



BEST FOR
ALL

We will set all students on a path to success.

2023-24 Student Growth Portfolio Lead

Monthly Office Hour

March 14, 2024



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

STUDENT READINESS

TENNESSEE PUBLIC SCHOOLS WILL BE EQUIPPED TO SERVE THE ACADEMIC AND NON-ACADEMIC NEEDS OF ALL STUDENTS IN THEIR CAREER PATHWAYS

EDUCATORS

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



Agenda



In this meeting, we will discuss

- Supporting Teachers
- Peer Reviewer Applications
- Next Steps
- Support



Supporting Teachers

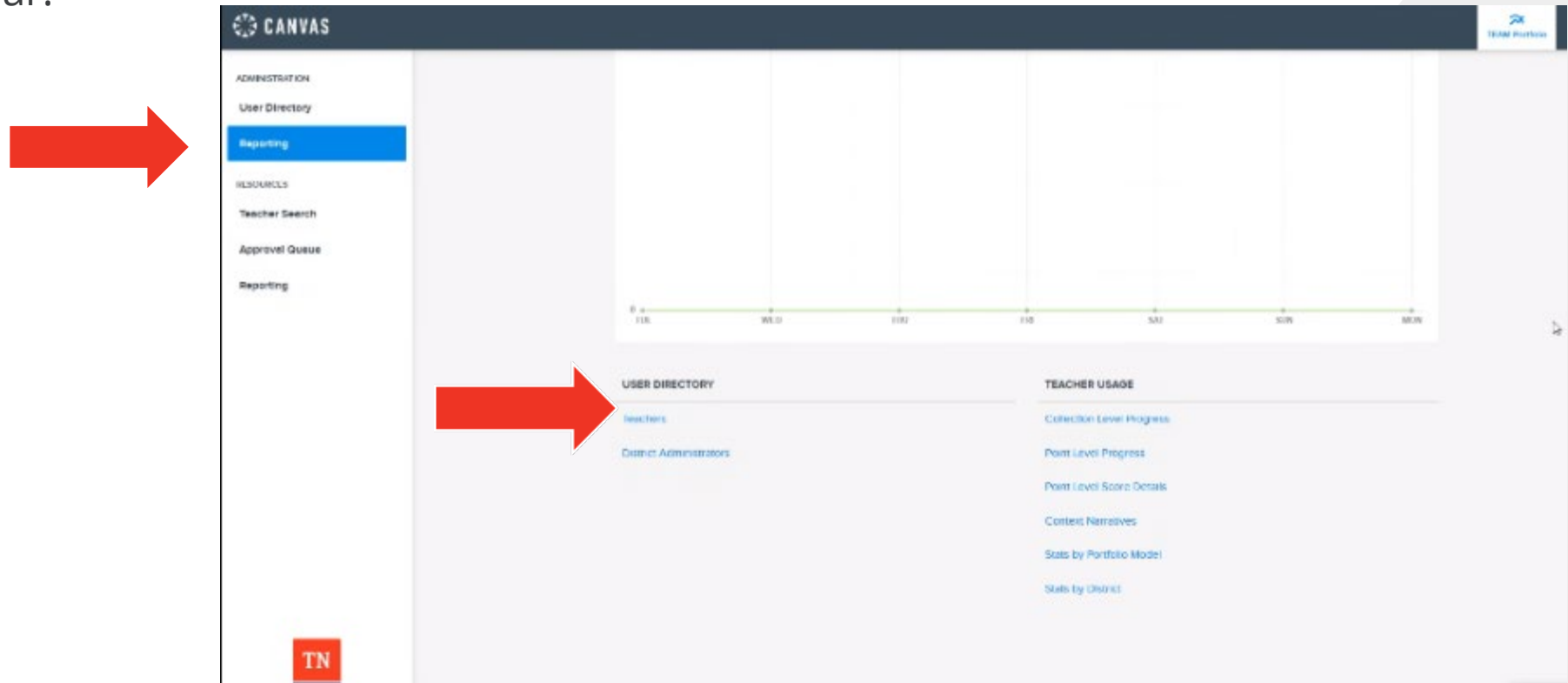
District TEAM portfolio lead responsibilities include the following:

- Maintain accurate teacher rosters in the portfolio platform, including adding or removing teachers throughout the year.
- Distribute all portfolio-related information and resources to teachers in a timely manner.
- Monitor submission status of all educators participating in the student growth portfolio process.
- Monitor and support the timely and complete portfolio submission for all teachers.
- Communicate with the department as needed.

Supporting Teachers

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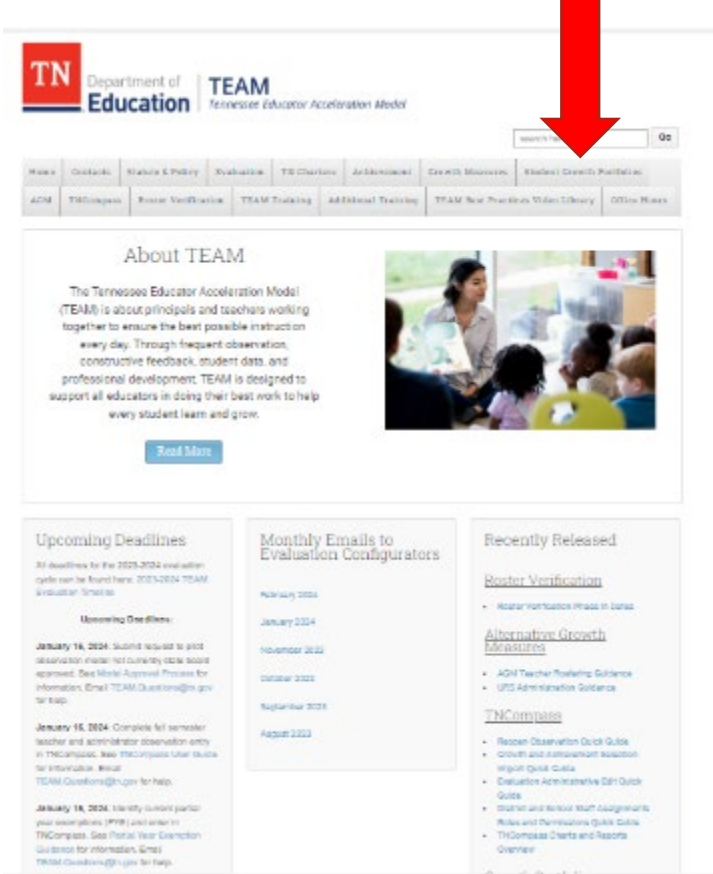
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Supporting Teachers

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- Distribute all portfolio-related information and resources to teachers in a timely manner.



[TEAM-TN | A Tennessee Department of Education Website](https://www.tn.gov/education/teams)

Supporting Teachers



Portfolio Resources

Description	<p>TEAM student growth portfolios were designed in response to requests from teachers in non-tested grades and subjects for a measure of student growth for use in their evaluations, comparable to that of TVAAS. Scores generated by peer reviewed student growth portfolios represent 35% of participating teachers' LOE within the state's TEAM evaluation model in lieu of individual TVAAS scores that teachers in tested courses generate.</p> <p>In February 2018, the state legislature amended T.C.A. § 49-1-302 to ensure that every district and charter organization utilizes at least one approved growth measure for non-tested teachers. Additionally, pursuant to T.C.A. § 49-6-105, state board policy 5.201, and state board rule 0520-02-01, districts and charters that receive pre-kindergarten program approval under T.C.A. §§ 49-6-103 – 49-6-110 (VPK funding) must utilize the pre-K/Kindergarten growth portfolio model or a comparable approved <i>alternative growth measure (AGM)</i> for the student growth portion of teacher evaluation.</p> <p>Participation in any additional student growth portfolio models is an evaluation flexibility option. Educators who utilize a portfolio growth model maintain all the rights, responsibilities, and legalities of educators with growth measures attained from a TCAP test. Portfolio growth model scores are treated the same as TCAP test scores within the evaluation process and with human capital decisions.</p> <p>It is recommended that educators implement student growth portfolios within a professional learning community (PLC) or other collaborative group that focuses on long-term and short-term planning, ongoing formative assessment, standards-based instruction, differentiated and targeted instructional practices, and student work. The art of analyzing student work when grounded in collaborative thinking, self-reflection, and differentiated instruction can have a profound impact on student academic growth.</p>
Models	<p>Tennessee currently uses the following portfolio growth models:</p> <ul style="list-style-type: none">• Fine Arts• First and Second Grade• Physical Education (K-8)• Pre-K and Kindergarten• World Languages (French & Spanish) <p>The department partners with Portfolium, Inc. to provide a platform for TEAM student growth portfolios.</p>



Resources



- [TEAM Portfolio Guidebook for Administrators and Teachers: Updated July 2023](#) This document provides general information about TEAM student growth portfolios. The intended audience for this document includes teachers, principals, district personnel, and any other individuals seeking more information regarding TEAM portfolios. It is critical that all educators who submit a portfolio read and utilize this document, their content specific resource guide, and content-specific scoring rubrics.
- [Portfolio Lead Monthly Office Hour](#): To support district and charter portfolio leads, the department will host monthly office hours to walk you through implementation processes, resources, the platform and provide you with a network of other portfolio leads.
- [Portfolio Rostering Guidance for Leads: Updated July 2023](#) Before teachers receive access to Portfolium, the TEAM portfolio management platform, staff roster information must be provided to the department. This guidance provides instructions on how to create, edit, and submit a roster. Once the roster information has been quality checked and uploaded to the platform, teachers will receive the activation email needed to access their platform account.
- [Portfolio Teacher Roster Verification Guidance for Leads: Updated Dec. 2023](#) Portfolio leads must maintain an accurate teacher roster in the portfolio platform, including adding or removing teachers. Portfolio teacher roster verification ensures the correct teachers have Portfolium access to upload and self-score their student artifacts. This process requires portfolio leads to review the teacher roster in the Portfolio platform for accuracy, ensuring the district's selected non-tested teachers receive an individual growth score.
- [Student Growth Portfolio Lead Best Practices](#): This document is intended to support portfolio implementation by providing an exchange of ideas and highlighting best practices.
- [Student Growth Score Grievance Resolution Protocol](#): This document outlines the process required to address a grievance decision by an LEA necessitating a change to an educator's growth score and therefore a change to the educator's level of overall effectiveness (LOE).
- [Teacher FAQ: Updated July 2023](#) The department has collected questions from implementing teachers and peer reviewers across the state to provide support and clarity to portfolio implementation.



Supporting Teachers



Home	Statute & Policy	Evaluation	TN Charters	Growth Measures	Student Growth Portfolios	Alternative Growth Measures
Achievement	TNCompass	Roster Verification	TEAM T	Office	Portfolio Teacher Guidance	



- Portfolio Teacher Guidance
- Student Growth Portfolios: Fine Arts
- Student Growth Portfolios: First and Second Grade
- Student Growth Portfolios: Physical Education (K-8)
- Student Growth Portfolios: Pre-K and Kindergarten
- Student Growth Portfolios: World Languages

Portfolio Resources

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Supporting Teachers



Portfolio Teacher Guidance

To support teachers implementing a student growth portfolio model, the department has provided supplemental materials for each model. These materials can be used for clarity on collecting and scoring student work.

Teacher FAQ: Updated July 2023 The department has collected questions from implementing teachers and peer reviewers across the state to provide support and clarity to portfolio implementation.

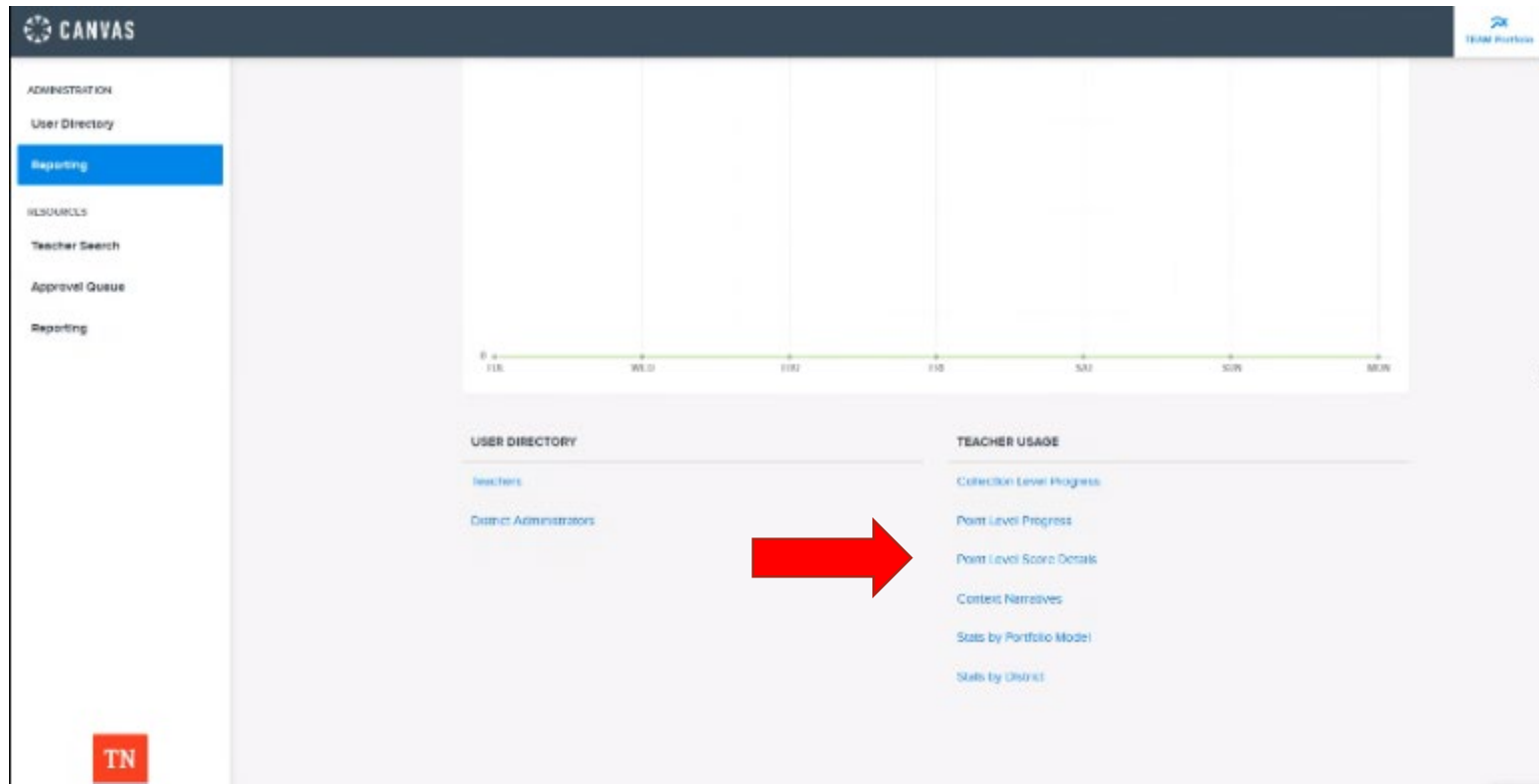
Portfolio Model	Portfolio Assessment and Scoring Guidance	Portfolio Rubric Guidance Videos by ELA Standard	Portfolio Rubric Guidance Videos by Math Standard
Pre-K Pre-K & Kindergarten TEAM Portfolio Resource Guide (Update July 2023)	Pre-K and Kindergarten Student Growth Portfolio Model Assessment and Scoring Guidance	PK.FL.PA.2e PK.FL.WC.4b PK.RL.KID.3 PK.RI.KID.2	PK.CC.A.4 PK.CC.C.6 PK.OA.A.4 PK.OA.A.3
Kindergarten Pre-K & Kindergarten TEAM Portfolio Resource Guide (Update July 2023)	Pre-K and Kindergarten Student Growth Portfolio Model Assessment and Scoring Guidance	K.FL.PA.2e K.FL.WC.4b K.RL.KID.3 K.RI.KID.2	K.CC.A.1 K.CC.A.3 K.OA.A.2 K.NBT.A.1
First Grade First and Second Grade TEAM Portfolio Resource Guide (Updated July 2023)	First and Second Grade Growth Portfolio Model Assessment and Scoring Guidance	1.FL.PWR.3 1.FL.WC.4b 1.RL.KID.3 1.RI.KID.2	1.NBT.A.1 1.NBT.B.3 1.OA.A.1 1.OA.C.6
Second Grade First and Second Grade TEAM Portfolio Resource Guide (Updated July 2023)	First and Second Grade Growth Portfolio Model Assessment and Scoring Guidance	2.FL.PWR.3 2.FL.WC.4 2.RL.KID.3 2.RI.KID.2	2.NBT.A.3 2.NBT.A.4 2.OA.A.1 2.OA.B.2

Portfolio Model	Portfolio Assessment and Scoring Guidance	Portfolio Rubric Guidance Videos
P.E. <ul style="list-style-type: none"> K-2 Physical Education Rubric 3-5 Physical Education Rubric 6-8 Physical Education Rubric 	<ul style="list-style-type: none"> (NEW) Physical Education Portfolio Teacher Guidance Physical Education K-5 TEAM Portfolio Resource Guide Physical Education 6-8 TEAM Portfolio Resource Guide 	Pre-recorded webinar
World Languages <ul style="list-style-type: none"> World Language Reading Continuum World Language Writing Continuum World Language Speaking Continuum World Languages Reflection Rubric 	World Language Guidebook	Pre-recorded webinar
Fine Arts <ul style="list-style-type: none"> Dance K-12 Scoring Rubrics Non-protected version General Music K-12 Portfolio Scoring Rubrics Non-protected version Instrumental Music 6-12 Portfolio Scoring Rubrics Non-protected version Media Arts K-12 Portfolio Scoring Rubrics Non-protected version Music Theory 9-12 Portfolio Scoring Rubrics Non-protected version Theatre K-12 Portfolio Scoring Rubrics Non-protected version Visual Arts Portfolio Scoring Rubrics Non-protected version Vocal Music 6-12 Portfolio Scoring Rubrics Non-protected version 	Fine Arts TEAM Portfolio Resource Guide	Pre-recorded webinar

Supporting Teachers

District TEAM portfolio lead responsibilities include the following:

- Monitor submission status of all educators participating in the student growth portfolio process.



Supporting Teachers

District TEAM portfolio lead responsibilities include the following:

- Monitor and support the timely and complete portfolio submission for all teachers.

Portfolio Submission

All completed collections in the online portfolio platform must be submitted by **5:00 p.m. local time on May 6, 2024**. A completed collection consists of self-scored point A and point B samples for the differentiated groups (e.g., emerging, proficient, and advanced). The point A and point B work across all differentiated groups **MUST** measure the same standard and utilize the same scoring rubric. A completed portfolio consists of **four** completed collections.

A portfolio will be assigned an Incomplete (I) and the teacher's LOE (Level of Overall Effectiveness) score will **NOT** generate for the school year if any of the four collections are not completed and submitted by the deadline. District portfolio leads and school administrators should take an active role in monitoring the progress of portfolio development and submission.

[TEAM Portfolio Guidebook for Administrators and Teachers](#): page 7

Note: There are no extensions past 5:00 p.m. May 6, 2024.

Supporting Teachers

District TEAM portfolio lead responsibilities include the following:

- Monitor and support the timely and complete portfolio submission for all teachers.

A screenshot of a digital portfolio submission interface. It displays four assessment items for Pre-K students, each in a separate white card with a light gray border. Each card contains the following information: the assessment title, domain, scoring guide, and scoring rubric on the left; two circular icons labeled 'A' and 'B' on the right; and a 'DUE DATE' (5/1/2023 at 11:59 PM) and 'STATUS' (Completed) at the bottom. The items are: 1. Pre-K: Foundational Literacy (Domain: ELA: Pre-K, Scoring Guide: PreK: Foundational Literacy, Scoring Rubric: [2022-23] ELA PK.FL.PA.2). 2. Pre-K: Reading (Domain: ELA: Pre-K, Scoring Guide: PreK: Reading, Scoring Rubric: [2022-23] ELA PK.RL.KID.3). 3. Pre-K: Counting and Cardinality (Domain: Math: Pre-K, Scoring Guide: PreK: Counting and Cardinality, Scoring Rubric: [2022-23] Meth PK.CC.A.4). 4. Pre-K: Operations & Algebraic Thinking (Domain: Math: Pre-K, Scoring Guide: PreK: Operations & Algebraic Thinking, Scoring Rubric: [2022-23] Meth PK.OA.A.4).

Supporting Teachers

District TEAM portfolio lead responsibilities include the following:

- Monitor and support the timely and complete portfolio submission for all teachers.

The screenshot displays a user interface for evaluating teacher portfolios. It is divided into two main sections: 'Point A sample' and 'Point B sample'. Each section begins with a '100%' progress indicator in a blue circle. Below the indicator is a title and a brief instruction. The 'Point A sample' section includes the text: '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.' The 'Point B sample' section includes the text: '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.' Each section contains a table with three rows representing different performance levels: 'Emerging sample', 'Proficient sample', and 'Advanced sample'. Each row has two columns of actions: a green checkmark icon followed by a blue eye icon and the text 'View artifacts', and another green checkmark icon followed by a blue eye icon and the text 'View score'.

Sample Type	View artifacts	View score
Emerging sample	✓ View artifacts	✓ View score
Proficient sample	✓ View artifacts	✓ View score
Advanced sample	✓ View artifacts	✓ View score

Sample Type	View artifacts	View score
Emerging sample	✓ View artifacts	✓ View score
Proficient sample	✓ View artifacts	✓ View score
Advanced sample	✓ View artifacts	✓ View score

Supporting Teachers

District TEAM portfolio lead responsibilities include the following:

- Communicate with the department as needed.

When teachers have questions, encourage them to ask you first. If you don't know the answer, email us at Portfolio.Questions@tn.gov.

Encourage them **not** to ask their questions in the Chat feature in Portfolium.

When teachers email us a question at Portfolio.Questions@tn.gov, we will copy the portfolio lead on the response.

Supporting Teachers

Critical Information for uploading student work

Student growth towards the standard can only be measured when the uploaded student work within each differentiated group aligns with the rigor and requirements of the standard as indicated on the scoring rubric. Misaligned student work artifacts cannot be measured and therefore receive a score of 0 at the differentiated group level.

As such, teachers are highly encouraged to ensure the following are true before the submission deadline:

- Student work at the artifact level (point A and point B) is from the same student.
- Student work artifact at the differentiated group level (e.g., emerging, proficient, and advanced) is from different students.
- Student work artifacts for each component is available and not duplicated at any point. (PE is the exception)
- Student work at both point A and B align to the rigor and requirements of the standard identified in the rubric. For example, if a literature/narrative standard is selected, the student work artifacts at both point A and B should reflect the work of that literature/narrative standard and not the work of an informational/expository standard.

Supporting Teachers

Critical Information for uploading student work

Reasons student work cannot be scored:

- No video of oral assessment
- No answer key, if required
- The student is not the same at both Point A and Point B.
- The student is the same in more than one differentiated level (emerging, proficient, advanced)
- The student work is blank (e.g., there is nothing on the paper or video)
- Unsupported file type uploaded as student work sample

Supporting Teachers

Critical Information for uploading student work

- Use the browser Firefox when uploading and viewing student work.
- Make sure all files are saved in the correct format. [TEAM Portfolio Guidebook for Administrators and Teachers](#) page 13



File Type	Support Formats
Images	<ul style="list-style-type: none">• png - Portable Network Graphics• tiff - Adobe Systems• bmp - Windows Bitmap• gif - Graphics Interchange Format• jpeg - Joint Photographic Experts Group• jpg - Joint Photographic Group• psd - Adobe Photoshop
Documents	<ul style="list-style-type: none">• doc - Microsoft Office Word Document• docx - Microsoft Office Word Document• odt - Open Document Text Document• ott - Open Document Text Template• rtf - Rich Text Format• txt - Unformatted Text• pdf - Portable Document Format
Presentations	<ul style="list-style-type: none">• odp - Open Document Presentation• ppt - Microsoft Office PowerPoint• pptx - Microsoft Office PowerPoint
Spreadsheets	<ul style="list-style-type: none">• ods - Open Document Spreadsheet• xls - Microsoft Office Excel Spreadsheet•xlsx - Microsoft Office Excel Spreadsheet
Videos	<ul style="list-style-type: none">• flv - Flash Video• asf - Windows Media• qt - Apple QuickTime• mov - Apple QuickTime• mpg - Digital Video Format• mpeg - Digital Video Format• wmv - Windows Media• mp4 - Digital Video Format• 3gp - Multimedia Mobile Format• webm - Digital Video Format• avi - Digital Video Format• m4v - Digital Video Format



Supporting Teachers

Critical Information for uploading student work

- Save files in more than one location. Example problems: phones lost or destroyed, laptops broken
- Upload files directly from desktop on computer to the platform.
- Check the View Score box and make sure you can see student work and hear the video. This is the view that peer reviewers see when they score.

Peer Reviewer Applications

- Teacher are hired through an application process.
- The [solicitation](#) and [application](#) can be found on the TEAM website under Recently Released.
- Peer review occurs May 28- June 14.
- Peer reviewers are paid \$20.00 per collection scored.
- Applications are due by COB on March 29th.
- District portfolio leads will receive an email notifying you of teachers hired from your district.

Next Steps

- Ensure all teachers have logged in the platform and chosen their collections and standards.
- Ensure all teachers have clear understanding of rubric expectations and required evidence for artifacts.
- Share today's powerpoint and recording with your teachers.
- Encourage teachers to apply to be a peer reviewer by March 29.

Support



April 20, 1p.m. CT	Finalizing portfolio implementation	<u>Meeting</u>
May 11, 1 p.m. CT	Reviewing teacher's final scores	<u>Meeting</u>

- Email questions to Portfolio.Questions@tn.gov

Thank You!

#TNBestforAll

