2025-26 Student Growth Portfolio Peer Reviewer

Feedback Survey Results

For the 2025-26 school year, the Tennessee Department of Education (department) hired 76 portfolio-implementing teachers to serve as *peer reviewers, selected through a rigorous application process.

The department solicited and received valuable feedback from reviewers regarding improvements to student growth portfolio implementation. Reviewers were asked about the support received, highlights of the process, and any challenges they encountered. Feedback and resulting department actions are found below.

76 PEER REVIEWERS

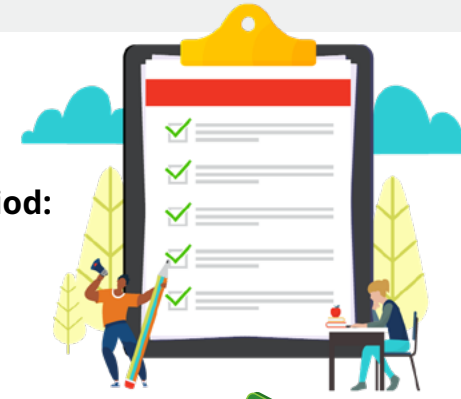
As a peer reviewer:

99% **had two or more years of experience**

1% had no experience
(first time peer reviewers)

51% **hired as expert** peer reviewers

97% **completed the survey**



Over a 3 WEEK time period:

Expert reviewers **scored up to 175 portfolio collections**

Peer reviewers **scored up to 100 portfolio collections** and were paid **$25.00 per collection scored**

The **average payment** for peer review was **$3,256**



The following questions were answered YES by 100% of the survey participants:

- *Did you feel supported during the peer review process?*
- *Did you feel equipped to complete the peer review process?*
- *Did you feel the platform was easy to navigate?*

*Peer reviewers are implementing educators who show content area, grade level, and instructional experience and effectiveness in the portfolio model and are selected through a rigorous process to blind score student work samples.

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Open-ended question answers varied, with common threads shown below:

What was the highlight of the peer review process for you?

Student growth is by far the dominant theme

Many responses independently use phrases like *"seeing the growth," "point A to point B," "student progress,"* and *"seeing children show growth."* This appears across grade levels and content areas. Examples include:

- *I loved seeing the growth of the students from the beginning to the end.*
- *Seeing the children show growth.*
- *Seeing growth in students across the state of Tennessee.*
- *I saw children at point a that could not perform the task and then at point b were rockstars!*

This isn't simply about seeing completed portfolios—the ***visible transformation of students*** seems to be what makes the work meaningful to reviewers.

Reviewers are learning from their peers

The second major thread is professional learning through exposure to other teachers' ideas. Reviewers repeatedly mention seeing different ways to:

- implement standards
- assess students
- collect evidence
- complete portfolio tasks
- use materials and strategies
- support students

One particularly clear response describes the process as an opportunity to "collaborate with and learn from other experienced educators" and says it strengthened the reviewer's own instructional practice.

Other responses describe getting *"ideas,"* learning *"new strategies,"* and having *"a-Ha moments"* from seeing how colleagues approach the same standards.

There's a strong sense of community and pride

A third thread runs underneath both of those: reviewers feel proud to see the work happening ***across Tennessee*** and to be part of a collective effort. Responses mention:

- *"amazing teachers from across Tennessee"*
- seeing classrooms and students from other counties
- being part of a *"collective team"*
- helping children across the state
- appreciation for teachers' dedication and hard work

One response captures this particularly well: reviewers get to see *"the great work my peers across the state are doing"* while participating in a process that has made them a better teacher.

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What improvements/additions to the platform would make peer review smoother?

Reviewers want more specific reasons for "not scorable"

This may be the strongest recurring improvement request. Multiple reviewers asked for:

- more choices in the "not scorable" dropdown
- the ability to select multiple reasons
- a place to type a specific explanation
- more precise categories rather than the broad "did not follow guidance"

The reason is important: reviewers want to be able to tell teachers exactly what went wrong so they can fix it, rather than giving a generic explanation.

Reviewers want the platform to make comparison and scoring easier

There are several suggestions aimed at reducing clicks and making evidence easier to view:

- Full-screen student work
- Viewing answer keys and student work simultaneously
- Seeing scores from the main collection page
- Seeing all files for a student together
- Rotating student work

These aren't complaints about the fundamental design of the platform so much as requests to make an already-functional process more efficient.

There is still a positive overall tone toward the platform

This is important. Many respondents say:

- *"I think the platform was good."*
- *"No additional improvements are needed."*
- *"It was the best it has been this year."*
- *"I think it runs as smoothly as it could."*
- *"Honestly the platform is great!"*
- *"I thought it ran very smoothly."*

What reasons occurred that prevented you from scoring student work that was not listed in the platform?

- Wrong or duplicate student work
- Wrong collection/point uploaded
- Missing videos
- Incorrect standards or tasks
- Assessments that were not fully aligned to the standard
- Same work/video used for multiple students or points

Many reviewers had no problems

A substantial number simply answered *"None," "Nothing,"* or *"N/A,"* and some explicitly said they were able to score everything.

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What difficulties/obstacles occurred using the new platform, TNPortfolio?

The TNPortfolio platform was generally viewed as functional and improved from previous experiences, but video accessibility and occasional freezing/submission problems remained the primary technical obstacles. Most issues were manageable, especially with troubleshooting or prompt support from the portfolio team.

- Video playback/loading was the most frequent technical issue.
- Freezing and submission problems were the next major issue.
- **Despite those issues, the overall platform experience was often described as good.**
- A substantial number of respondents simply said *"None," "No problems,"* or *"No difficulties,"* and others explicitly described the platform as smooth or easy to navigate.
- **The support system appears to have been a major buffer when problems occurred.**
- A particularly consistent positive point is that when reviewers encountered an issue, they could email for assistance and generally received a quick response or resolution.

What edits to your portfolio model's guidebook would be beneficial to support portfolio teachers?

Make requirements unmistakably clear

The most repeated request was to clearly state requirements that reviewers are currently seeing teachers miss, especially:

- **Student faces must be visible in videos**
- Required **answer keys** must be included
- Required **prompting and support** must be provided and shown
- Teachers must complete all required parts of an assessment
- Correct standards/domains must be selected
- Required evidence must be uploaded for both Point A and Point B Reviewers repeatedly suggested using bold text, all caps, highlighted changes, reminders, or a quick-reference page/checklist.

Emphasize that requirements can change from year to year

Several reviewers noted that teachers may rely on what they did in previous years. They recommended:

- Highlighting changes in the new guidebook/rubric
- Clearly identifying updated requirements
- Sending a "Key Changes/Key Reminders" email
- Reminding teachers to reread the current year's rubrics

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