We will set all students on a path to success.

Student Growth Portfolio

Fine Arts
We will set all students on a path to success.

**ACADEMICS**

All Tennessee students will have access to a high-quality education, no matter where they live.

**WHOLE CHILD**

Tennessee public schools will be equipped to serve the academic and non-academic needs of all students.

**EDUCATORS**

Tennessee will set a new path for the education profession and be the top state to become and remain a teacher and leader.
Agenda

Purpose
- Benefits of the Student Growth Portfolio
- Portfolios and TEAM Evaluation

Process
- Creating a Shared Language, Spiraling Standards, and Flexibility
- Process vs. Products
- Major Work of the Grade Consideration
- Fine Arts Portfolio and Rubrics
- High-Quality Portfolio
- Selecting a Model & Managing Student Work
- Student Work Samples, Differentiated Grouping, & Purposeful Sampling
- Portfolio Submission
- Self-Scoring and Peer Review
- Calculating Student Growth & LOE Generation

Platform
- Platform Registration
- Platform Support
- Technical Requirements
Purpose
Benefits of Portfolios

- Ownership of growth scores
- Evaluation by peers familiar with the grade-level
- Reflection of instructional practices
- Differentiation of learning for various student groups
- Identification of student growth in authentic tasks
Portfolios in TEAM Evaluation

- Portfolios generate an individual growth score for some non-tested teachers.
- The growth score is essential in generating a teacher’s LOE.
Process
Shared Language, Spiraling Standards, and Flexibility

- The portfolio creates a shared language amongst fine arts educators and across the core curriculum.
- Teachers can return to standards throughout the year/semester/quarter as needed and explore the concepts with a deeper level of maturity and experience each time.
- Flexibility empowers teachers and students to keep working for mastery.
Process vs. Products

• The fine arts standards emphasize the process of learning rather than the product.
  • Standards value the artistic process and artistic literacy.

• In some cases, specific levels of achievement are mentioned (i.e. play a piece at ____grade level).
  • These are to be taken as examples.
  • Flexibility is inherent as arts education isn’t normalized across the state.
Major Work of the Grade Consideration

- The specific grade level and discipline within the arts will prioritize instructional time within certain foundations.
- Not all of the content in a given grade/course is emphasized equally in the standards.
- Some foundations require greater emphasis than others based on the depth of the ideas, the time that they take to master, and/or their importance to arts learning or the demands of college and career readiness.
Fine Arts Portfolio

• The implementation of the Fine Arts Portfolio reflects the fine arts standards.
• Shared between all fine arts disciplines are the eleven foundations and four overarching domains.

<table>
<thead>
<tr>
<th>P</th>
<th>Perform (music, dance, theatre); Present (visual arts); Produce (media arts)</th>
</tr>
</thead>
<tbody>
<tr>
<td>CR</td>
<td>Create</td>
</tr>
<tr>
<td>R</td>
<td>Respond</td>
</tr>
<tr>
<td>Co</td>
<td>Connect</td>
</tr>
</tbody>
</table>

TN Department of Education
Creating a High-Quality Portfolio

• Access the TEAM Portfolio Guidebook for Administrators and Teachers, p. 6.
• Notice the bullet points that relate to practices you do on a normal basis to prepare for instruction and assessment in the classroom.
• Notice the bullet points that relate to things specific to the portfolio that you do not do on a normal basis to prepare for instruction and assessment in your classroom.
Selecting a Model

Select four domains:
- Perform/Present/Produce
- Create
- Respond
- Connect
Managing Student Work

Student work includes, but is not limited to:

• written student work,
• video segments that demonstrate student performance or speaking,
• audio recordings of student conversations, performed music, or think alouds, and
• photographs of student work.

Student work may be stored on the following platforms:

• Google
• Dropbox
• Box
• OneDrive
Point A Student Work Samples

- Work samples are collected at the onset of learning
- 3 differentiated groups
  - Emerging
  - Proficient
  - Advanced
- Score with associated rubric
Point B Student Work Samples

- Collect work samples at the completion of learning.
- Student work:
  - is from the same student/group as point A,
  - reflects the same standard as point A, and
  - is scored using the same rubric as point A.
Purposeful Sampling

The process of selecting student work for inclusion in the portfolio collections after artifacts of student work for points A and B are collected

- TEAM Portfolio Guidebook for Administrators and Teachers, p. 5

<table>
<thead>
<tr>
<th>Differentiated Group: Emerging</th>
<th>Point A Score</th>
<th>Point B Score</th>
<th>Levels of Growth</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student 1</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 2</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 3</td>
<td>1</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Student 4</td>
<td>1</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>Student 5</td>
<td>2</td>
<td>3</td>
<td>1</td>
</tr>
</tbody>
</table>
## Group Sampling

<table>
<thead>
<tr>
<th>Purposeful Sampling Requirements</th>
<th>Evidence Collection 1</th>
<th>Evidence Collection 2</th>
<th>Evidence Collection 3</th>
<th>Evidence Collection 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence from varying populations (recommended: at least two collections containing differentiated samples)</td>
<td>Large ensemble (group sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)</td>
<td>Full class (group sample)</td>
<td>Authentic performance task with data from two points in time from emerging, proficient, and advanced student work samples (differentiated sample)</td>
</tr>
<tr>
<td>Domain (recommended: at least two of the four domains represented)</td>
<td>Perform</td>
<td>Create</td>
<td>Perform</td>
<td>Respond</td>
</tr>
<tr>
<td>Grade level/course</td>
<td>Fifth grade recorder ensemble</td>
<td>Second grade</td>
<td>Kindergarten</td>
<td>Fourth grade</td>
</tr>
<tr>
<td>Time span between Point A and Point B</td>
<td>Span of two weeks (or 6 instructional sessions as this class meets 3 times per week)</td>
<td>Span of six weeks (or six instructional sessions)</td>
<td>Beginning of the first semester until February</td>
<td>Span of three months (or 11 instructional sessions)</td>
</tr>
</tbody>
</table>
Self-Scoring

• Score student work according to the rubric.
• Generate 3 separate scores.
• The three scores from the point A artifact will be compared to the three scores for the point B artifact to determine the overall score for the standards-based collection.
Portfolio Submissions

• All completed collections must be submitted by 11:59 p.m. local time on May 1.
• Ensure the following:
  • Points A and B are the same students.
  • Emerging, proficient, advanced are different students.
  • Each piece of student work is available and working (picture, PDF, audio, video, etc.).
  • No duplicated work is submitted.
  • All work within one collection refers to the chosen standard.
Peer Review

- Certified peer reviewers who are intimately familiar with the standards, rubrics, and grade-level content
- Use the same scoring rubrics for points A and B
- Discrepancy policy
- TEAM Portfolio Guidebook for Administrators and Teachers, p. 9
Peer Review Scoring Notes

Peer Reviewers will assign a differentiated group the score of 1 if one or more of the following occur:

- no growth is demonstrated;
- the same student/group work is:
  - uploaded for point A and point B
  - uploaded in another group sample within a collection, or
  - in each sample within a collection.
- student work is missing;
- the task is not aligned to the standard for one or more students;
- student/group work is not produced by the student/group;
- point A and point B are different students/groups; or
- technology (audio/video/picture) is not available.
Calculating Student Growth and Teacher Effectiveness

- Student growth score averages across the collections are used to calculate the teacher’s effectiveness score.
- The teacher’s effectiveness score is the score that will be calculated as 35% of your LOE in TNCompass.
- Scores are auto-calculated from the peer reviewer’s scores of your collections.
Scoring Algorithm

Student Scores and Equivalent Growth Within One Collection

Emerging Student
- Point B 3
- Point A 1
- Emerging Growth 2

Proficient Student
- Point B 4
- Point A 2
- Proficient Growth 2

Advanced Student
- Point B 5
- Point A 2
- Advanced Growth 3
Scoring Algorithm

Student Growth Within One Collection

- Emergent Growth 2 levels
- Proficient Growth 2 levels
- Advanced Growth 3 levels

Average growth in this collection: 2.33 levels
Scoring Algorithm

**Student Growth Indicator Chart**

<table>
<thead>
<tr>
<th>Level 5</th>
<th>Significantly Above Expectations</th>
<th>Students demonstrate, on average, <strong>three or more levels of student growth (= or &gt;3 levels of growth)</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 4</td>
<td>Above Expectations</td>
<td>Students demonstrate, on average, <strong>two levels of student growth, but less than three levels of student growth (=2 levels of growth, but &lt; 3 levels of growth)</strong></td>
</tr>
<tr>
<td>Level 3</td>
<td>At Expectations</td>
<td>Students demonstrate, on average, <strong>one, but less than two levels of student growth (=1 level of growth but &lt;2 levels of growth)</strong></td>
</tr>
<tr>
<td>Level 2</td>
<td>Below Expectations</td>
<td>Students demonstrate, on average, <strong>less than one level of student growth (=0 levels of growth but &lt;1 level of growth)</strong></td>
</tr>
<tr>
<td>Level 1</td>
<td>Significantly Below Expectations</td>
<td>Students demonstrated, on average, <strong>no growth or negative growth</strong></td>
</tr>
</tbody>
</table>

Average growth in this collection: 2.33 levels
**Scoring Algorithm**

### Teacher Effectiveness Indicator Chart

<table>
<thead>
<tr>
<th>Teacher Effectiveness Indicator</th>
<th>Student Growth Indicator Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>1.00 – 1.79</td>
</tr>
<tr>
<td>Level 2</td>
<td>1.80 – 2.59</td>
</tr>
<tr>
<td>Level 3</td>
<td>2.60 – 3.39</td>
</tr>
<tr>
<td>Level 4</td>
<td>3.40 – 4.19</td>
</tr>
<tr>
<td>Level 5</td>
<td>4.20 – 5.00</td>
</tr>
</tbody>
</table>

- **Collection 1**
  - Student Growth Score
  - Level 4

- **Collection 2**
  - Student Growth Score
  - Level 4

- **Collection 3**
  - Student Growth Score
  - Level 3

- **Collection 4**
  - Student Growth Score
  - Level 3

---

3.5
Platform Support: Tech Requirements

- **Chrome** and **Firefox** are best for Portfolium access.
- **Microsoft Edge** is also supported.
- Internet Explorer is NOT a supported browser.
- Portfolium supports multiple file formats for images, documents, and audio/video.
- Ensure the most updated version internet browsers and media software (e.g., Quicktime, Windows Media Player, etc.) is installed.
Platform: Portfolium

- [team-tn.org/portfolio-resources](team-tn.org/portfolio-resources)
- [edu.portfolium.com/login/growth](edu.portfolium.com/login/growth)
- District Portfolio Leads (DPL) create roster then teachers finish registration
Platform Registration: Log In

https://edu.portfolium.com/login/growth

TEAM Portfolio Platform
Login to your account to continue

Email
Enter your email...

Password
Enter your password...

CONTINUE
Platform Registration: Year and Role

Pick a role
This will be your default role when you login. You can change the
default login role using "Switch Role/Year" option

Select a year
2020-21

Select a role
Select a Role...

CONTINUE
Platform Registration: Portfolio Model

Hi, Laura!
To continue, you must select a student growth portfolio model from the option list below.

Student Growth Portfolio Model

Select a Portfolio Model...

- Fine Arts
- First Grade
- First Grade Departmentalized - ELA
- First Grade Departmentalized - Math
- Kindergarten
- Kindergarten Departmentalized - ELA
- Kindergarten Departmentalized - Math
Almost there!
Finally, choose your collections.

Collection 1 of 4
- Literature

Collection 2 of 4
- Informational

Collection 3 of 4
- Counting and Cardinality

Collection 4 of 4
- Select a Collection...
Platform Registration: Done!

Courtney Rayburn

Below you will see a list of the collections based on the portfolio model(s) Courtney Rayburn has enrolled in. Each collection record will have the status and progress towards completion clearly defined.

Fine Arts: Produce
Domain: Media Arts

Due Date: 5/1/2020 at 11:59 PM
Status: Not Started
Choose Scoring Rubric

**Literature**

Teachers must provide the following information on the context narrative form which is found on the right side of this page:

1. title and author of the literature text(s) used to generate the authentic student writing artifact.
2. a short description of the integrated task that generated the authentic student writing artifact.
3. recommended start and stop times for any included video/audio
4. any additional relevant context

*Peer reviews will have access to the information in the context narrative.

**Portfolio Model**

Kindergarten

- [Select a scoring rubric]

**Context Narrative**

- [Add a context narrative]
Choose Scoring Rubric

Select a scoring rubric standard

Before you can score, you must first select a scoring rubric for the collection. First, choose your scoring guide group, then you'll see a list of the available scoring rubrics for that group. The selection of a scoring rubric at point A will automatically pre-select the same standard for point B.

Scoring Guide *

Select a Scoring Guide...

Scoring Rubric *

Select a Scoring Rubric...

CANCEL  SELECT
Context Narrative

My Collections / Collection

Literature

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) title and author of the literature text(s) used to generate the authentic student writing artifact.
2) a short description of the integrated task that generated the authentic student writing artifact.
3) recommended start and stop times for any included video/audio
4) any additional relevant context

*Peer reviews will have access to the information in the context narrative.

DUE DATE
5/1/2021 at 11:59 PM

STATUS
Not Started

Select a scoring rubric

Context Narrative
Add a context narrative
Context Narrative

Produce

Teachers must provide the following information on the context narrative form which is found on the right side of this page:
1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

*Peer reviewers will have access to the information in the context narrative.
Ready for Uploading

https://edu.portfolio.com/growth/my-collections

My Collections

Below you will see a list of the collections based on the portfolio model(s) you've enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started

Kindergarten: Informational
Domain: ELA: Kindergarten
DUE DATE: 5/1/2021 at 11:59 PM
STATUS: Not Started

Chat with an Expert
Uploading Student Work

This is the first sample group to evaluate. Please upload the work for the samples below. Once your work is uploaded, you can add your scores against the selected scoring rubric.

- **Emerging sample**
  - Upload artifacts
  - Score artifacts

- **Proficient sample**
  - Upload artifacts
  - Score artifacts

- **Advanced sample**
  - Upload artifacts
  - Score artifacts

Point B sample
Uploading Student Work

Upload artifacts for emerging sample

- Upload from computer
- Import from Google Drive
- Import from other services

You can also drag and drop files here

SAVE & SCORE NOW
# Supported File Formats

<table>
<thead>
<tr>
<th>Images</th>
<th>Documents</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Audio/Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>.png, .svg, .tiff, .bmp, .gif, .jpeg, .jpg, .psd</td>
<td>.doc, .docx, .odt, .ott, .rtf, .txt, .pdf</td>
<td>.odp, .ppt, .pptx</td>
<td>.ods, .xls, .xlsx</td>
<td>.mp4, .mp3, .wav, .ogg, .wma, .aac, .mpeg, .mpg, .mov, .wmv, .avi, .3gp, .flv, .webm, .m2v, .m4v, .vob, .ogv</td>
</tr>
</tbody>
</table>

[https://community.canvaslms.com/docs/DOC-18228-929791176522](https://community.canvaslms.com/docs/DOC-18228-929791176522)
Uploading Student Work
Uploading Student Work

**Point A sample**
0%
This is the first sample given to evaluate. Please upload the work for the sample below. Once your

**Upload artifacts for emerging sample**

- K_Lit_Emerging_A.docx

- Add another file

[SAVE & SCORE LATER] [SAVE & SCORE NOW]

**Point B sample**
0%
Once you have finished evaluating the Point A sample, use Point B to upload and evaluate the same student’s work at a second point in time.
Status Wheels

My Collections

Kindergarten: Literature
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: In Progress

Kindergarten: Informational
Domain: ELA: Kindergarten
Due Date: 5/1/2021 at 11:59 PM
Status: Not Started

Chat with an Expert
Platform Support: Tutorials
Platform Support: Chat

Below you will see a list of the collections based on the portfolio mode(s) you've enrolled in. Each collection record will have the status and your progress towards completion clearly defined.

Kindergarten: Literature
Domain: ELA: Kindergarten

Due Date: 5/1/2020 at 11:59 PM
Status: Not Started

Kindergarten: Informational
Domain: ELA: Kindergarten

Due Date: 5/1/2020 at 11:59 PM
Status: Not Started

Chat with an Expert
Teacher Support

- Consult the rubric, scoring notes, standards, the TEAM Portfolio Guidebook for Administrators and Teachers, the TEAM Student Growth Portfolio Resource Guide for Fine Arts, this training video, and any other resources available at https://team-tn.org/portfolio-resources/.
- Confer with a teaching partner.
- Contact your district portfolio lead.
- Contact Portfolio.Questions@tn.gov.
Thank you!

Thank you for your continued partnership with the department and for all that you do for Tennessee students.