**Introduction**

The TEAM student growth portfolio is a growth model which measures student growth between two points in time (point A to point B) for a representative sample of students in a classroom. It is not an achievement measure, which demonstrates the proficiency level of an entire cohort of students at one point in time. TEAM portfolios serve as the 35 percent student growth component of a teacher's level of overall effectiveness (LOE). Classroom observations constitute the 50 percent qualitative component for a teacher's LOE, while student achievement constitutes the remaining 15 percent of the LOE.

This document provides general information about TEAM portfolios. The intended audience for this document includes teachers, principals, district personnel, and any other individuals seeking out more information regarding TEAM portfolios. It is critical that all educators who will submit a portfolio for the 2019-20 school year also read and utilize this document, their content specific resource guide, and content-specific scoring rubrics, which can be found [here](#). Additional guidance related to the online platform can be found [here](#).

**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 in the past was only available to teachers in tested grades and subject areas through the Tennessee Value-Added Assessment System (TVAAS). TEAM portfolios provide an individual student growth measure to a larger group of teachers and offer teachers a more personalized evaluation experience. In addition, the reflective nature of the portfolio process—in which teachers collect, review, and submit student work artifacts throughout the school year—is a valuable professional learning experience for teachers.

**Portfolio Structure**

A TEAM portfolio consists of **four collections** of student work selected by the teacher. The selected student work is drawn from a standard (or set of three standards in ELA) aligned to the grade-level or subject area. Each collection consists of point A and point B samples of student work for three students, and for 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. Scoring is done using a content-specific scoring rubric.
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. Content-specific information about purposeful samples can be found in the [resource guides](#).
Paired point A and point B student work artifacts must reflect the same standard (or standards in ELA) and must be collected from the same student so that growth can be measured. Once a collection has been selected by the teacher, the platform auto populates the scoring rubrics associated with the collection at point A and at point B. Once the teacher selects a specific scoring rubric, it will be auto chosen across the differentiated groups (e.g., emerging, proficient, advanced) allowing teachers to upload work.

**Standard Expectation of the Task**
Student work should be aligned to the standard(s) expectation to ensure that tasks provide the opportunity for students to demonstrate all that they know about a standard. After students show what they know about a standard, the scoring rubric is used to score the performance level.

Peer reviewers are guided to score the task against the scoring rubrics as best they can, but in some cases a wrong piece of student work may be uploaded that does not match the standard. In this case, the differentiated group in question cannot be scored and a score of 1 must be applied to each relevant artifact. For example, the wrong piece of student work is uploaded for the proficient student in the differentiated sample which means that growth cannot be determined for the proficient student. The proficient student’s point A and point B artifacts should both be scored a 1.

**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. While teachers have flexibility in defining these groups, proficient typically refers to artifacts scoring at Level 3, which is the grade-level standard. Emerging typically refers to performance levels below 3, and advanced typically refers to performance levels above 3. However, 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 artifacts should be paired at the student level.

Note: Content-specific scoring rubrics used to score student work artifacts contain seven performance levels to allow for students who enter the grade at a high performance level to demonstrate growth over time. **It is not an expectation that students reach performance Levels 6 or 7.** More information about Levels 6 and 7 is included in this document under Portfolio Scoring Process.

**Purposeful Sampling**
The process of selecting student work for inclusion in the portfolio collections after artifacts for points A and B are collected 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) which is representative of the growth demonstrated in that differentiated group.
For example, assuming five students were in the emerging group at point A, if three students grew two performance levels from point A to point B, and two students grew one performance level from point A to point B, the teacher would select a sample in which the student grew two performance levels. This process would be repeated for the proficient and advanced groups. The paired samples of point A and point B work for each of the students in the differentiated groups are submitted via the online platform, which calculates the growth for each collection.

**Portfolio Development Snapshot**

**How to Create a High-Quality Portfolio**

- Create a long-term instructional plan for the school year, considering when standards will be introduced, measured, and monitored.
- Deconstruct standards so that planning can be explicit and clear for students, and 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). See the content-specific resource guides for additional information on the sorting process.
- 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. See the content-specific resource guides for additional information on purposeful sampling.
- Upload each differentiated group sample at point A and point B in the online platform.
- Follow content-specific recommendations on what to include on the context form.
- Score each student work artifact on the online platform at point A and at point B within each of the differentiated groups. Note: collections will not be considered complete until a score is selected for each student work artifact.
- Submit the purposefully sampled student work artifacts for each of the evidence collections prior to the May 1 due date.

**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, but is not limited to, written student work, video segments that demonstrate student performance or speaking, audio recordings of student conversations or think alouds, or photographs of student work. Content-specific information about evidence recommendations can be found [here](#).
Storing Student Work Artifacts
Teachers are encouraged to store student work artifacts locally throughout the year, but have the option to upload student work artifacts into the online platform at any time. Online storage platforms utilized at the local level are efficient in not only storing student work artifacts and/or audio/video artifacts, but also in providing a way for teachers to easily share student work artifacts with colleagues or their professional learning communities. Online storage platforms including, but not limited to Google, Dropbox, Evernote, Box, Github, and One Drive are compatible with the TEAM Portfolio platform for uploading student work artifacts. Teachers should check with their district about approved online storage platforms.

As student work is captured for electronic submission into the online platform, teachers should ensure that all video/audio are clear, and photos and scans are readable. This will ensure accurate scoring after submission.

Context Narrative
It is highly recommended that teachers complete a context narrative form. Completing the context narratives are recommended so that critical contextual or instructional information can be provided by the teacher. For example, for an early grades ELA standard, a teacher can provide the name and author of the text(s). In P.E, teachers should provide labeling information that allows the peer reviewer to know which students should be scored. Instructions for content-specific information that should be included on a context narrative are available in the platform. Context narratives should contain objective information only.

My Reflection Notes (Optional)
The platform has a My Reflection Notes feature that allows teachers to record additional thoughts and reflections at the artifact level. This feature is for teacher use only and will not be seen by peer reviewers.

Portfolio Submission
All completed collections in the online portfolio platform must be submitted by the 11:59 p.m. local time on May 1, 2020. 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.

Teachers should ensure that the work uploaded into the platform within each differentiated group aligns with the rigor and requirements of the standard; otherwise, growth for that standard cannot be measured, which will result in a score of 1 at the differentiated group level. Therefore, teachers are highly encouraged to ensure the following are true before the final submission:

- Student work at the artifact level (point A and point B) is from the same student.
- Student work at the differentiated group level (e.g., emerging, proficient, and advanced) is from different students.
- Student work for each component is available and not duplicated at any point.
- Student work at both point A and B align to the rigor and requirements of the standard identified in the online system. 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.

Note: A portfolio will be assigned an Incomplete (I) 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.

**Portfolio Scoring Process**

**Scoring Rubrics**
Scoring rubrics are a critical part of planning for and measuring student learning. Teachers can use these to understand the types of performance that might be 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.

**Performance Level 0 – Early Grades Only**
In response to feedback, a performance level 0 has been added to all the early grades rubrics. Level 0 has been added for 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 (end of grade expectations) to receive the maximum benefit in scoring.

**Performance Levels 6 and 7**
Scoring rubrics used to measure student performance were expanded in 2017-18 by two performance levels (Levels 6 and 7) to allow students at an advanced level at point A an opportunity to demonstrate growth from point A to point B. Performance level 3 represents end-of-grade expectations. Educators should utilize developmentally appropriate practices that meet students where they are developmentally and academically. Because of this, 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.

Portfolios are designed to measure meaningful learning and effective teaching. Therefore, growth can happen anywhere along the rubric and can be reflected in an overall portfolio growth score (i.e., the teacher effectiveness indicator). For example, positive student growth can be obtained when a teacher employs developmentally appropriate practices that move students from below grade-level expectations (levels 0 – 1) at the beginning of the year to meeting grade-level expectations (level 3) at the end of the year. It is developmentally inappropriate to plan and deliver instruction beyond students’ developmental levels; therefore, expectations for students beyond level 3 should be approached with discretion. All student growth from one performance level to another should be celebrated.

**Educators will not be penalized for growing students to levels 6 and 7 at point B. However, it is NOT a requirement that all students reach levels 6 and 7 on the rubric.**
Scoring of Collections
After the submission 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. 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. If the second peer reviewer's score is in consensus with either the teacher or the peer reviewer, the score in consensus stands. 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.

<table>
<thead>
<tr>
<th>Student Growth Indicator Chart</th>
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<tbody>
<tr>
<td><strong>Level 5</strong></td>
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<tr>
<td>Significantly Above Expectations</td>
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<tr>
<td><strong>Level 4</strong></td>
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<tr>
<td>Above Expectations</td>
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<tr>
<td><strong>Level 3</strong></td>
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<tr>
<td>At Expectations</td>
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<td><strong>Level 2</strong></td>
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<tr>
<td>Below Expectations</td>
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<tr>
<td><strong>Level 1</strong></td>
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<tr>
<td>Significantly Below Expectations</td>
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</tbody>
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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.

<table>
<thead>
<tr>
<th>Teacher Effectiveness Indicator</th>
<th>Student Growth Indicator Scores</th>
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</thead>
<tbody>
<tr>
<td><strong>Level 1</strong></td>
<td>1.00 – 1.79</td>
</tr>
<tr>
<td><strong>Level 2</strong></td>
<td>1.80 – 2.59</td>
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<tr>
<td><strong>Level 3</strong></td>
<td>2.60 – 3.39</td>
</tr>
<tr>
<td><strong>Level 4</strong></td>
<td>3.40 – 4.19</td>
</tr>
<tr>
<td><strong>Level 5</strong></td>
<td>4.20 – 5.00</td>
</tr>
</tbody>
</table>
**Note:** A portfolio will be assigned an *incomplete (I)* if any of the four collections are not completed and submitted by the deadline.

**Portfolio Exemptions, Incompletes, Educators Not Required to Complete Portfolios, Requests for Extensions**

**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.

An educator who does not qualify for PYE (e.g., returns to work early or leaves work later than planned) and does not submit a portfolio will receive an Incomplete.

**Incompletes**

Failure to submit a portfolio will result in the teacher receiving an Incomplete. A portfolio will be assigned an Incomplete if any of the four collections are not completed and submitted by the deadline. As a reminder, an Incomplete does not generate a level of overall effectiveness (LOE).

**Educators Not Required to Complete Portfolios**

There are certain circumstances in which educators are not required to complete a portfolio. These scenarios are:

- **Tested Teachers** - Any teacher who serves as the teacher of record for a tested grade or subject and also teaches a portfolio grade or subject is not required to submit a portfolio, and would receive the TVAAS score as the 35 percent measure for his/her LOE. The teacher must be endorsed in the tested grade or subject area to receive the TVAAS score as 35 percent; if they are not endorsed in the tested area, they would be required to complete the portfolio.
- **Licensed Substitutes/Interim Teachers** - Any licensed substitutes or interim teachers who are not the teacher of record or are teaching at multiple schools would not be required to complete the portfolio.
- **Special education teachers in pre-K, kindergarten, first grade, and second grade** are not required to complete the portfolio.
- **Teachers assigned to teach in 3 or more schools:** Teachers who regularly teach in three or more schools (typically P.E. or Fine Arts educators) during the school year are not required to complete a portfolio due to insufficient time with students.
- **Teachers who switch grade levels or content areas mid-year (mid-October to January):** Districts should consult with the department on the timeline to ensure compliance.
Requests for Extensions
It is required that all portfolio collections are submitted by May 1, 2020. Extensions may only be granted in the case of a natural disaster or other such circumstance. Extension requests must be submitted by district leads via Formstack on behalf of the educator and will be reviewed on a rolling basis from April 1 through April 17, 2020. Districts will receive an email notifying them of approval status. No extension requests will be considered after April 17, 2020. Approved extension requests will grant five additional business days to finalize the submission. Any portfolios not completed in that time will receive an Incomplete.

District-Level Roles and Responsibilities

District Portfolio Lead
District TEAM portfolio leads are responsible for:
- maintaining accurate teacher rosters in the portfolio platform, including adding or removing teachers throughout the year;
- distributing all portfolio-related information and resources to teachers;
- monitoring submission status of all educators participating in the student growth portfolio process;
- participating in, and encouraging teachers to participate in, trainings offered by the department;
- monitoring and supporting the timely and complete portfolio submission for all teachers;
- recruiting the appropriate number of peer reviewers for certification as outlined in Teacher and Administrator Evaluation Policy 5.201; and
- communicating with the department as needed.

Portfolio Technology Lead
Each district's technology lead is responsible for ensuring all educators in the district have access to the online platform. Additionally, they will be provided teacher level access in order to provide support to teachers at a locally. For more information on the technical features to support portfolio implementation, please see the guidance provided here.

School Administrator Role and Responsibilities
The school administrator should provide support to teachers by doing the following:
- Providing 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, teacher partnerships, etc. School administrators should ensure that teachers are deconstructing standards, creating assessment tasks, planning differentiated instruction, collecting and analyzing student work to make instructional decisions, and reflecting.

- Making 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 are impacting student learning in a measurable
way. Feedback is critical to teacher development; therefore, post-observation conferences should promote reflection on **areas of reinforcement and refinement** in light of 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 Registration and Tutorial**

Teachers use the TEAM Portfolio platform, powered by Portfolium, to submit portfolio collections. Educators will not receive access to the platform until their district portfolio lead completes the district roster. The platform will be available for 2019-20 submissions beginning in **September 2019**. Educators must login for access to the online platform; platform tutorials and guidance are available [here](#). This guidance will remain available for use throughout the school year and will demonstrate various processes, including how to select or delete collections, and how to upload and enter a score for a student work artifact.

Teachers who are new to a district in 2019-20, or new to portfolios, must request access to the platform through their district portfolio lead. The district portfolio lead will then complete the educator request to access to the platform.

**Technical Requirements**

Portfolios were designed to be implemented without an additional investment in technology. For portfolios that include video collections to demonstrate student growth, teachers have used 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. The department provides the online platform for portfolio submissions at no cost to districts.

**Media Release Forms**

Teachers who choose to submit audio or 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. **All files have a 4GB limit.** The file types and formats supported by the platform include, but are not limited to:

<table>
<thead>
<tr>
<th>Images</th>
<th>Documents</th>
<th>Presentations</th>
<th>Spreadsheets</th>
<th>Audio/Visual</th>
</tr>
</thead>
<tbody>
<tr>
<td>.png, .svg, .tiff, .bmp, .gif, .jpeg, .jpg, .psd</td>
<td>.doc, .docx, .odt, .ott, .rtf, .txt, .pdf</td>
<td>.odp, .ppt, .pptx</td>
<td>.ods, .xls, .xlsx</td>
<td>.mp4, .mp3, .wav, .ogg, .wma, .aac, .mpeg, .mpg, Mov, .wmv, .Avi, .3gp, .flv, .webm, .m2v, .m4v, .vob, .ogv</td>
</tr>
</tbody>
</table>

Contact Information

Content-specific questions about TEAM student growth portfolios from educators should be directed to district leads first who can then compile any questions and reach out to the department. For additional questions, please reach out to Portfolio.Questions@tn.gov. With technical questions about the TEAM Portfolio platform, please utilize the chat feature within the platform.