TEAM
Student Growth Portfolio
Guidebook
For Administrators and Teachers

Contents

Introduction

TEAM student growth portfolios serve as the 35 percent student growth component of select non-state tested teachers' Level of Overall Effectiveness (LOE) scores. Classroom observations constitute the 40 percent qualitative component for a teacher's LOE, while student achievement constitutes the remaining 25 percent of the LOE. The TEAM student growth portfolio is designed to represent a classroom sample of student academic growth between two points in time (point A to point B). In contrast, student growth portfolios do not represent academic achievement, the proficiency level of an entire cohort of students at one point in time.

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 implement a portfolio read and utilize this document, their content specific resource guide, and content-specific scoring rubrics found on the [TEAM website](#).

As teachers, leaders, instructional coaches, principals, and district personnel explore and implement the contents of this resource guide, it is recommended that they do so 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 growth. Teachers should consider which standards, instructional strategies, and supports are needed to ensure that all students meet grade-level expectations.

Background

Following the implementation of TEAM teacher evaluation in 2011, teachers in non-tested grades and subjects requested the opportunity to receive an individual student growth score based on their specific contributions to their own students' learning. The department worked with teachers from across the state to develop TEAM student growth portfolios to provide such a score, which historically was only available to teachers in tested grades and subject areas through the Tennessee Value-Added Assessment System (TVAAS). TEAM student growth portfolios provide an individual student growth measure to teachers and offer a more personalized evaluation experience than earlier student growth score options. In addition, the reflective nature of the portfolio process, in which teachers collect, review, and submit student work artifacts throughout the school year, can be a valuable professional learning experience for teachers.

Portfolio Structure

A TEAM student growth portfolio consists of **four collections** of student work selected by the teacher. The selected student work is drawn from a standard aligned to the grade-level or subject area. Each collection consists of point A and point B samples of student work for three students (or six students in Physical Education).

1. **Point A** student work artifacts are collected, scored using the scoring rubric, and categorized by the teacher as emerging, proficient, and advanced at **the onset of learning** related to the standard(s) being taught. Content-specific scoring rubrics are used for scoring.
2. At a point in time determined by the teacher to be the **completion of learning** related to that same standard(s), **point B** student work artifacts are collected and scored by the teacher using the same rubric that was used at point A.
3. The teacher then conducts **purposeful sampling** to determine which student work sample pairs (**points A and B**) to submit as part of a portfolio collection.
4. **Paired point A and point B student work artifacts must reflect the same standard and must be collected from the same student so that student academic growth can be measured**.
5. The platform auto populates the scoring rubrics associated with the collection at point A and at point B. The teacher then selects the appropriate rubrics within the platform. The rubrics auto populate across the differentiated groups (e.g., emerging, proficient, advanced).
6. Teachers may then upload the selected samples of student work into the platform.

Standard Expectation of the Task

Standards-aligned tasks should be designed to allow students to demonstrate mastery or growth towards the standard. Student work should be compared to the scoring rubric to determine point-in-time performance level.

As student work samples are uploaded to the online platform, it is imperative that teachers ensure that the standards and student work samples match across the differentiated groups and between point A and point B within a collection. Student work samples must align to the standard (selected rubric). Student work samples at point A and point B for each differentiated student sample (emerging, proficient, advanced) must clearly show assessment of the same student. If the student work sample does not match the standard(s) or show the same student assessed at both point A and point B, the student work sample will be marked "not scorable" in peer review for both point A and point B. Student work that is "not scorable" will result in no growth for that pair of work samples (point A and point B). For example, if the student work uploaded for the proficient student's point A or point B doesn't match the standard, student work will be marked "not scorable" in peer review. The proficient student's point A and point B artifacts would result in no growth which is a score of level 1 for that pair of work samples (see Student Growth Indicator Chart).

Scoring and Sorting Point A

Point A student work artifacts for each collection should be scored by the teacher and categorized as emerging, proficient, and advanced. Teachers have flexibility in defining these groups. Point A student work sometimes demonstrates limited variance in performance levels across a cohort of students. In these cases, teachers should use their knowledge of students, task-specific expectations, and other assessment data to categorize student work.

Scoring and Sorting Point B

Point B student work artifacts for each collection should be scored using the same content-specific scoring rubric used to score point A student work. Point A and point B student work artifacts uploaded within each differentiated group (emerging, proficient, and advanced) should be from the same student.

Content-specific scoring, rubric, and platform guidance can be found on the Portfolio Teacher Guidance page on the TEAM website.

Purposeful Sampling

Before purposeful sampling can occur, the teacher should assess **all students** at point A according to rubric guidance. Teachers have the autonomy to set the criteria for emerging, proficient, and advanced student work for their individual classrooms. Teachers will sort student work at point A into the differentiated groups (emerging, proficient, and advanced). When point B assessments have been collected for **all students** who were assessed at point A, purposeful sampling can then occur. The process of purposeful sampling is analyzing the growth of each student from point A to point B, then determining which student from each of the differentiated levels demonstrates growth for that group. The selection of these three students is called purposeful sampling. When reviewing the scored student work sample pairs (point A and point B) for each student, the teacher selects one sample (point A and point B) from each of the three differentiated groups (emerging, proficient, advanced).

The paired samples of point A and point B for each of the students in the differentiated groups are submitted via the online platform. The samples are scored by peer reviewers and then the platform calculates the growth for each collection.

How to Create a High-Quality Portfolio

- Create a long-term instructional plan for the school year. Consider when standards will be introduced, measured, and monitored.
- Deconstruct standards so that planning can be explicit and clear for students. Develop or identify aligned tasks that will be used to measure performance.
- Utilize the scoring rubrics to develop task-specific expectations.
- Collect point A work at the most appropriate time within the instructional plan.
- Score and sort point A student work artifacts into differentiated groups (emerging, proficient, advanced) based on the scoring rubric, task-specific expectations, knowledge of students, and other assessment data (e.g., universal screeners, entry inventories in the early grades).
- Differentiate instruction for specific needs and strengths that were identified within the point A student work artifacts.
- Collect point B work at the most appropriate time within the instructional plan. The point B work must reflect the same standard(s) and utilize the same scoring rubric as point A.
- Score point B student work artifacts and analyze the results from point A and point B artifacts.
- Determine which samples within each differentiated group demonstrate the most representative growth; this guides the process of purposeful sampling.
- Upload each differentiated group sample at point A and point B in the online platform. Ensure artifacts match the standard for the collection.
- Self-score each student work artifact in the online platform at point A and at point B within each of the differentiated groups. Collections will not be considered complete until a self-score is selected for each student work artifact.
- Upload the purposefully sampled student work artifacts for each of the evidence collections prior to the **May** due date (check team-tn.org for specific date and time each year).

Managing Student Work

TEAM portfolios are designed to provide teachers with an authentic, individualized, student-centered growth measure based on student work artifacts. Various types of evidence can be collected in real time (at point A and point B) to determine student performance on a standard within each portfolio collection. An artifact can include photographs or pdf documents of written student work or videos that demonstrate student performance of student's oral responses. Audio recordings cannot be scored. (view platform supported file formats) **In order to ensure accurate scoring, teachers should confirm that all videos are clear, and photos and scans are readable.**

Storing Student Work Artifacts

Teachers are encouraged to store student work artifacts locally in more than one location throughout the year. Online storage platforms utilized at the local level can be efficient in not only storing student work artifacts and video artifacts but may also in provide a way for teachers to easily share student work artifacts with colleagues or their professional learning communities. Files must be uploaded to the platform from files stored on a computer/laptop, not Google Drive. Teachers can store work in Google Drive and then download it to their computer/laptop when they are ready to upload it into the platform. Teachers are entrusted with the responsibility of maintaining student work samples. In the event of any loss, it remains essential for them to fulfill their obligation of submitting a complete portfolio. Loss of work does not exempt teachers from their completion requirements.

Context Narrative

Context narratives allow teachers to provide peer reviewers critical contextual or instructional information which helps ensure accurate scoring. Context narratives are not submitted for Pre-K through 2nd grade models. Context narratives are only submittable for fine arts and P.E. models.

In the **fine arts model**, teachers must complete a context narrative form in the platform.
In the **P.E. model**, teachers must include labeling information that allows the peer reviewer to know which students should be scored.

Context narratives should contain objective information only.

Portfolio Completion

All collections must be completed in the online portfolio platform by the May deadline (check team-tn.org for specific dates and times each year). 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.

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.
Reasons student work may be marked not scorable:
1. There is no evidence that the assessment is aligned to the standard
2. No video of oral assessment
3. Required answer key is missing
   - The teacher submits an answer key which does not follows the answer key guidelines in the portfolio resource guide.
4. The student is not the same at both Point A and Point B.
   - The student is not visible in the video to determine if it is the same student at point A and B
5. The student is used in multiple Samples within the Collection
   - The same student was used in multiple differentiated samples (emerging, proficient, advanced)
6. The student work is blank (e.g., there is nothing on the paper or video)
   - Poor video or sound quality hindered the ability to score student work

- o Uploaded a file type that is not supported
- o Student work is the same evidence at point A and point B
7. Does not follow assessment guidelines
- o Required evidence stated in [portfolio resource guide](#) was not submitted

Student work that is "not scorable" will result in no growth for that pair of work samples (point A and point B).

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 in the platform by the deadline. District portfolio leads and school administrators should take an active role in monitoring the progress of portfolio development and completion.

Portfolio Scoring Process

Scoring Rubrics

Scoring rubrics are used to identify the performance level of student work artifacts at point A and point B. Pre-K through 2nd grade rubrics used to score student work artifacts contain eight performance levels (0-7). Fine arts and P.E. rubrics used to score student work artifacts contain seven performance levels (1-7). World Language listening and speaking, writing, and reading rubrics used to score student work artifacts contain nine performance levels (1-9). World Language reflection rubrics used to score student work artifacts contain five performance levels (1-5).

Scoring rubrics are a critical part of planning for and measuring student learning. Teachers can use the rubrics to understand the types of performance seen in student work at varying levels, to categorize student work into performance levels, and to identify the types of performance that indicate progress for instructional planning.

PreK-2nd grade portfolio models only

Level 0 represents student work that does not demonstrate any competencies of the standard. Incorporating this level allows teachers that grow students from the level 0 to level 3 to receive the maximum benefit in scoring.
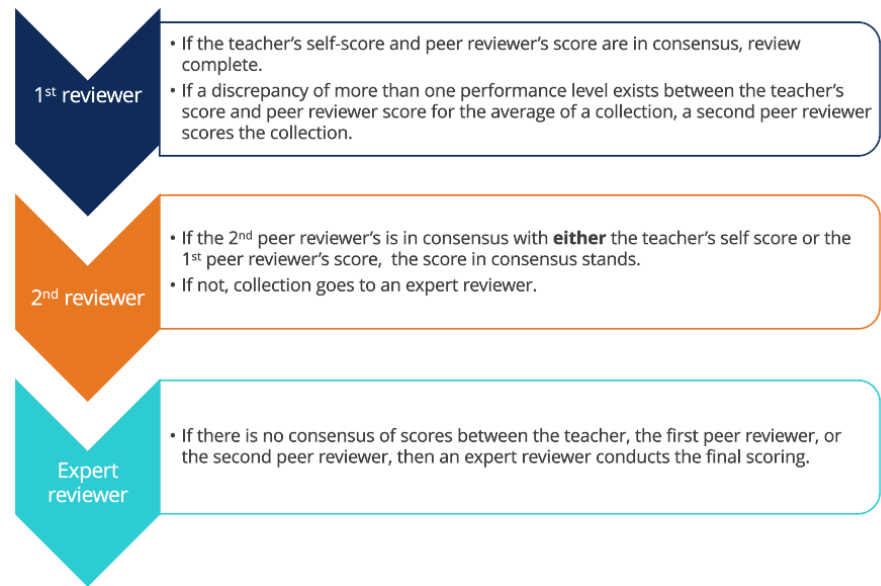
- Levels 0, 1, and 2 indicate that the student work is well-below to below grade-level expectations. At these levels, the student work demonstrates little to no evidence of mastery of the standard.
- Level 3 describes student work that is approaching mastery of the grade-level expectations. Student work at this level shows some mastery (e.g., approximately 50%).
- Level 4 describes student work that consistently meets grade-level expectations. Student work at this level shows mastery of the standard (e.g., more than 75% accurate).
- Level 5 indicates the student work shows some progress above grade-level expectations. Student work at this level shows 100% mastery of the standard and evidence of going beyond the standard.
- Levels 6 and 7 indicate student work shows consistent performance above grade-level expectations. Student work at Levels 6 and 7 are aligned to the rubric expectations at Levels 3 and 4 of the next grade level.

Levels 6 and 7 allow students at an advanced level at point A an opportunity to demonstrate growth from point A to point B. Educators should utilize appropriate practices that meet students where they are developmentally and academically. Performance levels 6 and 7 are *typically* utilized for student work that is

scored at an advancing level at point A because the expectations of level 6 and 7 are beyond grade-level expectations.

Scoring of Collections

After the completion deadline, collections are scored by certified peer reviewers who determine the performance level of each student work artifact using the **same** scoring rubric at points A and B.

1st reviewer
- If the teacher's self-score and peer reviewer's score are in consensus, review complete.
- If a discrepancy of more than one performance level exists between the teacher's score and peer reviewer score for the average of a collection, a second peer reviewer scores the collection.

2nd reviewer
- If the 2nd peer reviewer's is in consensus with **either** the teacher's self score or the 1st peer reviewer's score, the score in consensus stands.
- If not, collection goes to an expert reviewer.

Expert reviewer
- If there is no consensus of scores between the teacher, the first peer reviewer, or the second peer reviewer, then an expert reviewer conducts the final scoring.

A growth score is calculated by finding the difference between point A and point B scores for each student work sample in the collection (e.g., emerging, proficient, and advanced differentiated groups) and determining an average level of student growth for that collection. The average level of student growth for the evidence collection is then applied to the scaled Student Growth Indicator values to determine the evidence collection score.

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.**

Calculating the Teacher Effectiveness Indicator

The teacher effectiveness indicator, or the overall portfolio score, is calculated by averaging the four evidence collection growth scores (as described above), and then applying the average to the scaled value of levels 1-5 as outlined below. This becomes the educator's growth score that serves as 35 percent of the LOE.

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

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 by the deadline. District portfolio leads and school administrators should take an active role in monitoring the progress of portfolio development and completion.

Rostering Portfolio Teachers

Before teachers receive access to the portfolio platform, implementing teacher roster information must be provided to the department. Teachers gain access to the portfolio platform through the portfolio lead rostering process. Portfolio leads begin the rostering process in the first semester. Portfolio teachers must log in using their TDOE SSO account to access TNPortfolio. For log in support contact DT.Support@tn.gov.

All licensed teachers, staffed as a teacher in the district/charter's chosen non-tested grade or content area must be rostered to complete a student growth portfolio. See the Quick Guide to Portfolio Teacher Rostering Process for more information on who is required and who is not required to complete a student growth portfolio.

Exemptions

Tennessee statute § 49-1-302 states that the evaluation process shall not apply to teachers who are employed under contracts of duration of 120 days per school year or fewer or who are not employed fulltime. Educators who are employed for 120 days or fewer **or** are not employed fulltime should be marked as partial year exemption (PYE) in TNCompass. Teachers marked as PYE in TNCompass are exempt from completing a portfolio and should be removed from the portfolio roster. **An educator who does not qualify for PYE (e.g., returns to work early or leaves work later than planned) and does not complete a portfolio will receive an Incomplete and a LOE will not generate.**

Teachers who switch grade levels, schools, or content areas mid-year (mid-October to January) will also not be required to complete a portfolio and should be removed from the portfolio roster.

LEA Roles and Responsibilities

Portfolio Lead(s)

District TEAM portfolio lead responsibilities include the following:

- Maintain accurate portfolio teacher rosters with the department, including adding or removing teachers throughout the year. Check the team-tn.org website for deadlines pertaining to roster submission, addition and removal of teachers from rosters, and roster verification.
- Distribute all portfolio-related information and resources to teachers in a timely manner.
- Monitor completion status of all educators participating in the student growth portfolio process.
- Participate in office hours offered by the department and encourage teachers to access guidance documents created by the department. Office hours are recorded and posted each month.
- Monitor and support the timely portfolio completion for all teachers.
- Communicate with the department as needed.

School Administrator

The school administrator should provide support to teachers by doing the following:

- **Provide teachers with time and resources needed to be successful.**
  School-level administrators should work to develop the capacity of teachers as they plan for and implement portfolios. This is best done through teacher collaboration via professional learning communities and teacher partnerships. School administrators should ensure that teachers deconstruct standards, create assessment tasks, plan differentiated instruction, collect and analyze student work to make instructional decisions, and reflect on instructional practices that impact student outcomes.

- **Make connections to other evaluation components.**
  The student growth that teachers seek to foster through the TEAM portfolio process is directly correlated to the effectiveness of the instructional practices that teachers employ in their classrooms. Therefore, evaluators should consider how practices observed during evaluation of the planning, instruction, and environment domains impact student learning in measurable ways. Feedback is critical to teacher development; therefore, post-observation conferences should promote reflection on **areas of reinforcement and refinement** considering portfolio development. For example, if a lesson's refinement area is *Lesson Structure and Pacing* in terms of providing opportunities for students who progress at different learning rates, the evaluator might ask the teacher to consider how the actionable feedback discussed could be applied to ensure that students with emergent, proficient, and advanced portfolio artifacts could be provided similar opportunities. Any feedback that is provided to teachers to improve instructional practice can and should be connected to the student growth possible through portfolio development.

TEAM Portfolio Online Platform

Platform Access

Teachers use the TEAM portfolio platform, TNPortfolio, to complete the portfolio process. Teachers gain access to TNPortfolio through the district portfolio lead rostering process. District leads begin the rostering process in the first semester. Educators must use their TDOE Single Sign On (SSO) for access to the online platform. For assistance with SSO log in information please contact DT.Support@tn.gov.

Technical Requirements

Student growth portfolios were designed to be implemented without an additional investment in technology. The department provides the online platform for portfolio completions at no cost to districts. For portfolios that include video collections to demonstrate student growth, teachers use a variety of district-owned devices (e.g., tablets or video cameras) and low- or no-cost downloadable software. Some districts have found tripods to be helpful.

Media Release Forms

Teachers who choose to submit video artifacts should ensure that district media releases have been completed and are on file at the district level.

Online Platform Supported File Formats

The online portfolio platform supports multiple file formats, enabling users to capture work that is authentic to the task they are asked to perform. Required file types (video, image, document) are outlined in each of the model rubrics.

The file types and formats supported by the platform include:

File Type	Support Formats
Images	• png - Portable Network Graphics • jpeg - Joint Photographic Experts Group
Documents	• doc - Microsoft Office Word Document • docx - Microsoft Office Word Document • pdf - Portable Document Format
Presentations (Can NOT be used for videos)	• ppt - Microsoft Office PowerPoint • pptx - Microsoft Office PowerPoint
Videos	• mov - Apple QuickTime • mpeg - Digital Video Format • mp4 - Digital Video Format

Support and Contact Information

- Questions about implementing TEAM student growth portfolios should be directed first to the educator's district/charter portfolio leads.
- Model specific rubric and scoring guidance can be found on the Team-tn.org website under the Student Growth Portfolio tab.
- With additional questions, please reach out to Portfolio.Questions@tn.gov.
- For assistance with TDOE SSO account log in information please contact DT.Support@tn.gov.
- More information on Portfolio Peer Review can found on the TEAM website.