



Update on Pre-K/K Student Growth Portfolio Model

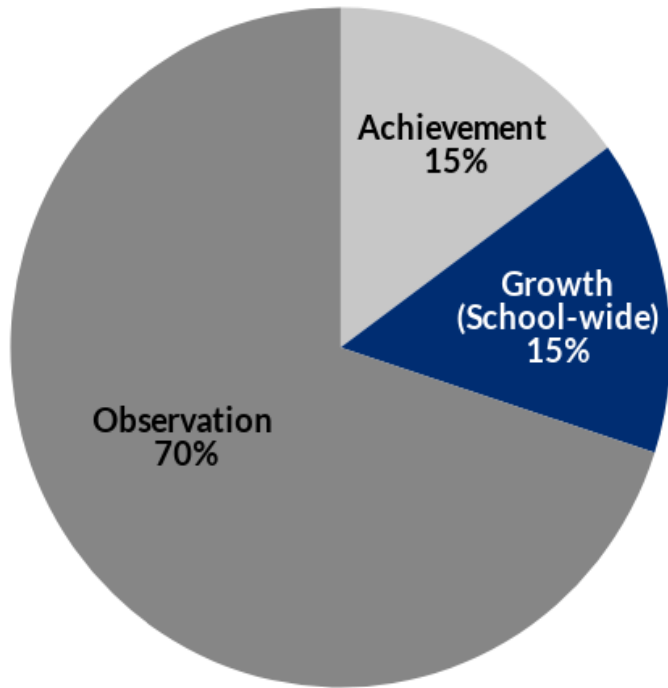
David Donaldson, Assistant Commissioner of Human Capital

What is the Pre-K/K Portfolio?

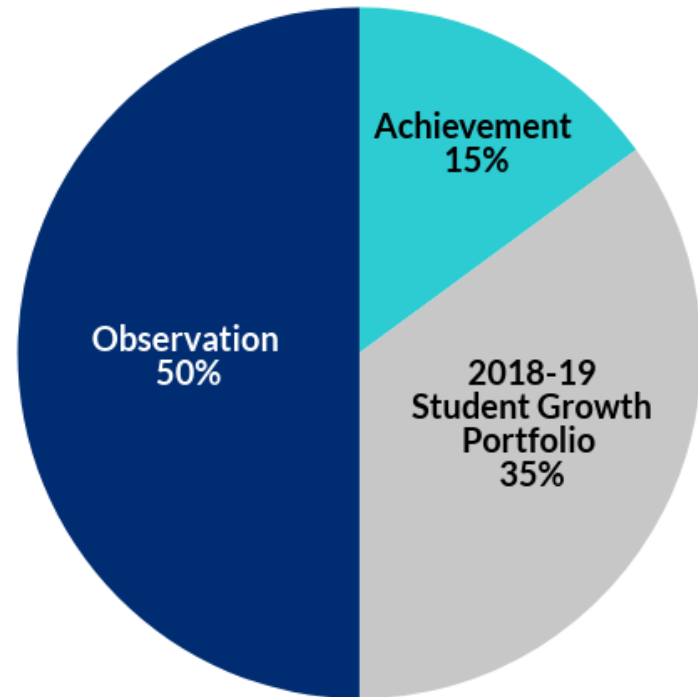
- The Pre-K/K portfolio is a collection of student work, aligned to state standards in ELA and math, that is selected and submitted by a teacher to demonstrate student growth.
- Teachers are required to:
 - Collect student work and use a scoring rubric to determine a performance level at some point prior to and after instruction
 - Select work samples to demonstrate teacher impact on differentiated groups of students
- State law mandated the Pre-K and K portfolio for all districts receiving Voluntary Pre-K (VPK) funding beginning in the 2017-18 school year.

Educator Evaluation

Non-tested Teachers



Student Growth Portfolio



Implementation Challenges

- Steep learning curve
 - Preparation provided for statewide implementation was inadequate.
- Time-consuming logistics
 - A significant amount of time was spent uploading student work and related documents, tagging student work, and self-scoring.
- Support and communication issues
 - Limited funding to provide robust support, and the resources provided on the portfolio platform were not considered very helpful or clear.

Improvements in 2018-19

- Additional capacity and resources
- Additional opportunities for technical assistance and training
- Updated tools and resources

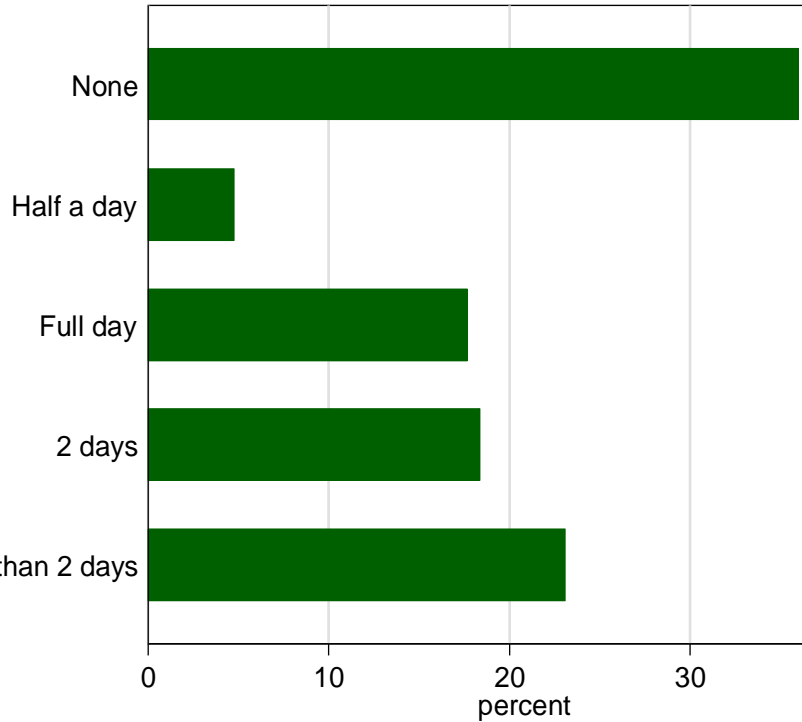


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District Feedback

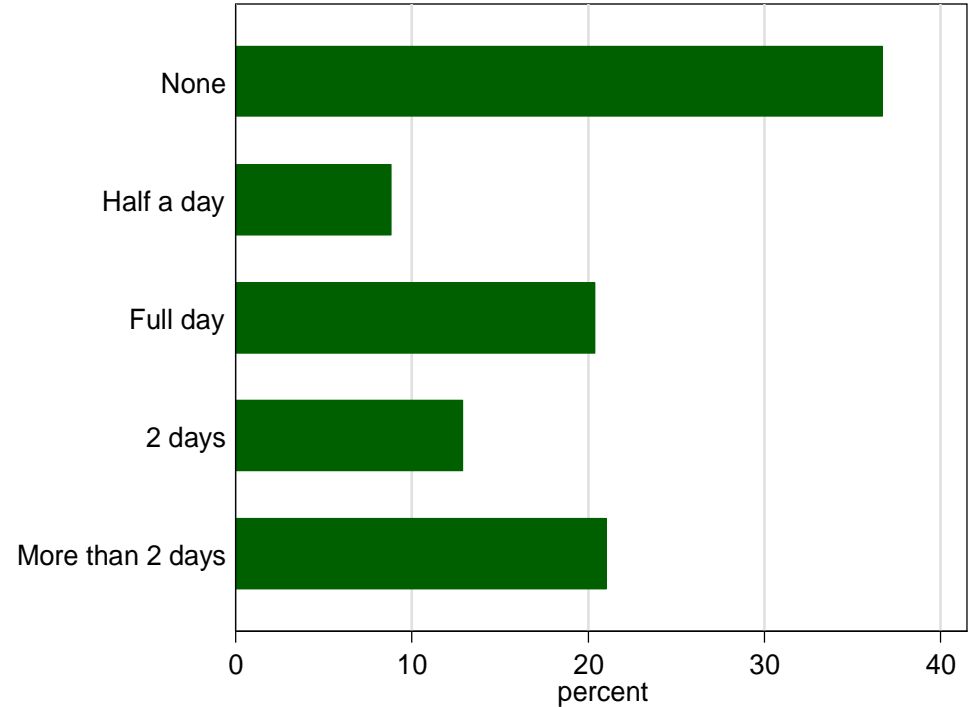
One in three districts continue to provide two or more days of release time.

Amount of Release Time Provided



2017-18

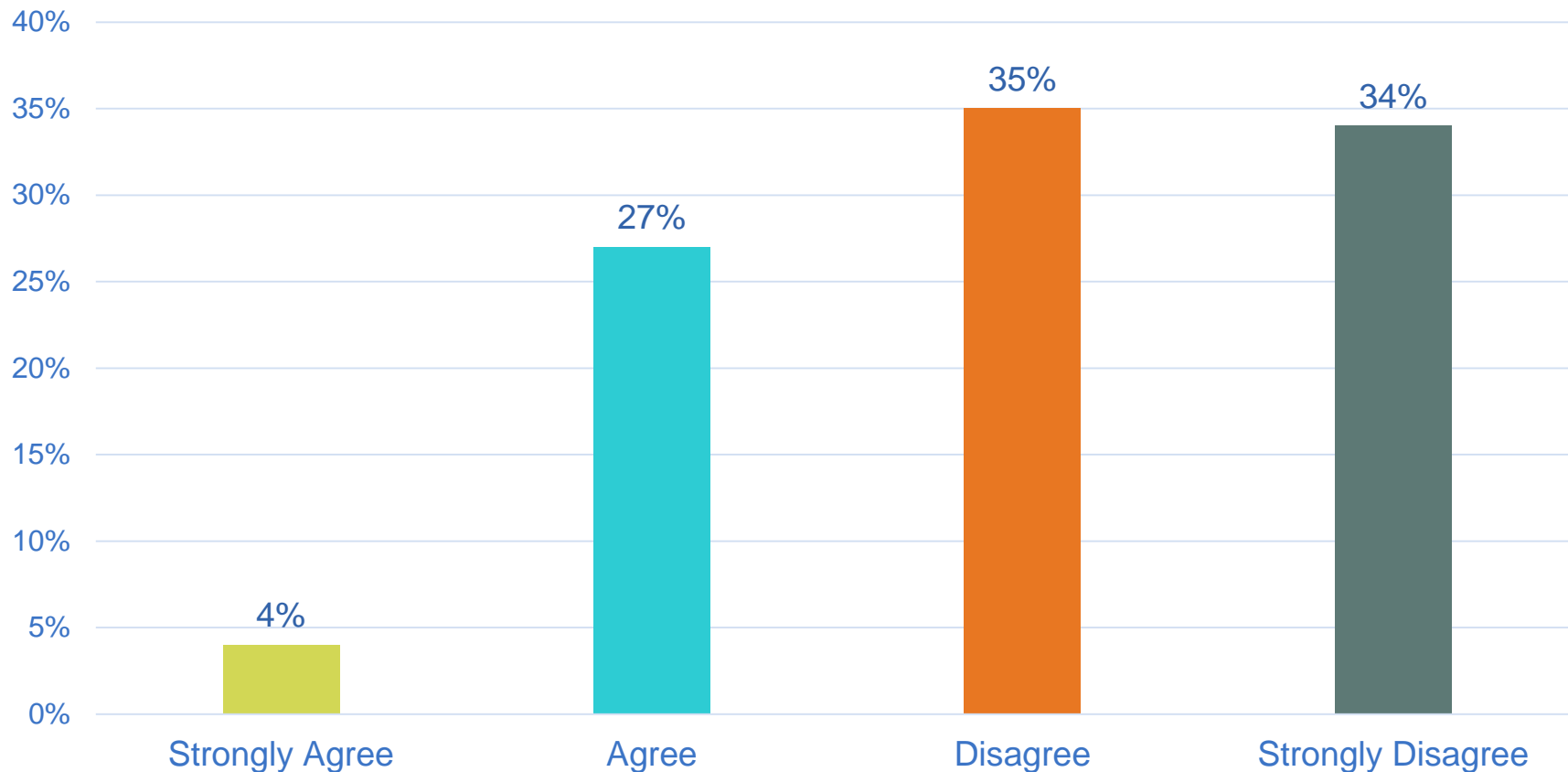
Amount of Release Time Provided



2018-19

In the 2017-18 school year, nearly 7 out of 10 Pre-K/K teachers disagreed that portfolio practices positively impacted their instruction.

Portfolio practices positively impact my instruction.



Peer Review Scoring Concerns

- “I know that there are many task options, but it makes me **wary of what a peer reviewer might think while grading a portfolio**. Some thought a task option was a viable option for their portfolio, some did not. **I hope peer reviewers have a clear understanding of good task options.**”
- “I cannot help but question - with that much **subjectivity**, how can evaluators assess each teachers/students work **consistently.**”

Teachers want to be valued for their contributions.

- “I will say that portfolios take a lot of time away from teaching, but I do like having **something that I actually touch for my data**. I like having some **accountability that you actually have control over**. It’s not the school score. These are kids that are in my classroom.”
- “I liked that **my growth is my own now**. I don’t have to take the school score. This is actually mine. This is how I grew my students. **It’s actually a reflection of my teaching.**”

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a dark blue horizontal bar.

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Next Steps

Alternatives to Portfolio

- Chapter 376 of the Public Acts of 2019 provided the State Board with the authority to adopt additional alternative measures of student growth for Pre-K/K, in addition to the portfolio model.
- Once alternative measures are approved by the Board, LEAs that receive Voluntary Pre-K Program approval will be able to select an alternative measure, in lieu of the portfolio model.

Next Steps

- A portfolio review committee convened on July 23 to draft recommendations to be submitted by August 1 to the House and Senate Education Committees.
- We are engaging with Directors of Schools to collect feedback about alternatives to portfolios, and we plan to present potential next steps to the State Board.



Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.

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