten

- Total collections to submit: 4
  - Two reading and language arts collections
  - Two math collections

The fifth choice collection has been removed. See the *Pre-Kindergarten/Kindergarten Scoring Guide* for more information.

First Grade

- Total collections to submit: 4
  - Two reading and language arts collections
  - Two math collections

Steps to Creating a Student Growth Portfolio Model

These steps are a suggested starting point and may not fully encompass the circular nature of putting together a portfolio model.

Step 1. Preview the standards to determine which will be included in the portfolio.

Step 2. Create a timeline for each collection using planning template—see content-specific scoring guide available on the [TEAM website](#).

Step 3. Open a portfolio in GLADiS and include contextual information in profile. Within GLADiS ([here](#)), educators will complete an initial questionnaire about their teaching assignments that will provide their peer reviewers with proper context. In this section, educators can inform the peer reviewers about their course loads and any other information that the reviewers should consider to ensure a fair and equitable process. Educators should avoid disclosing their names or the name of their school(s).

Step 4. Using the planning template referenced in Step 2, outline a variety of targeted learning objectives that you plan to use throughout the school year. Collect student growth evidence (two points in time) and determine which student samples best represent growth from various student populations. Note, depending on the subject area, content specific protocols, and best practices, assessments could take place as pre-post assessments or post-post assessments that are linked by common standards.

Step 5. Upload files. Refer to the GLADiS/technology tips on page 13 to learn best practices and avoid spending time on technology concerns. Generally, reviewers report success with .pdf documents, .ppt files with embedded images (not embedded videos), audio recordings (2–3 minutes per file), and videos (2–3 minutes per file). Consider uploading files throughout the year to avoid missing the final deadline.

Step 6. Self-rate collections and close portfolio. Student growth is measured by examining evidence from two points in time. Each piece of evidence is rated on the basis of achievement (where students begin and end), and then the two scores are compared to determine growth between the two points. Educators should determine the amount of growth for each evidence collection, then use the Teacher Effectiveness Indicator to determine what score correlates with the growth achieved. When completely finished uploading and reviewing portfolio for completion, submit and close portfolio.

The portfolio must:
- contain four total evidence collections (each must contain evidence from two points in time within the year).
- be proportionally representative of the teacher's course load.
- demonstrate evidence of the educator's impact on the learning of children from varying populations.

<p style="text-align:center">All portfolios must be submitted on April 15.</p>

Scoring Process

Principles of Scoring

Student growth portfolios are reviewed to determine the amount of growth made by the sampled student population. The expectation for the student growth portfolio models is that, on average, students will demonstrate one year's growth, or growth of one level, based on the standards selected in the scoring guide.

How to Score an Evidence Collection

Step 1: Identifying Student Achievement

Each scoring guide contains indicators designed to reflect the grade- or course-level expectations from Tennessee State Standards. These are meant to serve as a guide to rating student work. The scoring guides are not checklists of indicators, but rather should be used to look for the performance level that best fits the evidence provided.

Step 2: Calculating Student Growth

Once student work samples have been rated for achievement using the scoring guides, student growth may be determined. This is a calculation of the growth in achievement from the first to the second (or last) student work sample. For example, if a "point A" assessment from a student is judged to be a "3" on the scoring guide, while a "point B" assessment is judged to be a "5" on the scoring guide, this would represent two levels of student growth.

Step 3: Determining Teacher Effectiveness

The determination of teacher effectiveness results from the average of the achieved student growth across the entire portfolio. Expected student growth is defined as one level (approximately one year) of growth. Based on the effectiveness levels, each evidence collection should receive a score of 1 through 5, according to the Teacher Effectiveness Indicator on page 12.

Please note that the scoring indicators should be appropriately differentiated for diverse circumstances. For example, students whose "point A" assessment work is deemed a "4" or a "5" cannot grow two levels. In such instances, it is imperative that peer reviewers not limit their consideration of student growth to this numerical scale and use their expertise to consider whether students have demonstrated more or less than expected growth.

2016-17 Teacher Effectiveness Indicators for Student Growth Portfolio Models (includes fine arts, P.E. K-5, pre-K/kindergarten, first grade)	
Level 5 Significantly Above Expectations	Students demonstrated, on average, **three levels of student growth** OR **two levels of student growth plus evidence of student critical thinking.***
Level 4 Above Expectations	Students demonstrated, on average, **approximately two levels of student growth** OR **one level plus evidence of student critical thinking.***
Level 3 At Expectations	Students demonstrated, on average, **one level of student growth.**
Level 2 Below Expectations	Students demonstrated, on average, **less than one level of growth.**
Level 1 Significantly Below Expectations	Students demonstrated, on average, **little to no growth.**

**Student critical thinking* may include metacognitive processes, knowledge and skills, risk taking, imagination and voice, and a range of abilities with technique, problem solving, and ideation.

GLADiS & Technology Tips

GLADiS is an online tool that allows educators to organize and submit evidence collections. The web address to access GLADiS is **http://www.thegladisproject.com/live4/gladis/welcome.**

username: _____   password: _____

Step 1: Setting up your account

- Login using the username and password provided by your school's portfolio contact. Record these credentials above for future reference.
- Select the school year in which the portfolio will be completed.
- Click *Continue* on the *Acceptable Use Policy*. This should take you to your GLADiS portfolio homepage.

Step 2: Setting up your portfolio

- Click *My Portfolio*.
- Select *Start Portfolio*.
- Select district name and click continue.
- Select school name and subject area from the drop-down list provided and click continue.
- Enter details of your teaching assignment in the course load summary—include details of all courses taught. These details can be edited at any time.

Step 3: Setting up evidence collections

- Four evidence collections are selected automatically. Click *View/Edit* next to the collection you want to edit.
- Name your evidence collection, enter grade level/course information, the objective, and a description of the evidence collection.

Step 4: Upload evidence to *Sandbox* throughout the year

- Items must be uploaded to sandbox FIRST in order to be added to the evidence collection.
- Click *Sandbox*.
- Click *Add File to Sandbox*.
- Select the file, name the file, and provide description of the file. Click *Save Data*. File should now be in sandbox.

Consider establishing a file naming convention in order to easily identify or access in the future.
Items in *Sandbox* will not be scored. *Sandbox* is simply a place to save student work samples that you might want to use.

Step 5: Assign evidence in *Sandbox* to specific evidence collection

- Once files are in sandbox, they can be assigned to evidence collection. Select *My Portfolio*.
- Click *View/Edit* next to the collection you want to edit.
- Click *Assign Evidence from Sandbox.*
- Select the appropriate file and click *Save Data*. File should now be in *Evidence Collection*.

Suggested District Lead Timeline for Portfolio Process

Time	Task	Notes and resources
June	Develop calendar for training dates for the upcoming portfolio year.	Training calendar will need to include: • User trainings for all content users (fine arts, physical education, first grade, kindergarten, pre-K, world languages) in August • Mentoring workshops throughout the school year for content and technology support • Peer review training (April) Training materials and resources are available here: https://sites.google.com/site/tnfineartsportfoliomodel/home
July	Share calendar for portfolio training with school administrators and offer support to administrators for portfolio process.	Some support resources are available for administrators, including an administrator guidance document and a TEAM and portfolio crosswalk, here: http://team-tn.org/non-tested-grades-subjects/
Mid-July	Download a State Report from GLADiS and submit to state to report district scores.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the State Report.
Mid-July	Review district data found in the District Report and Exemplar Reports in GLADiS.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the State Report.
Mid-July	Anticipate hearing from teachers once they receive their scores. Plan follow-up meetings as needed with teachers who submitted portfolios to assess collections based on scores and reviewer comments.	Although scores cannot be adjusted, having a conversation about scored portfolio submissions can be beneficial in planning future evidence collections.
Early August	Send teacher roster to the department.	Send to TEAM.Questions@tn.gov.
Mid-August	Run a Compliance Report for your district in each content area to identify teachers who have not requested a portfolio. Send a reminder email to those teachers.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the Compliance Report.
Late August and September	Offer a mentoring workshop for teachers as they begin their evidence collections.	Collecting evidence should fall in line with the standards-based content already being taught. Planning resources are available here: https://sites.google.com/site/tnfineartsportfoliomodel/home/documents This website has some examples, not templates, of some collections: http://scsfineartsportfolio.weebly.com/

Time	Task	Notes and resources
Early September	Run another Compliance Report for your district if needed in each content area to identify teachers who have not requested a portfolio. Send a reminder email to those teachers.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the Compliance Report.
January	Email teachers to encourage them to complete the state application for peer reviewers.	The link to the online application will be sent to you. Teachers will need to have their license number and contact information for two references when they apply.
Late February	Work with the department to select peer reviewers and executive reviewers from your district.	A general guideline is to select 10 percent of the portfolio users in EACH content area to serve as peer reviewers. One or two executive reviewers should also be selected from the pool of peer reviewers and identified as such to the department. Since executive reviewers will evaluate more difficult collections, they should be educators who have experience with the portfolio process and are able to work through complicated information.
Late March	Run a District Status Report to see how teachers are progressing on completing their portfolios and send update.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the District Report.
Late March/ Early April	Offer a mentoring workshop for teachers as they complete their evidence collections.	
Early April	Run a Timestamp Report to see which teachers have not submitted a portfolio yet. Email teachers to remind them of the upcoming April 15 deadline.	This can be done by logging in to GLADiS and looking under the *Reports* tab for the Timestamp Report.
Mid-April	Facilitate portfolio peer review training for content areas.	
After April 15	Send an email to all selected peer reviewers to log into GLADiS to start reviewing portfolios.	
Early May	Participate in the verification team training if you wish to assist in the verification process.	Contact the department to get training dates and times.
Mid-May	*If you have been trained for the verification team, begin verifications.	This can be done in GLADiS.
Mid-May	Evaluate the successes and challenges for portfolio support in your district. Send comments and thoughts to the department so the Portfolio Steering Committee can address your ideas.	

Administrator Guidance for Student Growth Portfolio Models

Student growth portfolio models produce authentic student growth measures unique to an individual teacher's students. Through video, audio, and still pictures of student work, teachers capture student growth in real time. Educators using the student growth portfolio models express increased satisfaction with the evaluation process, as well as a renewed sense of purpose, connection, and support for their work. Many educators also cite professional learning as an added benefit of implementing the portfolio process.

Student growth portfolio models generate an individual TVAAS growth score classifying the educators participating as "tested" since the student growth portfolio model score becomes at least 35 percent of their evaluation score. Any educator who is found to have included false or dishonest evidence in a portfolio submission will be subject to significant disciplinary action.

As they support teachers in their buildings while implementing a student growth portfolio model, administrators should:
- Protect instructional time by limiting interruptions and maximizing the time these teachers have with their students.
- Utilize the instructional data gathered through the portfolio process to guide PLCs and professional learning for teachers implementing this assessment.
- Assist with providing the required technology.
- Use the portfolio process to inform conversations about instruction, such as pre- and post-conferences or coaching conversations.
- Discuss the correlations between the portfolio process and the TEAM rubric with teachers. See [TEAM website](#) for *Crosswalk tool.*
- Provide opportunities for teachers implementing the portfolio to collaborate around the process.
- Encourage teachers to keep records of all assessments for use in data team meetings.
- Allow time for peer reviewing.
- Take advantage of the expertise of reviewers when developing professional learning.
- Encourage teachers implementing portfolio growth models to share the process with peers who are unfamiliar with the process.
- Recognize the importance of the individual growth scores earned through the portfolio process.

Contact TEAM.Questions@tn.gov for questions and support.

Frequently Asked Questions

What happens if I do not meet the requirements of sampling or if I am late in submitting my portfolio?

Evidence will still be scored but penalties will be assigned for any aspect of sampling that is not met. A late penalty is applied to all portfolios submitted after April 15.

Is the scoring process really a blind review?

Teachers should make reasonable effort to remove references that would identify the teacher or school under review. If it is impossible to remove references in order to display the evidence, teacher discretion should determine whether or not to include it. Peer reviewers are trained to disregard teacher or school references when reviewing portfolios.

What are considerations for recording student work?

Every teacher should consult the district policies for capturing students and their work. Additionally, teachers should review the fair use policies for copyright when determining if any media should be captured for the portfolio (http://www.copyright.gov/fls/fl102.html). It is important to remember that GLADiS is a password-protected system for student data.

How does this system ensure that all collections are submitted with integrity?

This process empowers teachers to make decisions regarding assessment, documentation, and professionalism. In order to ensure the process has fidelity, district administrators have several verification steps along the way. Additionally, there are random audits in place whereby submitted evidence is checked for authenticity. Peer reviewers also have the capability to flag collections for audit if they question the integrity of the submitted student work. Additionally, please note that teachers verify upon clicking "final submit" that, under penalty of discipline, the work contained within the portfolio is an honest representation of their teaching. Any educator who is found to have included false or dishonest evidence in a portfolio submission will be subject to significant disciplinary action.

Can team teachers submit the same collections?

No. Collections can contain similar evidence in terms of formatting and objectives but different student samples that most closely represents the individual teacher's impact should be chosen for the collections.

Contact TEAM.Questions@tn.gov for questions and support.