Effective Teaching and Learning

What are the characteristics of effective teaching and learning?

Share out.
The Boat and the Lighthouse

Success for ALL...
- Reflective Students...
- Reflective Teachers...

Differentiation and small group instruction...

Setting sail for successful portfolio implementation...

Webinars on Scoring Guide
- Professional Development
- TEAM: Website, Resources
- Early Childhood Best Practices
- Professional Support

K-12 Correlation
- ELA
- Math
To provide pre-K and Kindergarten teachers the opportunity to demonstrate the best growth in student of various proficiency levels through purposeful sampling.

To ensure that teachers are honored for implementing the revised new TN standards and presented in a way that promotes higher reading comprehension and math proficiency.
Agenda

- Where We’ve Been
- Student Growth Portfolio Model
- Educopia
- Where We’re Going
- Next Steps
By the end of today’s meeting, participants will receive a:

- clear understanding of the portfolio components
- clear visual of the portfolio platform through a demonstration
Quality environment
- Standards-aligned curriculum
- Evidence based instructional practice
- Evidence based professional development for needs

Candace.Cook@tn.gov
Long term plan in place for stronger portfolio connections
Partnerships
Interest in KEI for 2017-18

Elizabeth.Alves@tn.gov
## ELM Training Timeline

<table>
<thead>
<tr>
<th>Semester</th>
<th>Chapter 1</th>
<th>Chapter 2</th>
<th>Chapter 3</th>
<th>Chapter 4</th>
<th>Chapter 5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2016</td>
<td>Overview</td>
<td>Instruction</td>
<td>VPK Application</td>
<td>Portfolio</td>
<td>KEI</td>
</tr>
<tr>
<td>Winter 2016</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2017</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Responsibilities for 2016-17

- **ELM District Team**: Ensure space, time, and support is provided to train district leaders, school leaders, and teachers.

- **School Leaders**: Develop capacity to support teachers through observation and feedback in early grades.

- **Instructional Coach/Teacher Leader**: Sharpen skills that support literacy and numeracy in early grades.

- **Technology Coordinator**: Provide support with technology-related issues throughout the training.

- **Teacher**: Deepen content knowledge in pre-K/K practices and assessment literacy (student work).
ELM Success Continuum

**District Supports**
- Ensuring PD for pre-K/K teachers is aligned to ELM
- Strategic allocation of resources to support ELM implementation

**School Leader Behaviors**
- Helping teachers make connections between areas of refinement and portfolio activities

**Teacher Instructional Behaviors**
- Deepening content knowledge in pre-K/K practices and assessment literacy (student work)

**Student Learning Behaviors**
- Engaging in experiences that are developmentally appropriate and grow both knowledge and skills
Pre-K/K Portfolio Content Process...

4 Evidence Collections

- Language Domain
  - Foundational Skills
- Reading Domain
- Mathematics Domain
  - Counting & Cardinality
  - Geometry & Measure

Choose Standard Strand

- EPA
  - Emerging
  - Proficient
  - Advanced

Totals 6
Why student growth portfolio model?

Student Growth Portfolio Model

- Teacher Developed
- Professional Learning and Growth
- Student Centered
- Flexible Assessment
- Peer Reviewed
Student Work at the Center

- Drives teacher-generated assessment (formative)
- Drives differentiation/small group instruction
- Builds reflection in teachers and students
- Fosters collaboration in PLCs/collaborative teacher groups
- Connects to students making their own goals and assessing their growth along the way
- Fosters student talk about student work
- Increases effective teacher planning
- Deepens content knowledge about deconstructing standards
- Shows authentic strength and areas of need in individual students
Point A and Point B Samples

**Possible evidence:**
- Video segments that demonstrate student actions or talk
- Photographs of student work
- Audio of student talk
Where do portfolios fit within evaluation?

- Portfolios generate an individual growth measure (individual TVAAS score)
- Part of the quantitative component of evaluation
Reflection

With your team, reflect upon the progress your district has made in preparing your pre-K/K educators for the 2017-18 student growth portfolio model.
Available Portfolios for 2017-18

Operational Next Year
- Fine Arts
  - Visual Arts
  - Music
  - Dance
  - Theater
- Physical Education (K–5)
- Pre-K
- Kindergarten
- First Grade
- World Languages

Piloting Next Year
- WBL (high school)
- Second Grade
- Physical Education (6–8)
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.

Teachers collect the student growth evidence from the two points in time that are the most practical for the specific standards-based learning taking place.

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.
Pre-K/K Portfolio

- **Principles of Scoring**
  - Seven level rubric to capture growth beyond levels four and five
  - Scored by peers
  - Growth levels and teacher effectiveness ratings are calculated based on student scores

- **Uses Educopia System**
  - Teachers will have the flexibility to upload multiple files for any given assessment
  - Teachers tag evidence on the actual student work and generate scores based on evidence
Narrative

Living in the Portfolio
- self-score
- context
- description of the work

Living outside the Portfolio
- self-reflection
- Anecdotal notes on student work

PLCs
# 2016-17 Teacher Effectiveness Indicators

## 2016-17 Teacher Effectiveness Indicators for Student Growth Portfolio Models

(includes fine arts, P.E. K-5, pre-K/kindergarten, first grade)

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Level 5</strong></td>
<td>Students demonstrated, on average, three levels of student growth, OR two levels of student growth plus evidence of student critical thinking.*</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>Students demonstrated, on average, approximately two levels of student growth, OR one level plus evidence of student critical thinking.*</td>
</tr>
<tr>
<td><strong>Level 3</strong></td>
<td>Students demonstrated, on average, one level of student growth.</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>Students demonstrated, on average, less than one level of growth.</td>
</tr>
<tr>
<td><strong>Level 1</strong></td>
<td>Students demonstrated, on average, little to no growth.</td>
</tr>
</tbody>
</table>

*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.*
Kindergarten Portfolio Components

Total collections to submit: 4

ELA
- literature/narrative text
- informational/explanatory text

Math
- counting & cardinality
- operations & algebraic thinking

*ELA will combine standards from across the foundational, reading and writing domains.
Total collections to submit: 4

**ELA**
literature/narrative text
informational/explanatory text

**Math**
counting & cardinality
geometry or measurement & data

*ELA will combine standards from across the foundational, reading and writing domains.*
There are no plans to develop and implement a student growth portfolio model for special education teachers for the 2017-18 school year.

The department will facilitate the development of a special education portfolio for inclusive special education teachers during the 2017-18 school year.
Can team teachers submit the same collections?

- Samples that most closely represent the individual teacher’s impact should be chosen for the collections. **Team teachers are not permitted to submit the same portfolio collections.**
Multi-level/Transitional Classrooms

What will the purposeful sampling look like in multi-level pre-K and kindergarten classes?

- **Option 1**: Demonstrate growth within both pre-K and kindergarten, with the expectation that only one grade level is represented within one collection.
- **Option 2**: Demonstrate growth in one grade level for all four collections.

*Note: A minimum of three students must be rostered within one of the grade levels to be considered for a portfolio collection.
Policy Guidance
- Vacate guidelines
- Exemptions
- Late submissions
- Peer review

Portfolio Guidance
- *The why, the what, and the how* of the portfolio process
- Teacher effectiveness indicator rubric

Scoring Guide Guidance
- Student work artifact samples
- Student work performance rubrics
July 14: Pre-K/K Portfolio Guidebook release & Administration Guidebook release

Summer webinars will be offered.
Resources

Links to revised standards:

ELA

Math
- https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_A_Math_Standards_Attachment.pdf

TN-ELDS
With your team, determine three talking points to share with your district’s educators about the 2017-18 pre-K/K student growth portfolio model.
Educopia Video
Technology Guidance

- Districts will receive a portfolio technology document with specific information about exporting student work into the platform.
- A teacher should be able to upload any images, videos, or audio files directly from an iPad running the latest version of iOS without having to do anything else to the file.
Where We Are Going: Academic Standards & the Portfolio
The revised standards represent a **stronger foundation** that will support the progression of rigorous standards throughout the grade levels.

The revised standards **improve connections**:
- within a single grade level, and
- between multiple grade levels.
ELA Instructional Shifts and the Portfolio

English language arts instructional shifts:

- Building knowledge through content-rich nonfiction
- Reading, writing, and speaking grounded in evidence from text
- Regular practice with complex text and its academic language
Standards Language in the Revised ELA Scoring Guide

- **Grade** level of the standard
- **Strand**
  - Foundational Literacy (K–5)
  - Language (6–12)
  - Reading
  - Speaking and Listening
  - Writing
- **Category** within the strand
- **Number** of the standard within the strand
Math Instructional Shifts and the Portfolio

- Most of the structure of the previous state standards has been maintained because it is logical, informative, and easy to follow.
- Most Tennessee teachers are already familiar with the structure.
Sample ELA Informational Collection

TNELDS Print Concepts
RF.PK.1d Recognize frequently occurring uppercase letters and some of the frequently occurring lowercase letters (in context)

TNELDS Key Ideas and Details
RI.PK.3 With guidance and support, relate informational text to personal experience or other text

TNELDS Text Types and Purposes
W.PK.1 With modeling and support, use a combination of drawing, dictating, and emergent writing to express a preference, opinion or idea about a specific topic or text.

Sample Task:
Through drawing, dictating, or emergent writing, student will express a preference, opinion, or idea found within an informational text by first connecting the book to a personal experience.
Finalizing Revisions for 2017-18

- New standards for pre-K/K and first grade are being used to refine the scoring rubrics for these grade levels.
- We will define growth levels in the rubrics for advanced students (levels 6 and 7).
- Student work is being collected to test the revised rubrics and to develop benchmarks for PR training and reliability.
Preparing for 2017-18

- Student work samples will be master coded to develop training for peer reviewers.
- *Districts will submit their list of participating teachers to the state for 2017-18 in September.*
- Teachers will have access to a video tutorial on how to upload and score student work samples in October.
- Teachers will be able to register and begin work in October.
- Peer review training will begin in January.
- We will continue to keep you posted on each step.
Timeline

2016-17 School Year

- Teachers plan and identify Point A and Point B assessments
- Collect student work samples
- Score samples to refine rubrics further
- Refine guidebooks and rubrics based on samples
- Master code student work samples
- Update online system with new content

2017-18 School Year

- Teachers begin to upload and score assessments
- Teachers register for student growth portfolio
- Teachers plan and identify Point A and Point B assessments
- Scoring and consensus review begins
- Scoring and consensus review ends
- Portfolio verification and export to TN Compass
- Generate reports to teachers
- Call for peer reviewer nominations and training
- All collections must be submitted

Pilot new portfolio model in Educopia
Gather feedback from teachers
Collect student work samples
Outcome

By the end of today’s meeting, participants will receive a:

- clear understanding of the portfolio components
- clear visual of the portfolio platform through a demonstration
We will continue to keep you posted on each step we are taking to prepare for next year.

We know you will have questions, so please feel free to contact any of us at:

- Keely Potter, director of teacher effectiveness
  - Keely.Potter@tn.gov

- Darlene Estes DelRe, director of professional development
  - Darlene.DelRe@tn.gov

- Portfolio email (insert)
Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.