TEAM Portfolio Collection Scores Webinar
Per T.C.A. § 49-6-105, implementation of portfolios is required in evaluation of pre-K and kindergarten.  
2017-18 was 1st year of state-wide implementation of pre-K and kindergarten portfolios.  
Portfolios have been in use in TN since 2012-13.  
Portfolios provide for an individual growth measure for teachers in non-tested subjects and grade levels.  
Teacher feedback has been used to streamline and refine the portfolio process for next year.  
Per Chapter 751 of the Public Acts of 2018, 2017-18 portfolio scores cannot be used to make employment termination or compensation decisions.  
Also, as a reminder, portfolio teachers whose achievement measure includes 2017-18 TNReady data will have the option to nullify their LOE.
Agenda

- State-wide 2017-18 portfolio score distribution
- General Portfolio Facts
- Portfolios Collections Scored Level 1: Two Scenarios
- Submission Error Notification Process
- Looking to 2018-19
## State-Wide Results: Pre-K, K, 1st Grade

<table>
<thead>
<tr>
<th></th>
<th>Level 1</th>
<th>Level 2</th>
<th>Level 3</th>
<th>Level 4</th>
<th>Level 5</th>
<th>Incomplete</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statewide</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Count</td>
<td>393</td>
<td>665</td>
<td>1107</td>
<td>1652</td>
<td>1486</td>
<td>118</td>
<td>5421</td>
</tr>
<tr>
<td><strong>Statewide</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Percentage</td>
<td>7.2%</td>
<td>12.3%</td>
<td>20.4%</td>
<td>30.5%</td>
<td>27.4%</td>
<td>2.2%</td>
<td>100%</td>
</tr>
</tbody>
</table>

*Note: This data reflects educators staffed in TNCompass for 2017-18.*
General Portfolio Scoring Facts

- All collections were reviewed by at least one peer reviewer.
- All portfolios have been completely scored per the scoring guidelines and policy.
- There was no computer glitch nor computer error related to portfolios.
- The scores teachers have received are the growth scores only and are not the teacher’s final LOE.
A TEAM portfolio consists of **four collections** of student work aligned to a standard or standards (ELA) gathered by a teacher during the school year.

Each collection consists of two samples of student work for three students who were differentiated as emerging, proficient, and advanced at Point A.

All collections were scored and then a final score was assigned.

Collections that could not be scored due to incorrect submission were assigned a 1.
Scenario 1: Students demonstrate, on average, no growth or negative growth.

- Note: If a teacher self-score for a collection is more than one performance level off from the primary peer reviewer score for the collection, the entire collection is scored a second time by an expert reviewer.
Students demonstrate, on average, no growth or negative growth (Point B)

NR: indicates this collection was not the one selected by the teacher.
## Portfolio Collection Report

<table>
<thead>
<tr>
<th>District Code</th>
<th>District Name</th>
<th>User ID</th>
<th>User Last Name</th>
<th>User First Name</th>
<th>User Email</th>
<th>Evidence Collection</th>
<th>Self Score</th>
<th>Final Growth</th>
<th>Final Score Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Sally</td>
<td>x.com</td>
<td>Pre-Kindergarten ELA Informational</td>
<td>5</td>
<td>2</td>
<td>Expert</td>
</tr>
</tbody>
</table>

### Level 5
Significantly Above Expectations

Students demonstrate, on average, three or more levels of student growth (= or >3 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)
# Portfolio Collection Report

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<td>00000</td>
<td>Teacher</td>
<td>Sally</td>
<td>x.com</td>
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<td>5</td>
<td>2</td>
<td>Expert</td>
</tr>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Sally</td>
<td>x.com</td>
<td>Pre-Kindergarten ELA Literature</td>
<td>4</td>
<td>4</td>
<td>Peer</td>
</tr>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Sally</td>
<td>x.com</td>
<td>Pre-Kindergarten Math-Counting &amp; Cardinality</td>
<td>4</td>
<td>4</td>
<td>Peer</td>
</tr>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Sally</td>
<td>x.com</td>
<td>Pre-Kindergarten Math-Geometry</td>
<td>5</td>
<td>5</td>
<td>Expert</td>
</tr>
</tbody>
</table>
Scenario 2: Peer reviewer was unable to complete a review due to the following:

- Missing context forms
  - Required for submission with each student work sample to indicate the standard or standards (ELA) being measured.

- Mismatch between standard(s) identified at point A and point B for any sample
  - To measure student growth from point A to point B on a standard(s), the standards must match between the points.

- Mismatch between students identified at point A and point B in the collection
  - To measure student growth from point A to point B, the students must match between the points.
Multiple math standards identified on the context form or included in the student work samples
  • In order to identify a performance level, one math standard must be identified and student work aligned to that standard submitted into the platform.

Duplicate student work samples submitted
  • Student growth is determined based on the growth of 3 individual students.
Scenario 2: Peer reviewer was unable to complete a review

No peer reviewer indicates a collection could not be scored.

NR: indicates this collection was not the one selected by the teacher.

Teacher self-score for Option C: indicates option C was submitted by teacher.
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</tr>
</thead>
<tbody>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Jane</td>
<td>x.com</td>
<td>Pre-Kindergarten ELA Informational</td>
<td>1</td>
<td>Submission Error</td>
<td></td>
</tr>
<tr>
<td>111</td>
<td>District</td>
<td>00000</td>
<td>Teacher</td>
<td>Jane</td>
<td>x.com</td>
<td>Pre-Kindergarten ELA Literature</td>
<td>4</td>
<td>5</td>
<td>Peer</td>
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<td>Jane</td>
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<td>Pre-Kindergarten Math-Geometry</td>
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<td>4</td>
<td>Peer</td>
</tr>
</tbody>
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Scenario 1

- If the self-score and the final score differ by one performance level or less, the collection has been scored by a peer in accordance with the consensus review process and does not qualify for a grievance.

- If the self-score and the final score differ by more than one performance level, the collection must be reviewed by an expert. If the final score source displays expert, it was scored successfully through the consensus review process and does not qualify for a grievance. If the final source displays peer, it does qualify for a grievance.

- Submit the requested information on district letterhead to Portfolio.Questions@tn.gov.

- See TEAM Update for Guidelines for Vacating Student Growth Portfolio Scores Portfolio.
Scenario 2- Submission Error Notification Process

- Teachers who made portfolio submission errors may, at their discretion, directly request the department vacate the overall portfolio score by completing the portfolio submission error notification form [here].
- The department will ensure the teacher is categorized as non-tested in TNCompass, and the pre-selected school-wide growth score for the teacher will be used in the calculation of the level of overall effectiveness (LOE).
- This form will be available to teachers through Oct. 1.
Looking to 2018-19: Our Commitments

- Listen to educators who use portfolios
- Improve processes related to portfolios
- Reduce time commitments required of teachers
- Provide more resources to district and school leaders
Looking to 2018-19

- Uploading of Context Forms No Longer Required
  - Portfolio collections are identified by selecting from a list of pre-populated options available for each model.

- Improved Guardrails
  - Standard(s) selected on which to base a collection are retained from point A to point B.
Regional Teacher Trainings for Early Grades Portfolios
Fall 2018
- Fall trainings will provide teachers an opportunity to network and learn more about the portfolio platform, purposeful sampling, and developmentally-appropriate use of scoring rubrics.

Blended Peer Reviewer Training and Credentialing Spring 2019
- Using a combination of online and in person training, peer reviewers will engage in a rigorous, high-quality professional learning experience.

Peer Reviewer Convening Summer 2019
- Portfolio scoring will take place in June at sites across the state. Small groups of credentialed teachers will engage in collaboration around the quality of student work while scoring artifacts.
Questions?
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.