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 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. 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 submit 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 offers 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 (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 (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. 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 student academic growth can be measured.
4. 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).
5. 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. If the student work sample does not match the standard(s), the differentiated group in question cannot be scored and a score of 1 must be applied to each relevant artifact. For example, if the student work uploaded for the proficient student's point A or point B doesn't match the standard, growth cannot be determined. The proficient student's point A and point B artifacts would both be a score of 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, the grade-level standard. Emerging typically refers to performance levels below 3, and advanced typically refers to performance levels above 3. 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 submitted within each differentiated group (emerging, proficient, and advanced) should be from the same student.

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

Purposeful sampling is the process of selecting student work for inclusion in the portfolio collections after artifacts of student work for points A and B are collected. 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:
- Five students are in the emerging group at point A.
- Three students grow two performance levels from point A to point B.
- Two students grow one performance level from point A to point B.
- The teacher selects a sample to submit in which the students grow two performance levels.

This process is repeated for the proficient and advanced groups. 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 platform calculates the growth for each collection. The table below illustrates purposeful sampling.

Differentiated Group: Emerging			
Student	Point A Score	Point B Score	Levels of Growth
Student 1	1	3	2
Student 2	1	3	2
Student 3	1	3	2
Student 4	1	2	1
Student 5	2	3	1

Portfolio Development Snapshot

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). 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. Ensure artifacts match the standard for the collection.
- On the context narrative form in the platform, follow content-specific recommendations.
- Self-score each student work artifact on 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.
- 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.

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 can be efficient in not only storing student work artifacts and/or audio/video artifacts, but may also in provide 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, Box, 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.

In order to ensure accurate scoring, teachers should confirm that all video/audio are clear and photos and scans are readable.

Context Narrative

It is *highly recommended* that teachers complete a context narrative form in the platform. Context narratives allow teachers to provide peer reviewers critical contextual or instructional information which helps ensure accurate scoring. For example, for an early grades ELA standard, a teacher can provide the name and author of the text(s). In P.E., teachers may 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**. 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. Misaligned student work artifacts cannot be measured and therefore receive a score of 1 at the differentiated group level. As such, 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.

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.
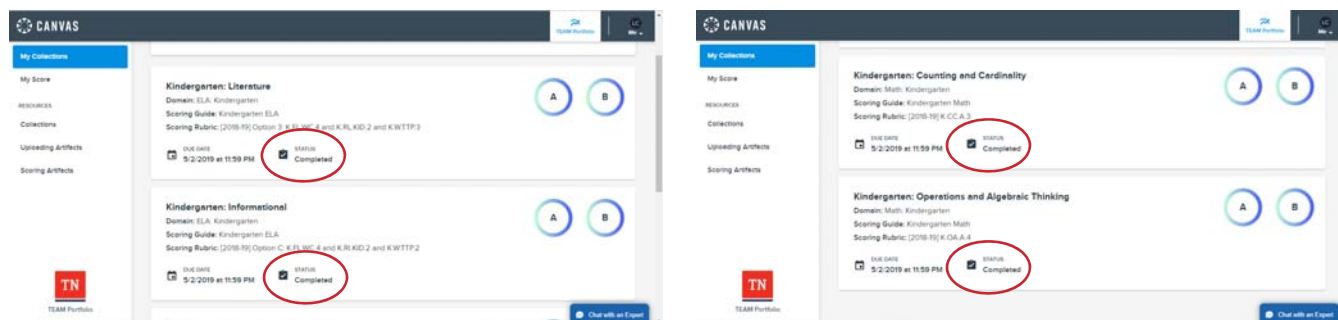
Portfolio Scoring Process

Scoring Rubrics

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.

Performance Level 0 – Early Grades 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 (end of grade expectations) to receive the maximum benefit in scoring.

Performance Levels 6 and 7

Levels 6 and 7 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 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.

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.

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 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 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. Teachers marked as PYE in TNCompass are not required to submit a portfolio.

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 and a LOE will not generate.

Incompletes

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.

Educators Not Required to Complete Portfolios

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

- 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 their LOE. The teacher must be endorsed in the tested grade or subject area to receive the TVAAS score as 35 percent.
- Licensed Substitutes/Interim Teachers: Any licensed substitutes or interim teachers who are not the teacher of record or are teaching at multiple schools are not be required to complete the portfolio.
- Special Education Teachers: 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.
- 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**. 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 this form on behalf of the educator and will be reviewed on a rolling basis from **April 1 through April 17**. Districts will receive an email notifying them of approval status. No extension requests will be considered after **April 17**. Approved extension requests will grant five additional business days to finalize

the submission. Any portfolios not completed in that time will receive an *Incomplete (I)* for their level of overall effectiveness score (LOE).

District-Level Roles and Responsibilities

District Portfolio Lead

District TEAM portfolio leads 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.
- Participate in, and encourage teachers to participate in, trainings offered by the department.
- Monitor and support the timely and complete portfolio submission for all teachers.
- Recruit peer reviewers for certification.
- Communicate with the department as needed.

Portfolio Technology Lead

District technology leads are responsible for ensuring all educators in the district have access to the online platform. Additionally, they are provided teacher level access in order to provide support. 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:

- **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 Registration and Tutorial

Teachers use the TEAM portfolio platform, Portfolium, to submit portfolio collections. Teachers gain access to Portfolium through the district portfolio lead rostering process. District leads begin the rostering process in early September. Educators must log in for access to the online platform. Platform tutorials and guidance are available [here](#). This guidance is available for use throughout the school year and demonstrates various processes, including how to select collections, add a context narrative, and how to upload and enter a score for a student work artifact.

Teachers must request access to the platform through their district portfolio lead. District portfolio leads complete the educator request to access to the platform.

Technical Requirements

Student growth portfolios were designed to be implemented without an additional investment in technology. The department provides the online platform for portfolio submissions 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 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:

File Type	Support Formats	
Images	• 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	• doc - Microsoft Office Word Document • docx - Microsoft Office Word Document • odt - Open Document Text Document	• rtf - Rich Text Format • txt - Unformatted Text • pdf - Portable Document Format

	• ott - Open Document Text Template
Presentations	• odp - Open Document Presentation
	• ppt - Microsoft Office PowerPoint
	• pptx - Microsoft Office PowerPoint
Spreadsheets	• ods - Open Document Spreadsheet
	• xls - Microsoft Office Excel Spreadsheet
	• xlsx - Microsoft Office Excel Spreadsheet
Audio/Visual	• flv - Flash Video • wmv - Windows Media • asf - Windows Media • mp4 - Digital Video Format • qt - Apple QuickTime • 3gp - Multimedia Mobile Format • mov - Apple QuickTime • webm - Digital Video Format • mpg - Digital Video Format • mp3 - Digital Audio Format • mpeg - Digital Video Format • wma - Windows Media Audio • avi - Digital Video Format • wav - Waveform Audio File Format • m4v - Digital Video Format

Support and Contact Information

- Content-specific questions about TEAM student growth portfolios from educators should be directed to district leads first. With additional questions, please reach out to Portfolio.Questions@tn.gov.
- With technical questions about the TEAM Portfolio platform, please access the following resources:
  - o What types of files can I upload to my Student Growth Portfolio?
  - o How do I request access to my Student Growth Portfolio as a teacher?
  - o How do I select a Student Growth Portfolio Model?
  - o How do I edit my user settings as a teacher in the Student Growth Portfolio?
  - o How do I view my collections as a teacher in the Student Growth Portfolio?
  - o How do I add a scoring rubric to a collection as a teacher in the Student Growth Portfolio?
  - o How do I add a context narrative to a collection as a teacher in the Student Growth Portfolio?
  - o How do I upload artifacts to a collection as a teacher in the Student Growth Portfolio?
  - o How do I score artifacts as a teacher in the Student Growth Portfolio?
  - o How do I clear a collection as a teacher in the Student Growth Portfolio?
  - o How do I view my teacher effectiveness indicator score in the Student Growth Portfolio?
  - o For all other technical requests, please browse the resources found here: https://community.canvaslms.com/docs/DOC-18236 and utilize the chat feature within the platform.