BEST FOR ALL

We will set all students on a path to success.

Student Growth Portfolio

Fine Arts

BEST FOR ALL

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

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TENNESSEE WILL SET A NEW PATH FOR THE EDUCATION PROFESSION AND BE THE TOP STATE TO BECOME AND REMAIN A TEACHER AND LEADER

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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

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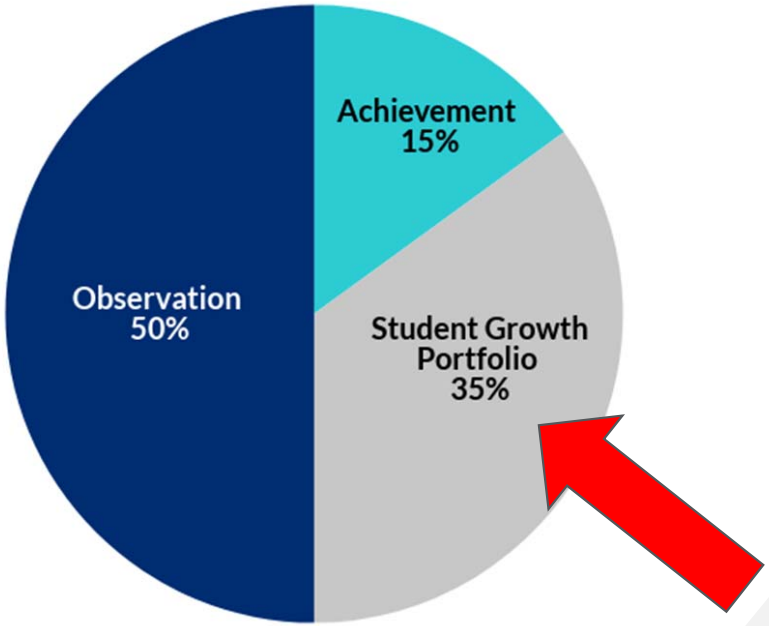
Portfolios in TEAM Evaluation

- Portfolios generate an individual growth score for some non-tested teachers.
- The growth score is essential in generating a teacher's LOE.



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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.

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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.

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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.

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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.**

P	Perform (music, dance, theatre); Present (visual arts); Produce (media arts)
CR	Create
R	Respond
Co	Connect

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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.

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Selecting a Model

Select four domains:

- Perform/Present/Produce
- Create
- Respond
- Connect

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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

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Point A Student Work Samples

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

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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.

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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

Differentiated Group: Emerging			
Student	Point A Score	Point B Score	Levels of Growth
Student 1	1	3	2
Student 2	1	3	2
Student 3	1	3	2
Student 4	1	2	1
Student 5	2	3	1

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Group Sampling

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

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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.

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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.

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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

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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.

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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.

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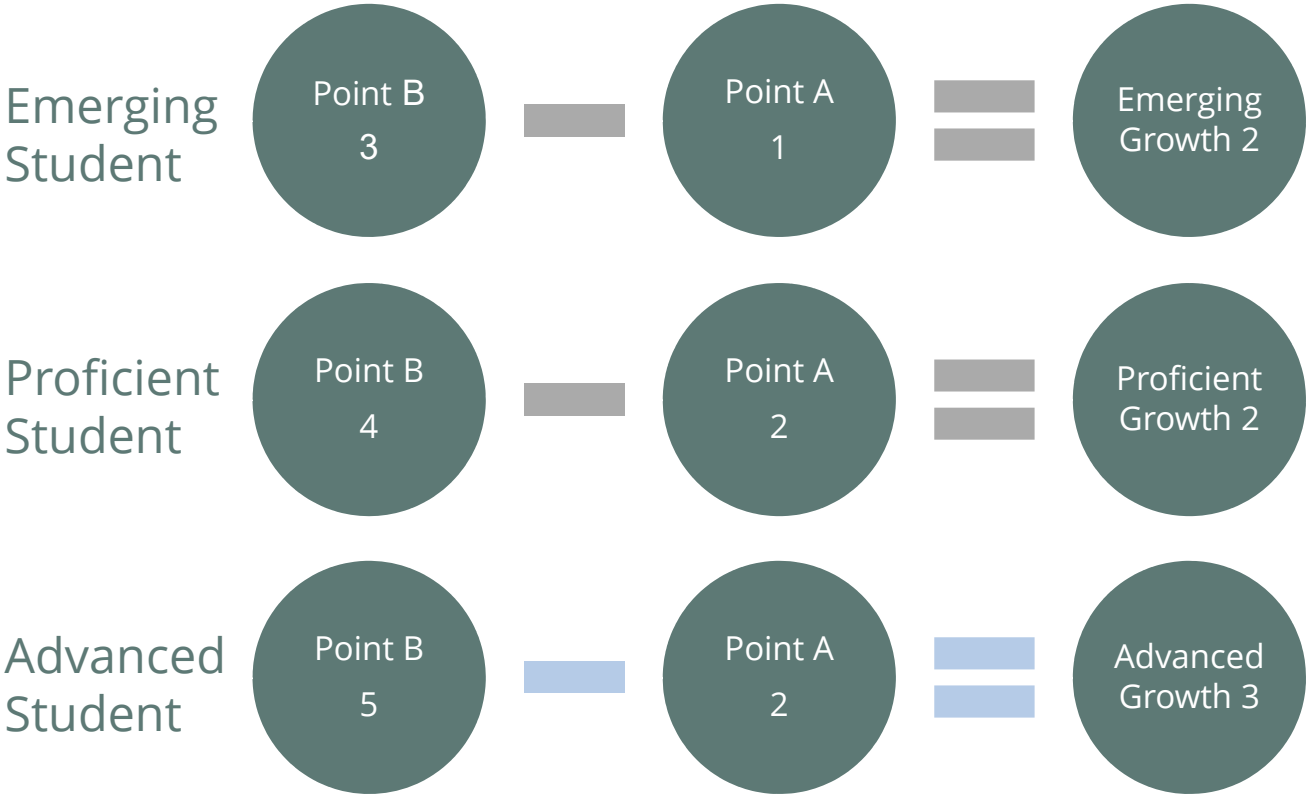
Scoring Algorithm

Student Scores and Equivalent Growth Within One Collection



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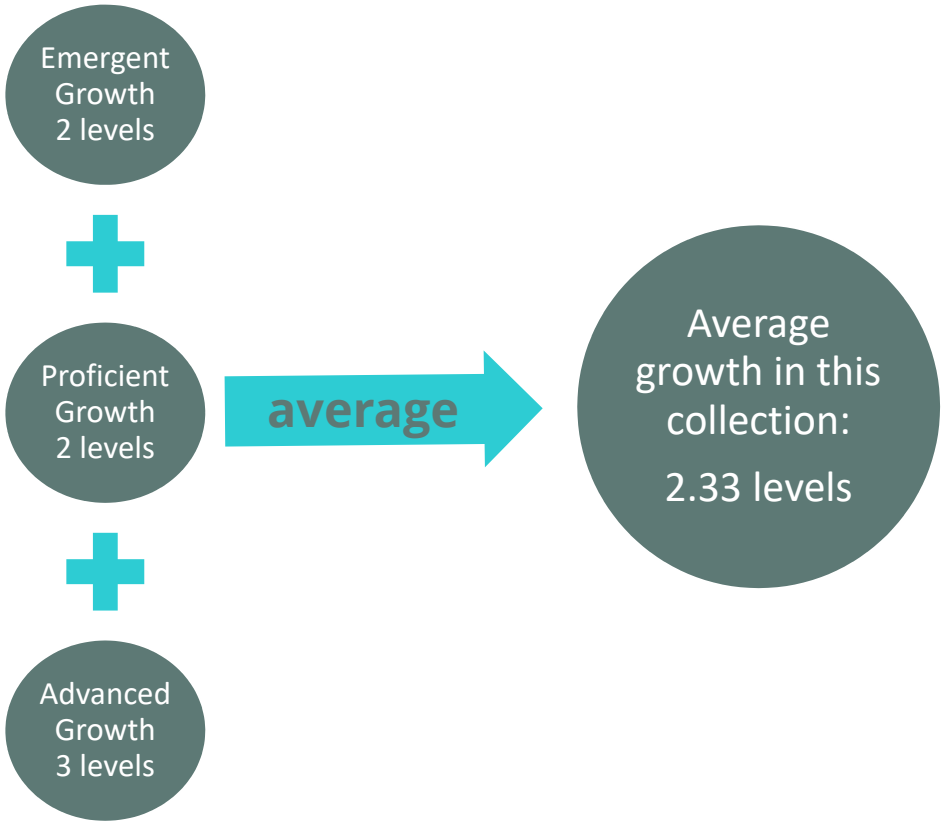
Scoring Algorithm

Student Growth Within One Collection



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Scoring Algorithm

Average growth in this collection:

2.33 levels

Student Growth Indicator Chart

Level 5 Significantly Above Expectations	Students demonstrate, on average, ***three or more levels of student growth (= or >3 levels of growth)***
Level 4 Above Expectations	Students demonstrate, on average, ***two levels of student growth, but less than three levels of student growth (=2 levels of growth, but < 3 levels of growth)***
Level 3 At Expectations	Students demonstrate, on average, ***one, but less than two levels of student growth (=1 level of growth but <2 levels of growth)***
Level 2 Below Expectations	Students demonstrate, on average, ***less than one level of student growth (>0 levels of growth but <1 level of growth)***
Level 1 Significantly Below Expectations	Students demonstrated, on average, ***no growth or negative growth***

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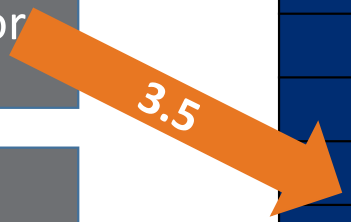
Scoring Algorithm

Collection 1
Student Growth Score
Level 4

Collection 2
Student Growth Score
Level 4

Collection 3
Student Growth Scor
Level 3

Collection 4
Student Growth Score
Level 3



Teacher Effectiveness Indicator Chart	
Teacher Effectiveness Indicator	**Student Growth Indicator Scores**
Level 1	1.00 – 1.79
Level 2	1.80 – 2.59
Level 3	2.60 – 3.39
Level 4	3.40 – 4.19
Level 5	4.20 – 5.00

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Platform

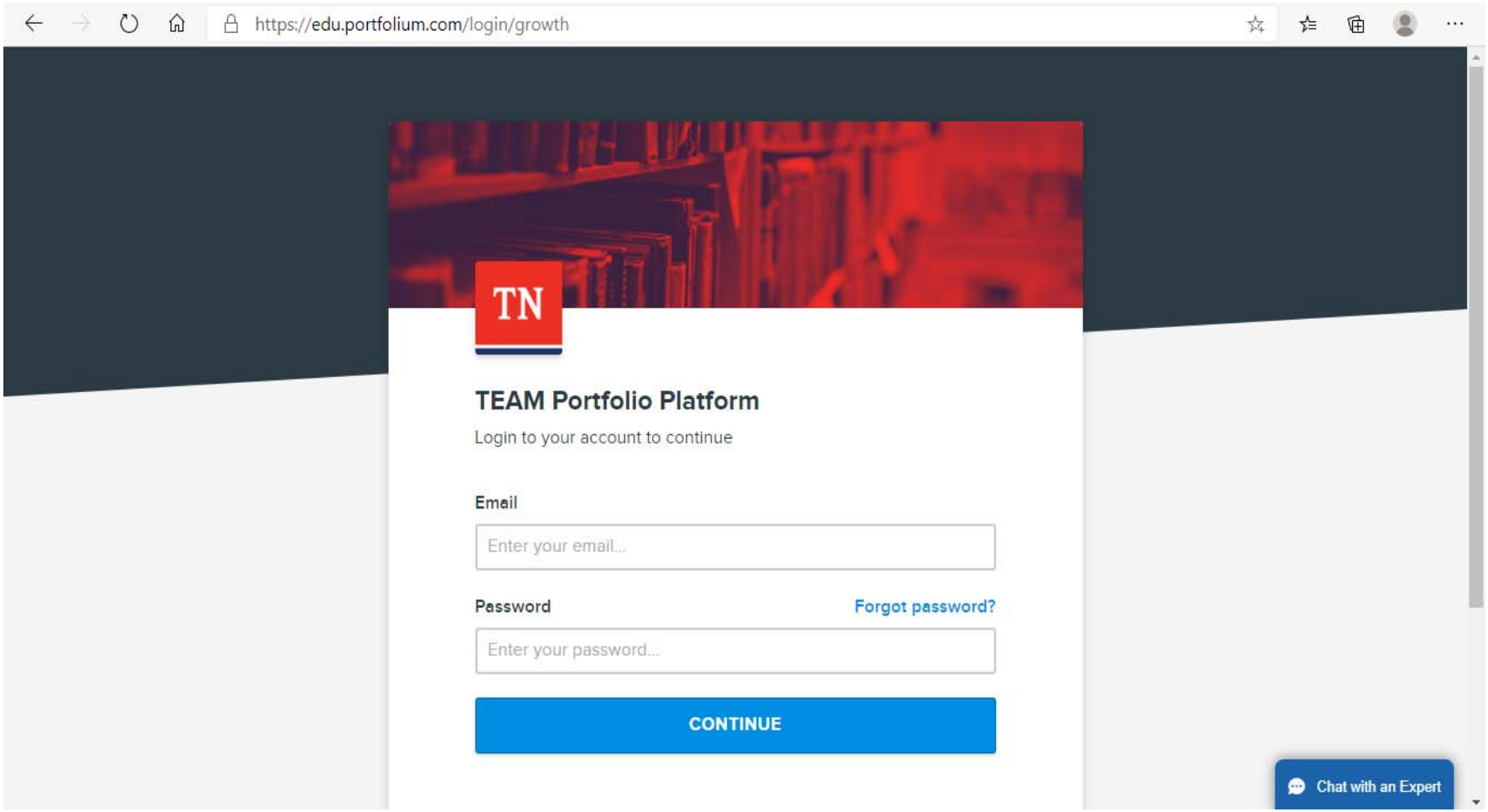
Platform Support: Tech Requirements

- **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.

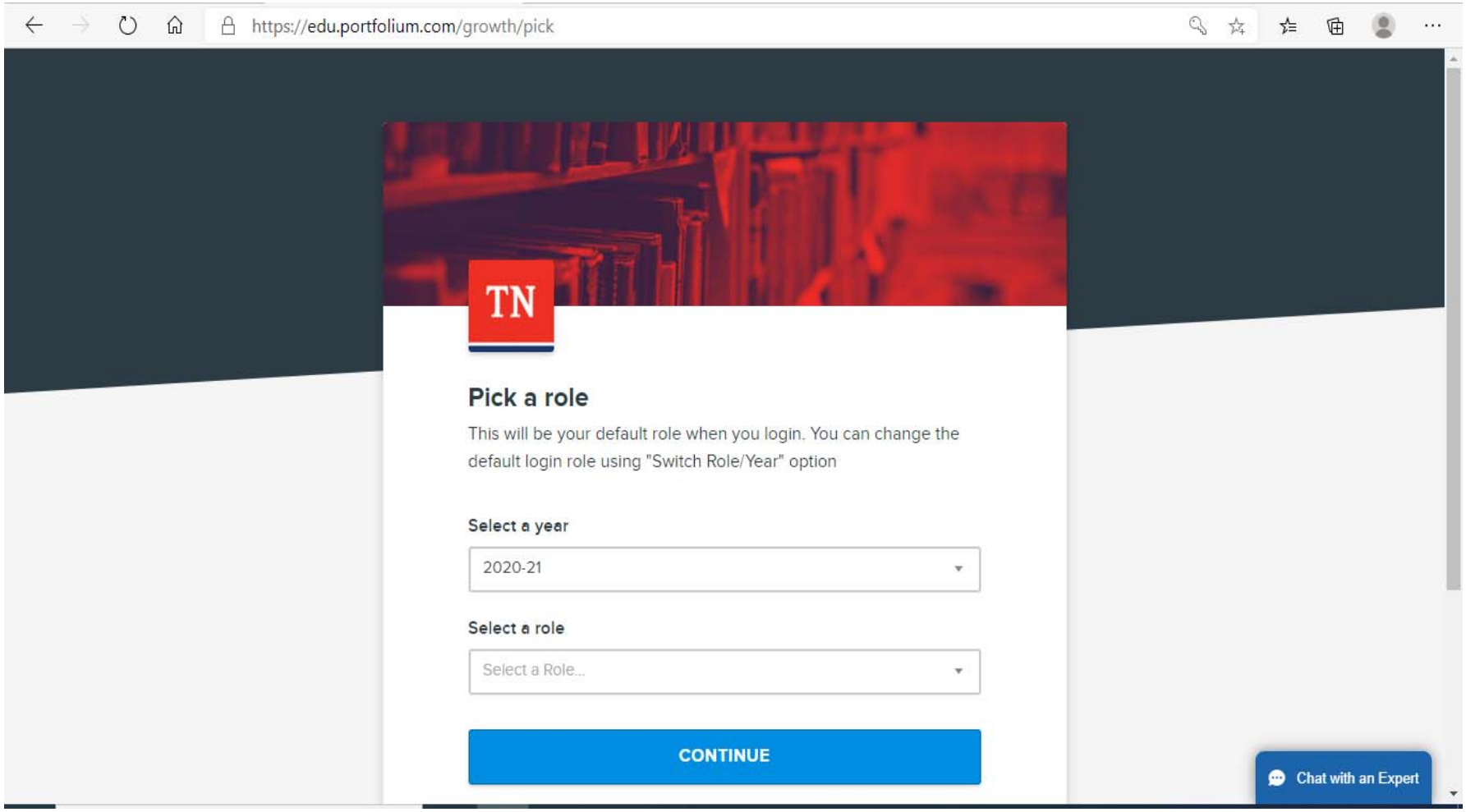
Platform: Portfolium

- team-tn.org/portfolio-resources
- edu.portfolium.com/login/growth
- District Portfolio Leads (DPL) create roster then teachers finish registration

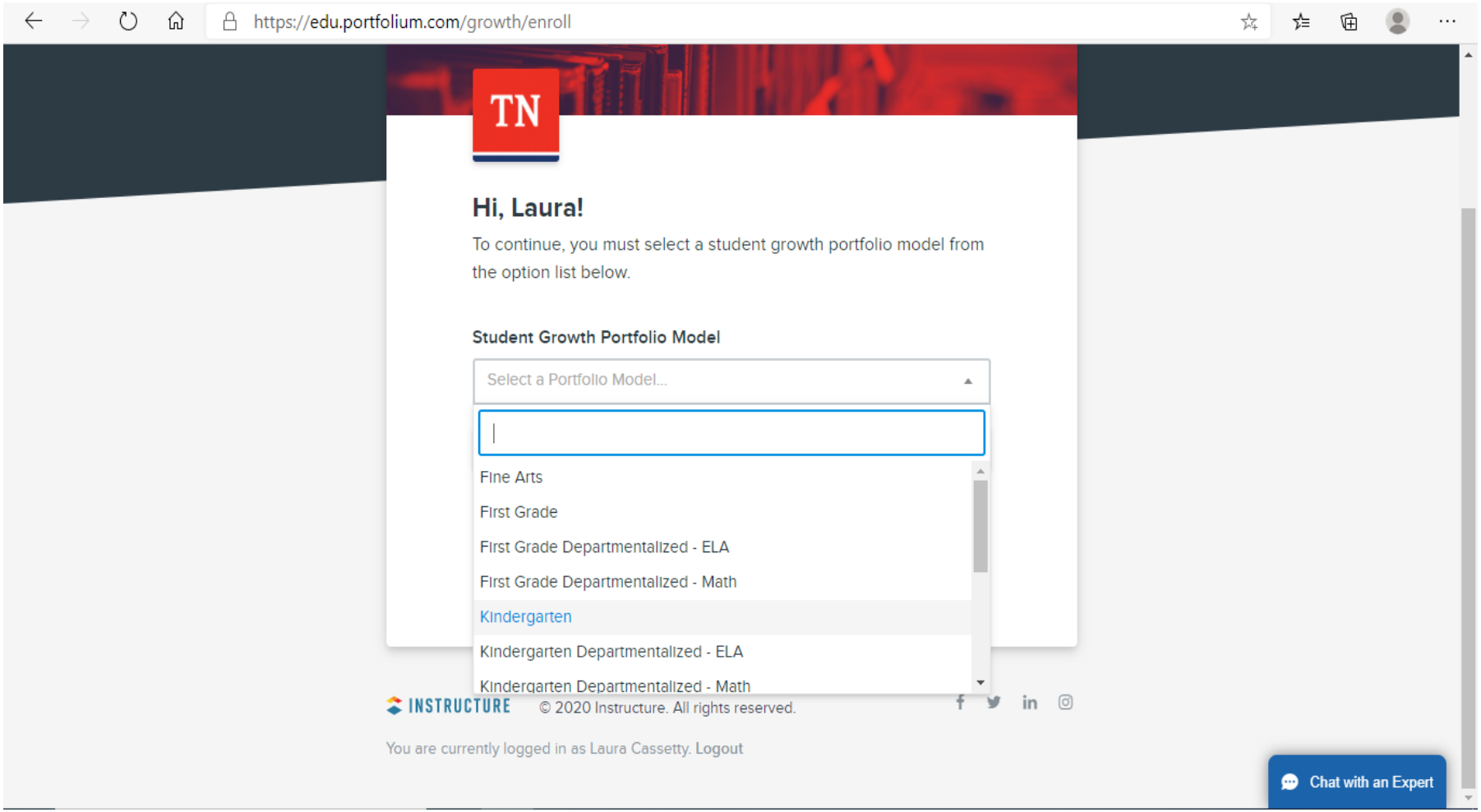
Platform Registration: Log In



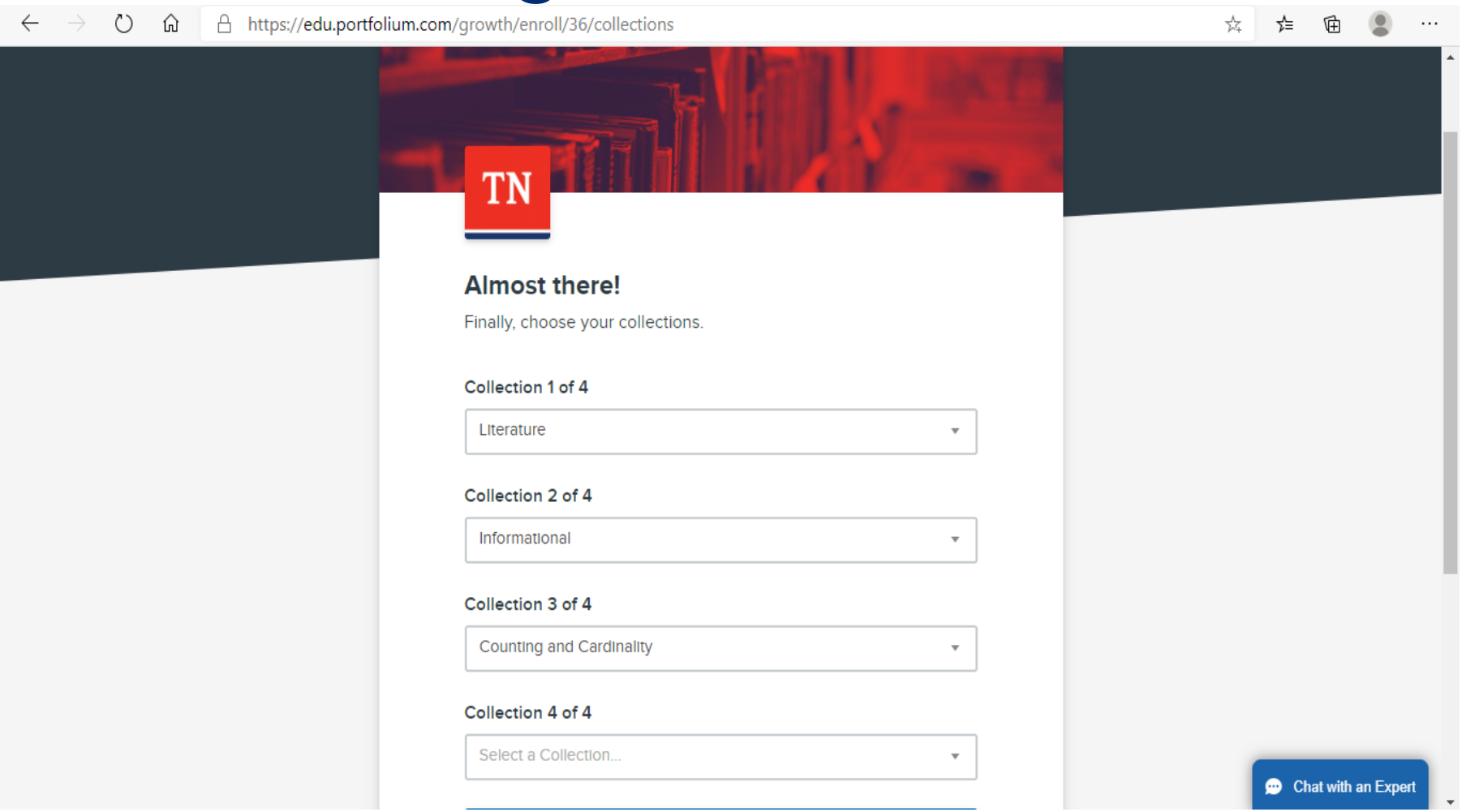
Platform Registration: Year and Role



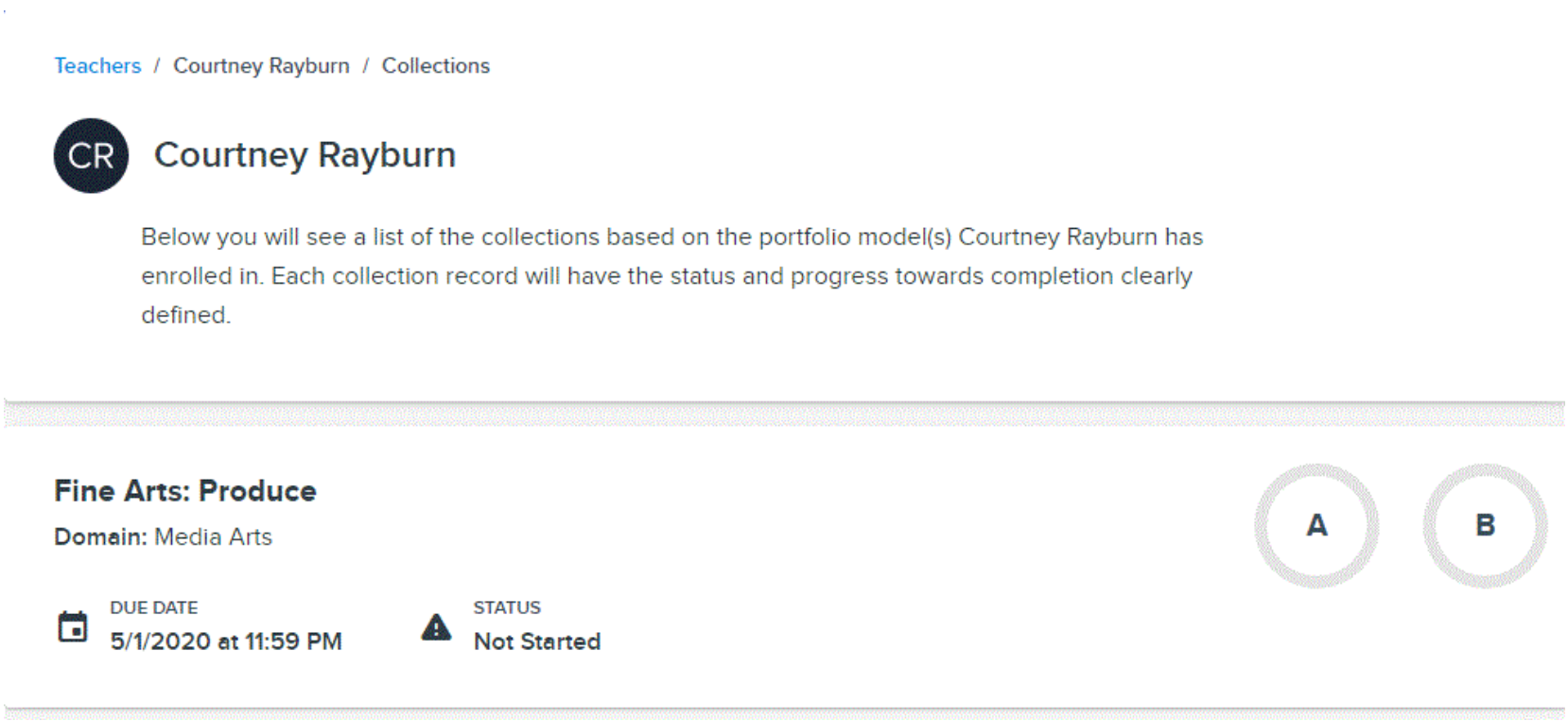
Platform Registration: Portfolio Model



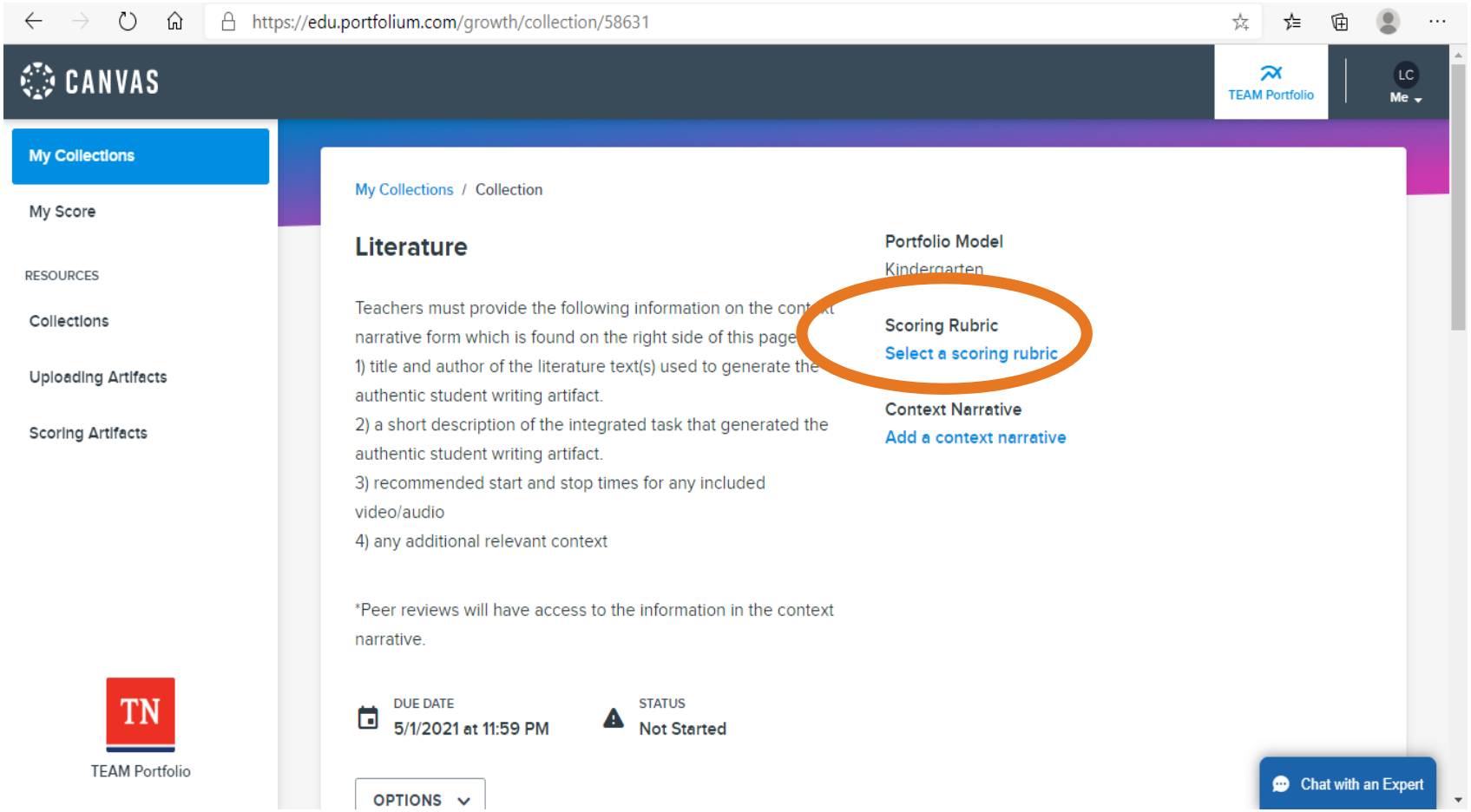
Platform Registration: Collections



Platform Registration: Done!



Choose Scoring Rubric



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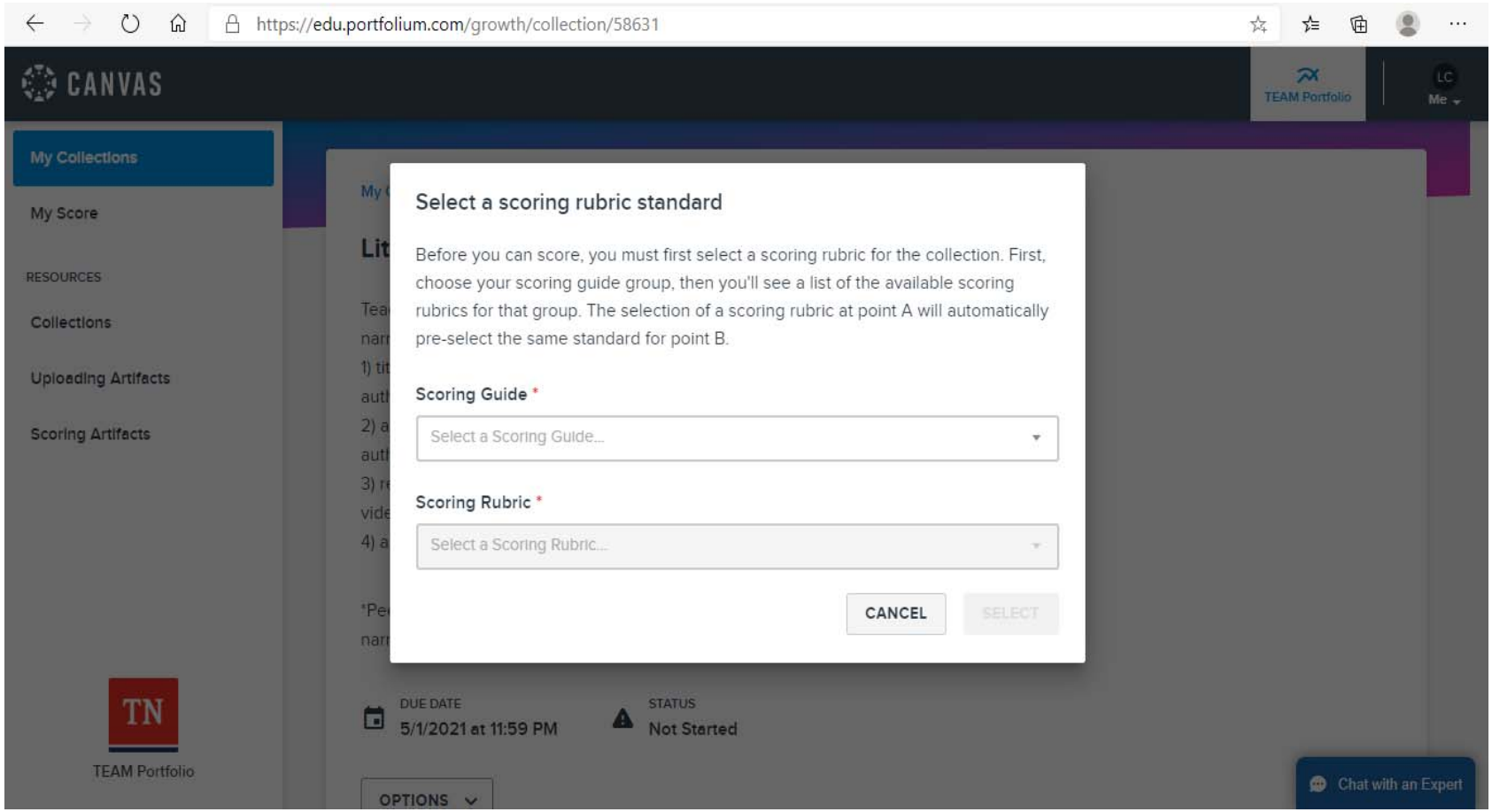
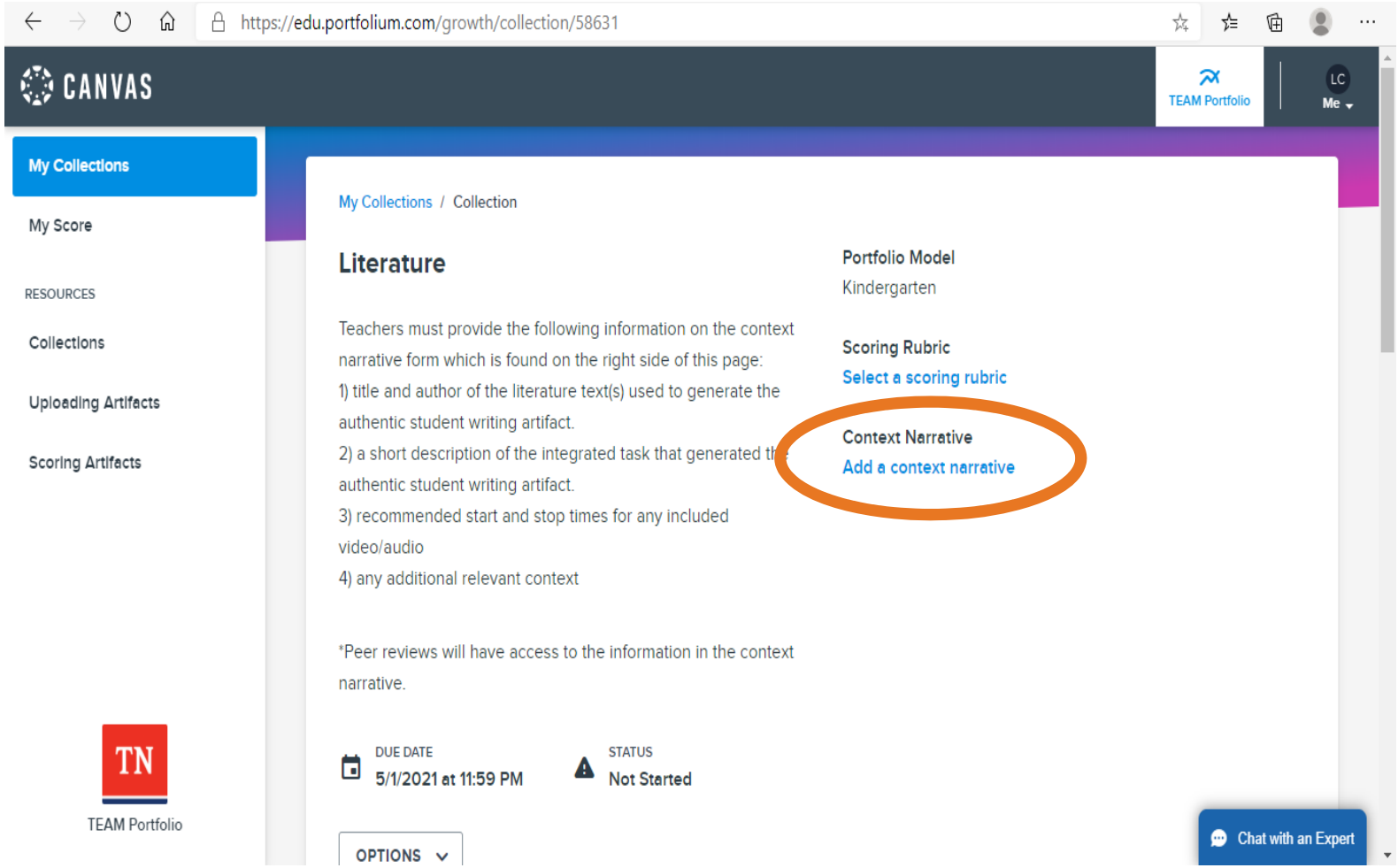


Context Narrative



Context Narrative

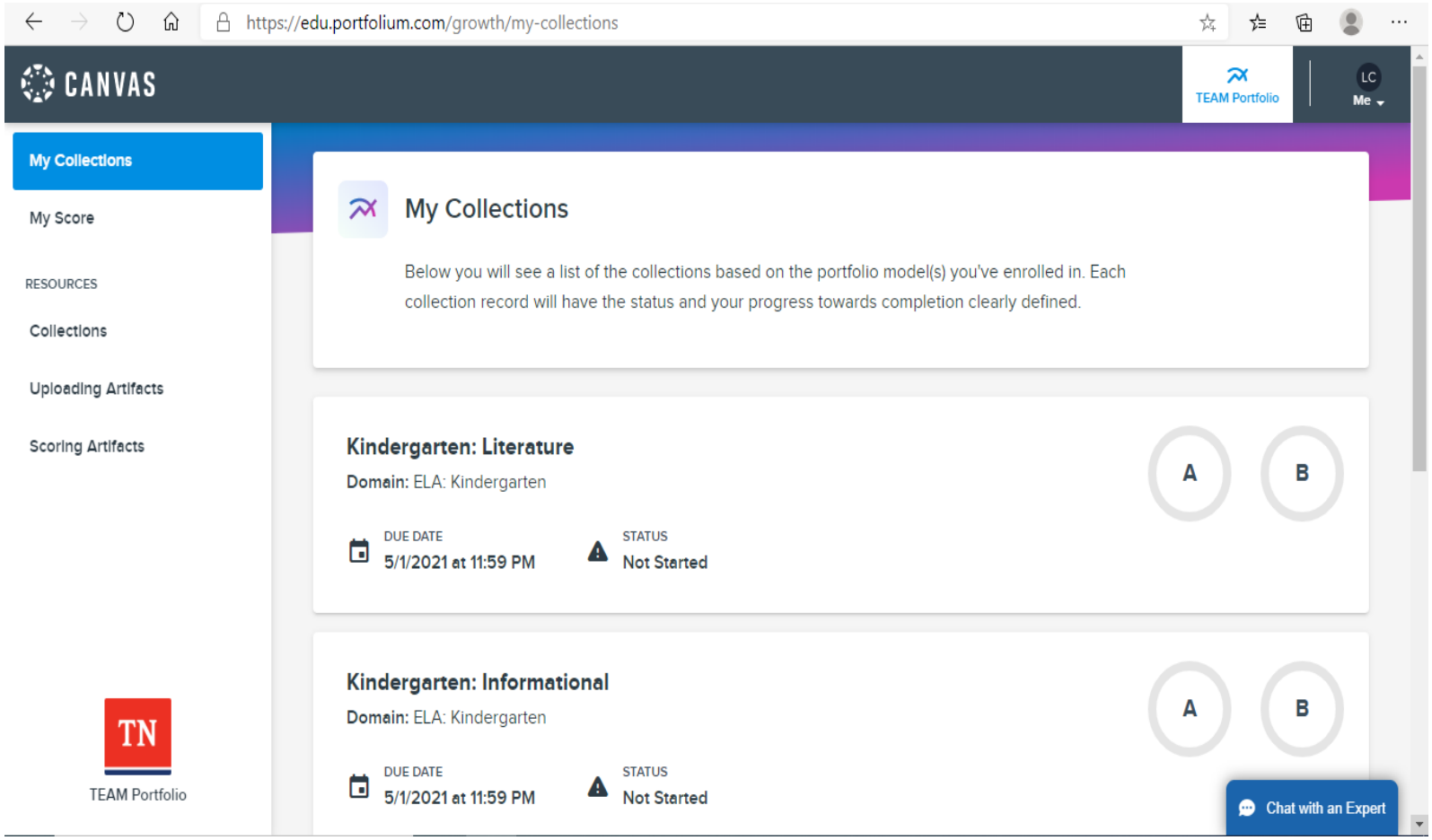
Produce

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

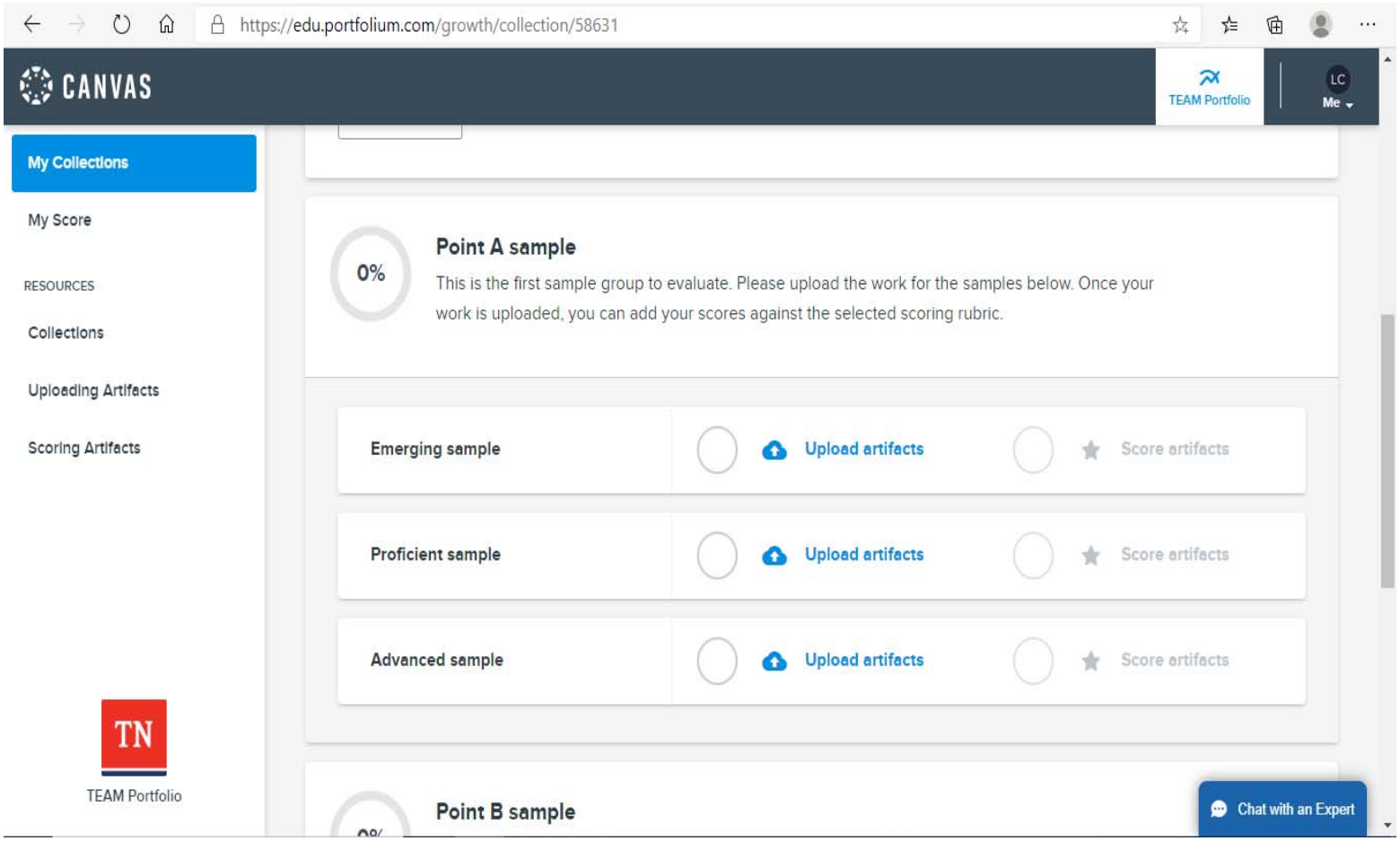
1) a short description of the task
2) recommended start and stop times for any included video/audio
3) any additional relevant context

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

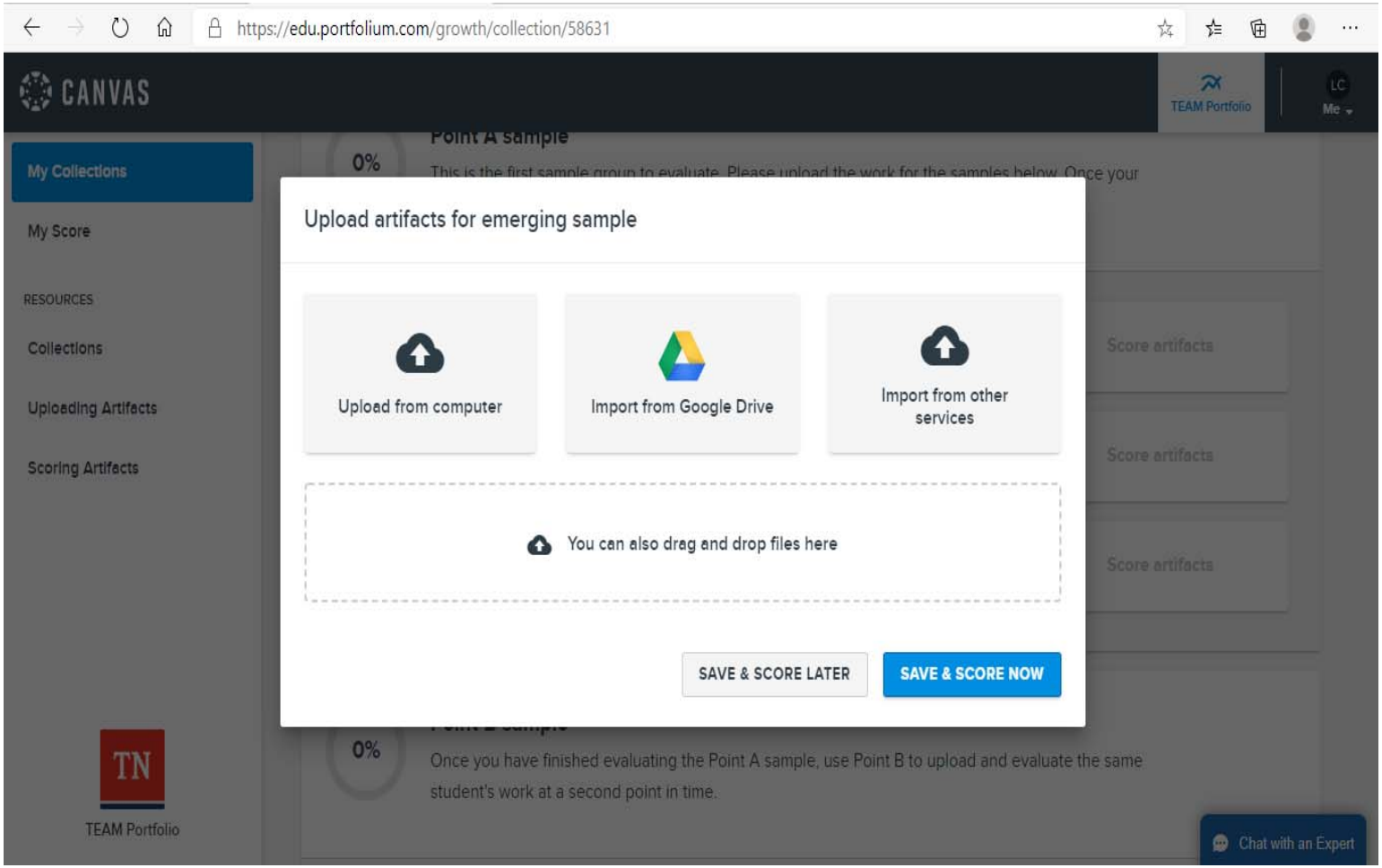
Ready for Uploading



Uploading Student Work



Uploading Student Work

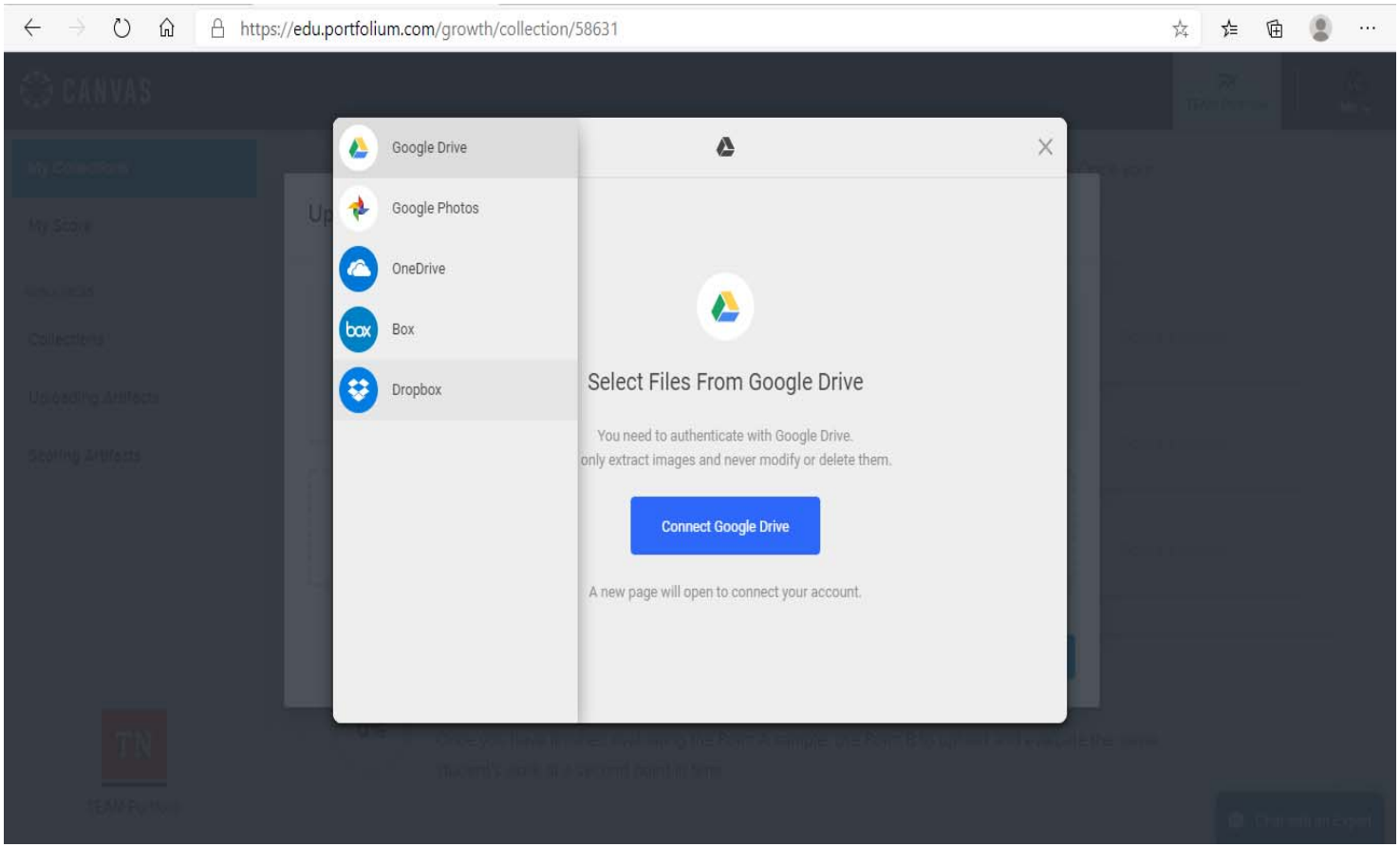


Supported File Formats

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

https://community.canvaslms.com/docs/DOC-18228-929791176522

Uploading Student Work



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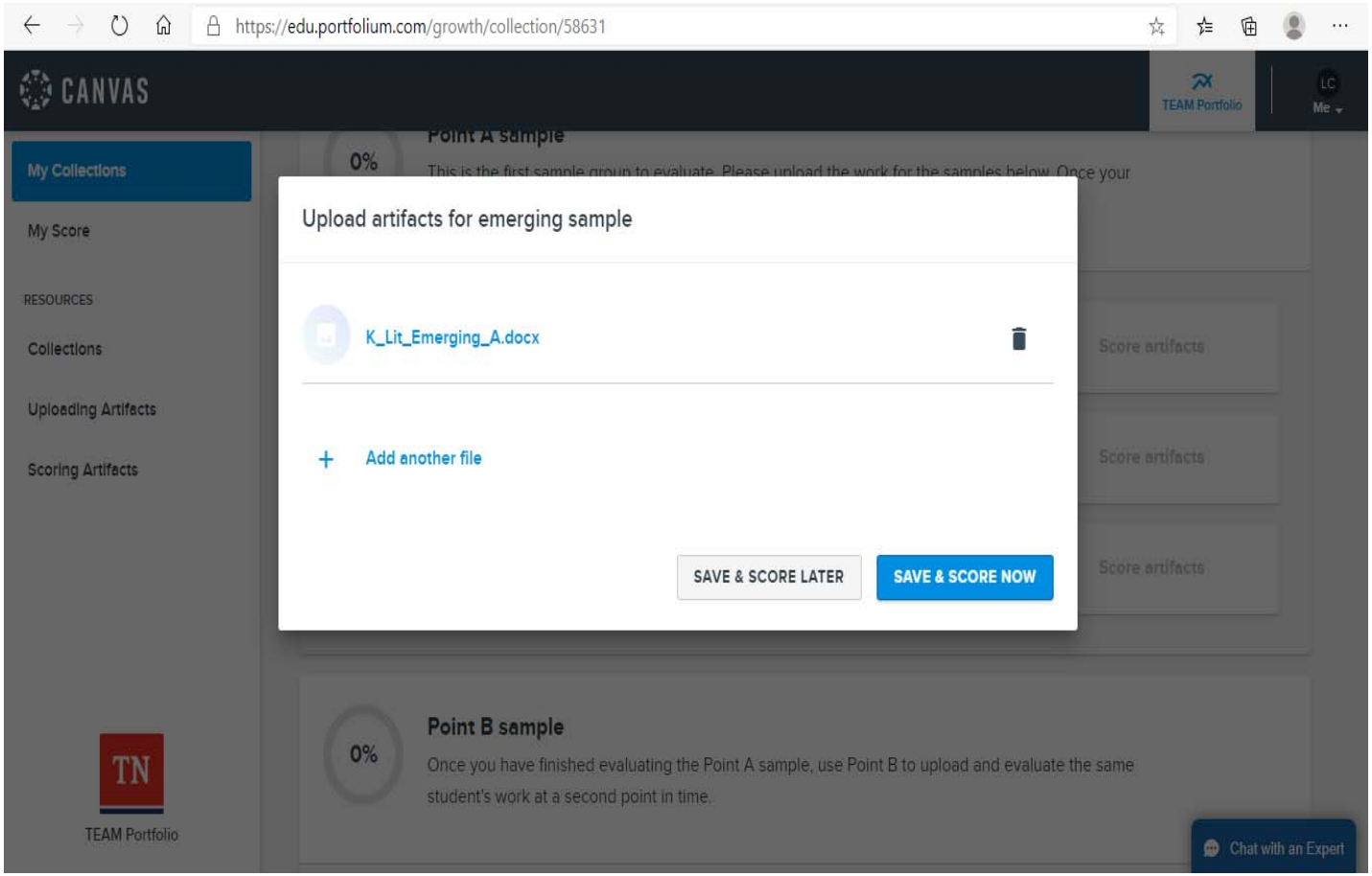
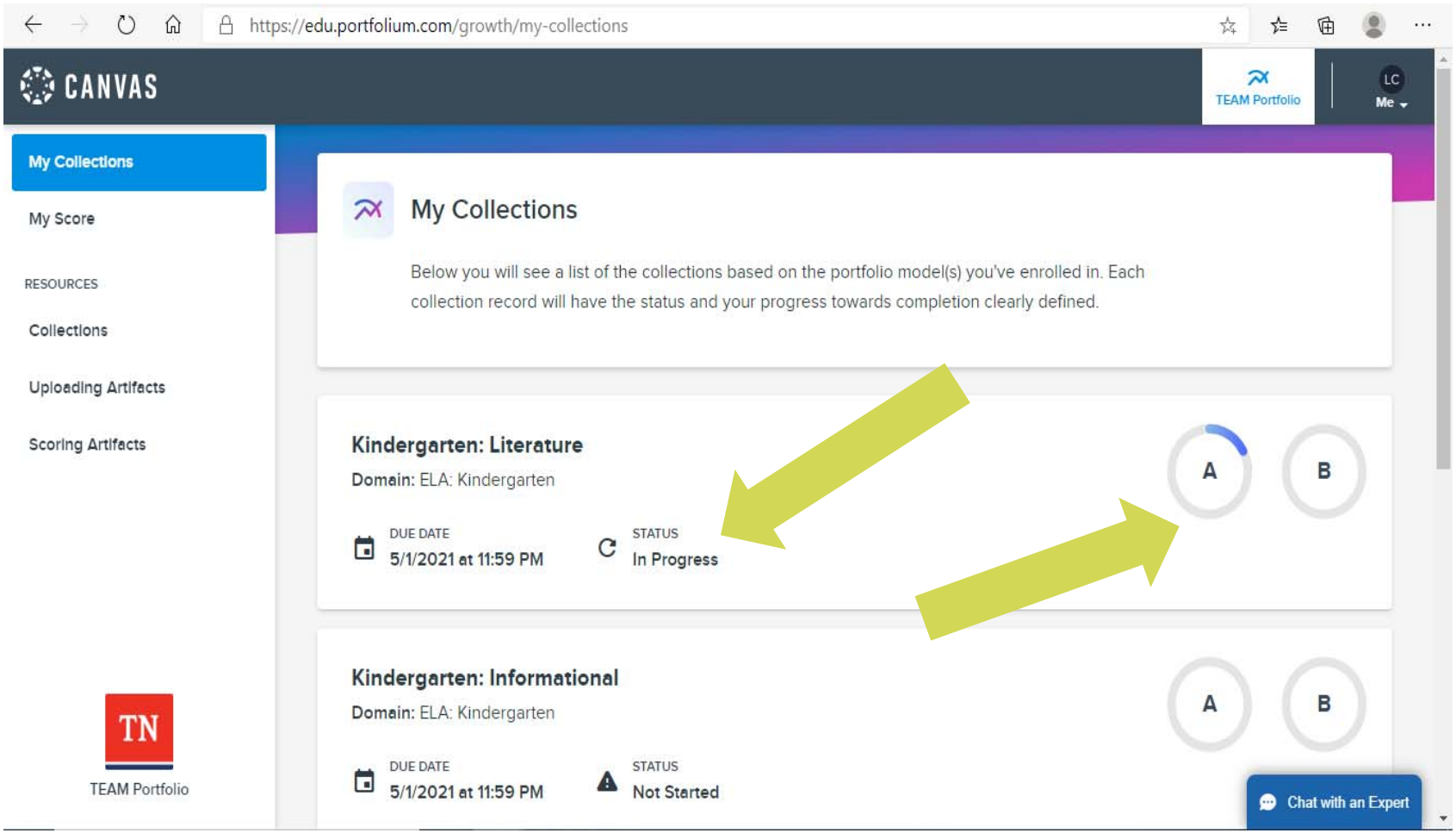
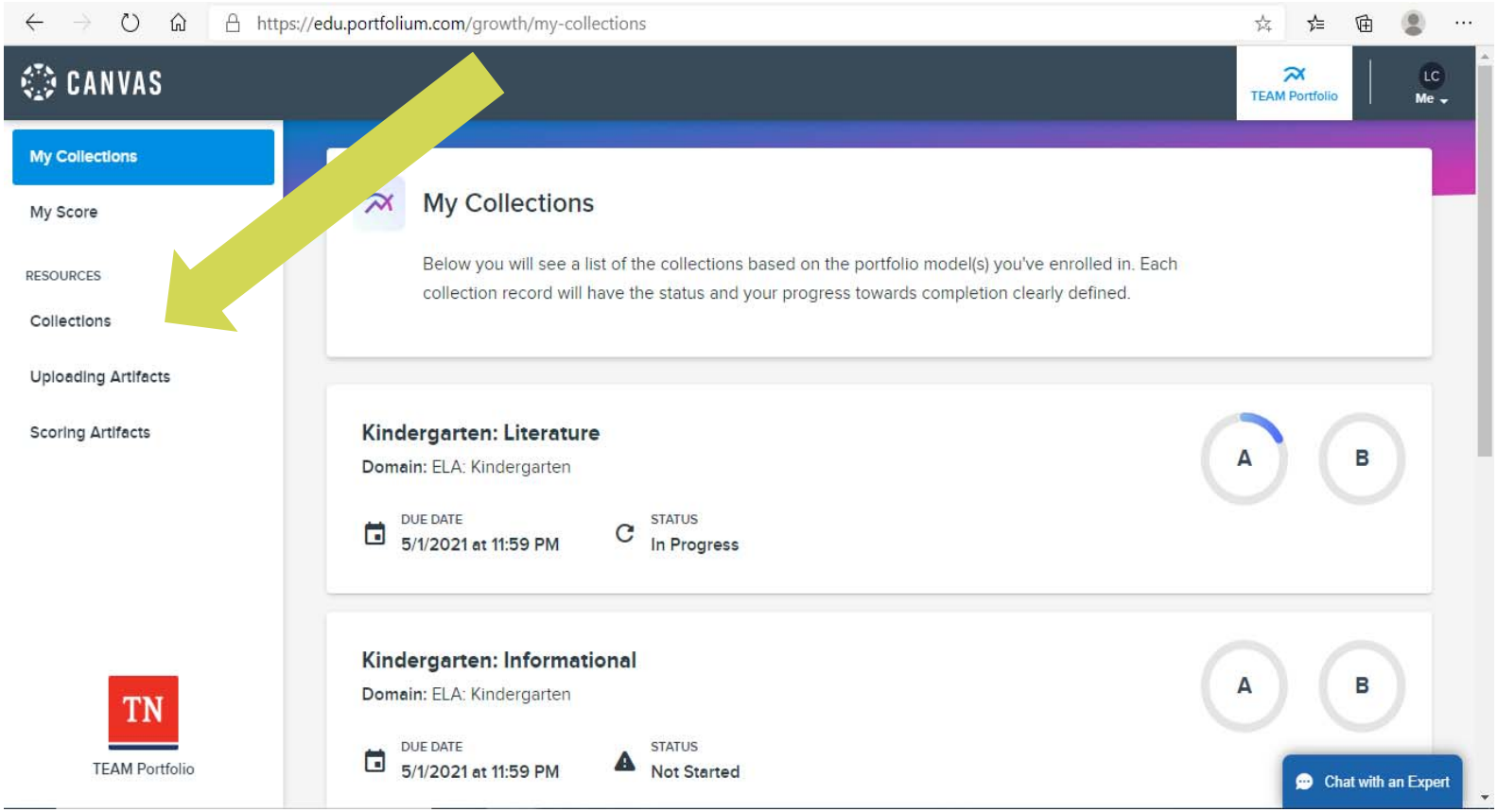


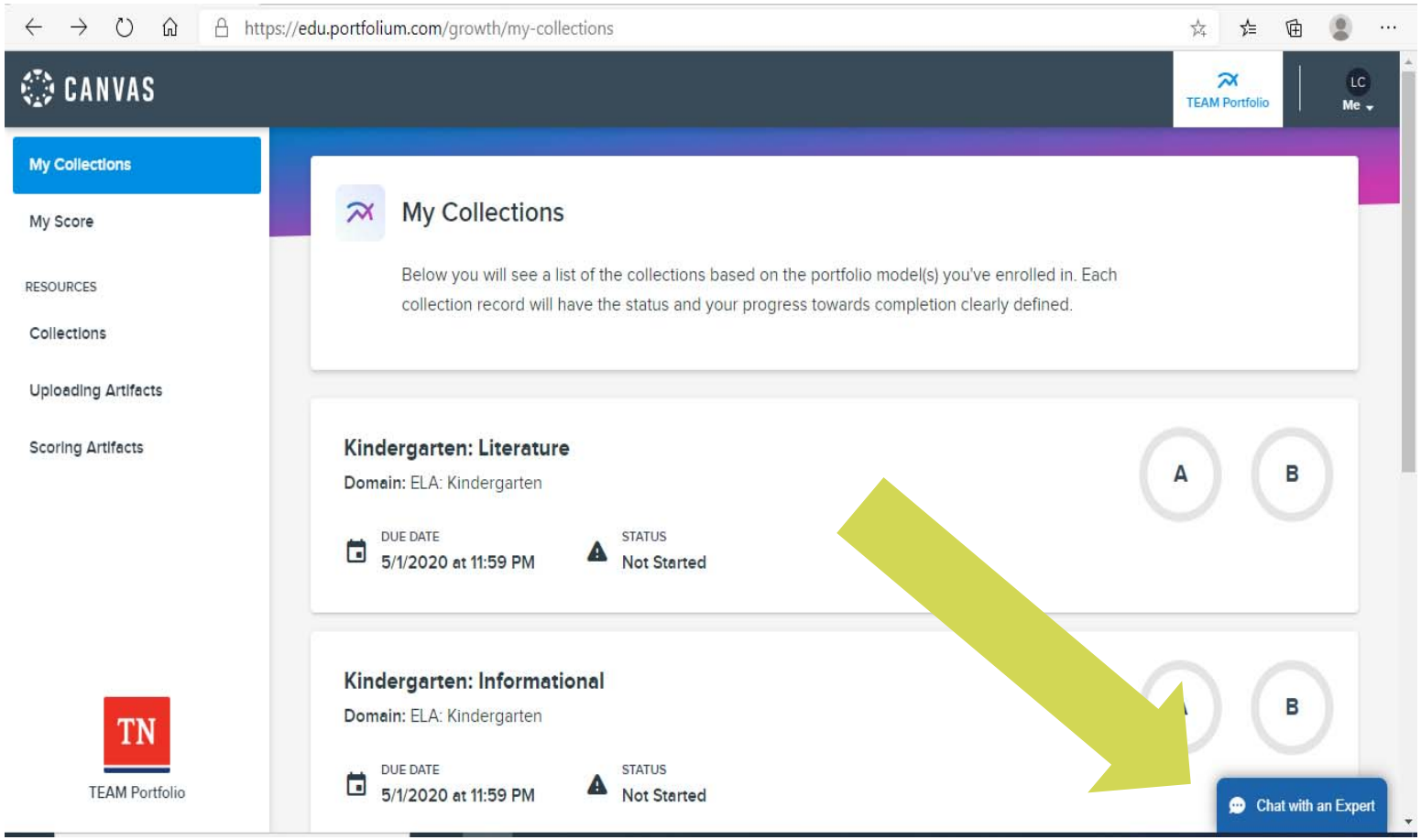
Status Wheels



Platform Support: Tutorials



Platform Support: Chat



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.