



# **Update on Pre-K/K Student Growth Portfolio Model**

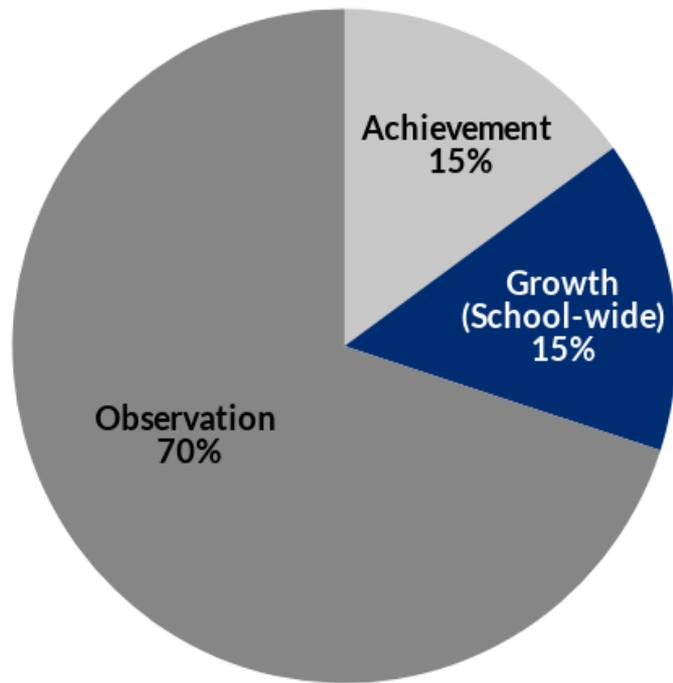
David Donaldson, Assistant Commissioner of Human Capital

# What is the Pre-K/K Portfolio?

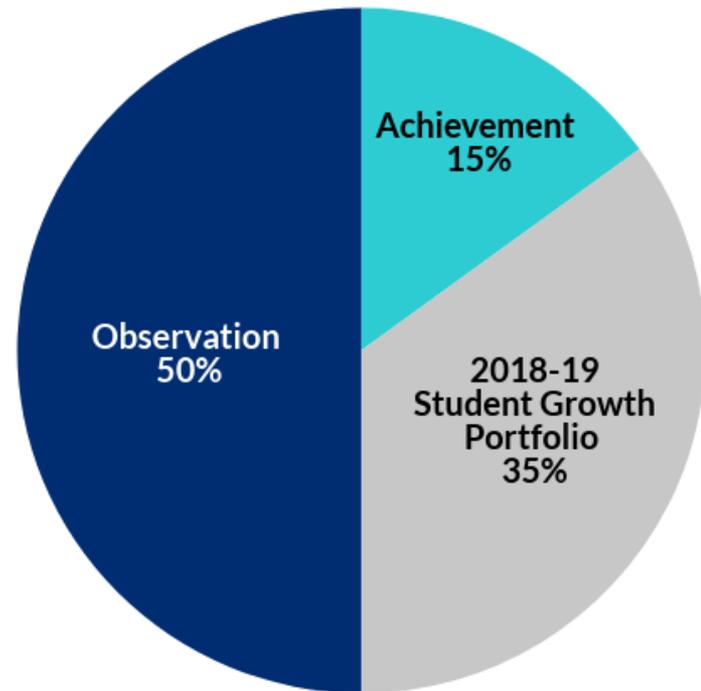
- The Pre-K/K portfolio is a collection of student work, aligned to state standards in ELA and math, that is selected and submitted by a teacher to demonstrate student growth.
- Teachers are required to:
  - Collect student work and use a scoring rubric to determine a performance level at some point 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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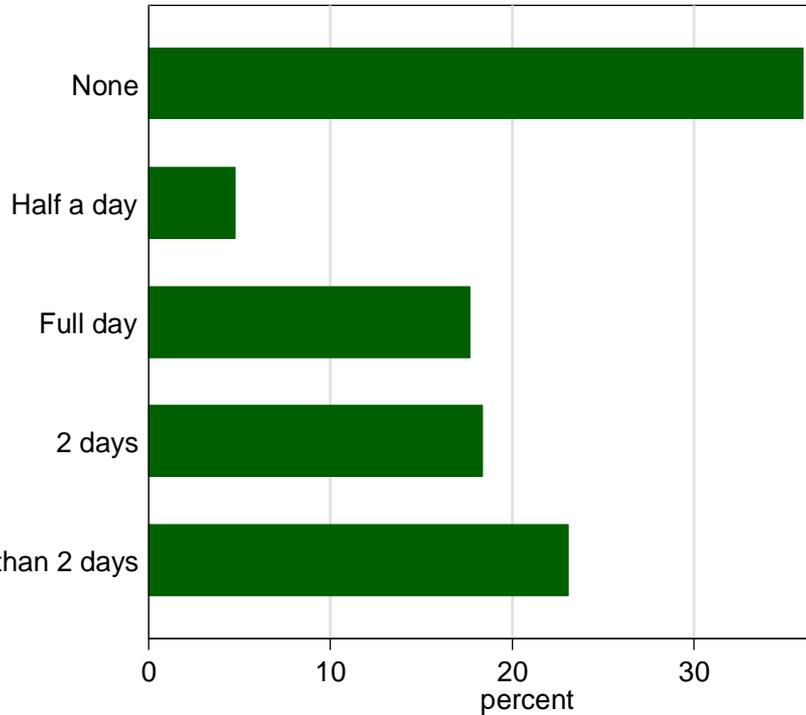
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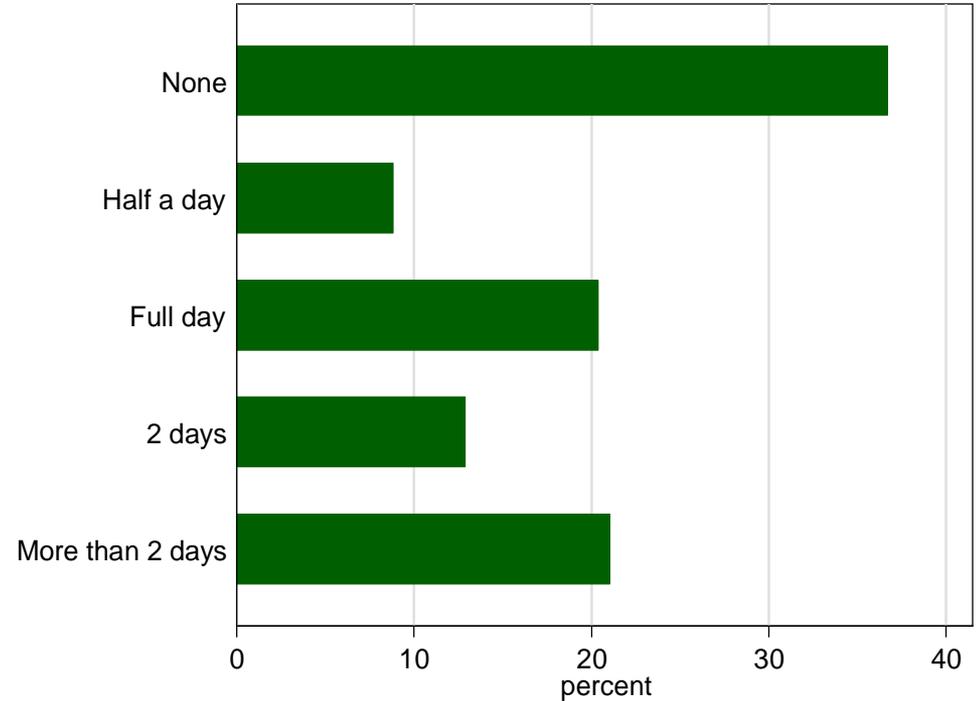
# One in three districts continue to provide two or more days of release time.

Amount of Release Time Provided



2017-18

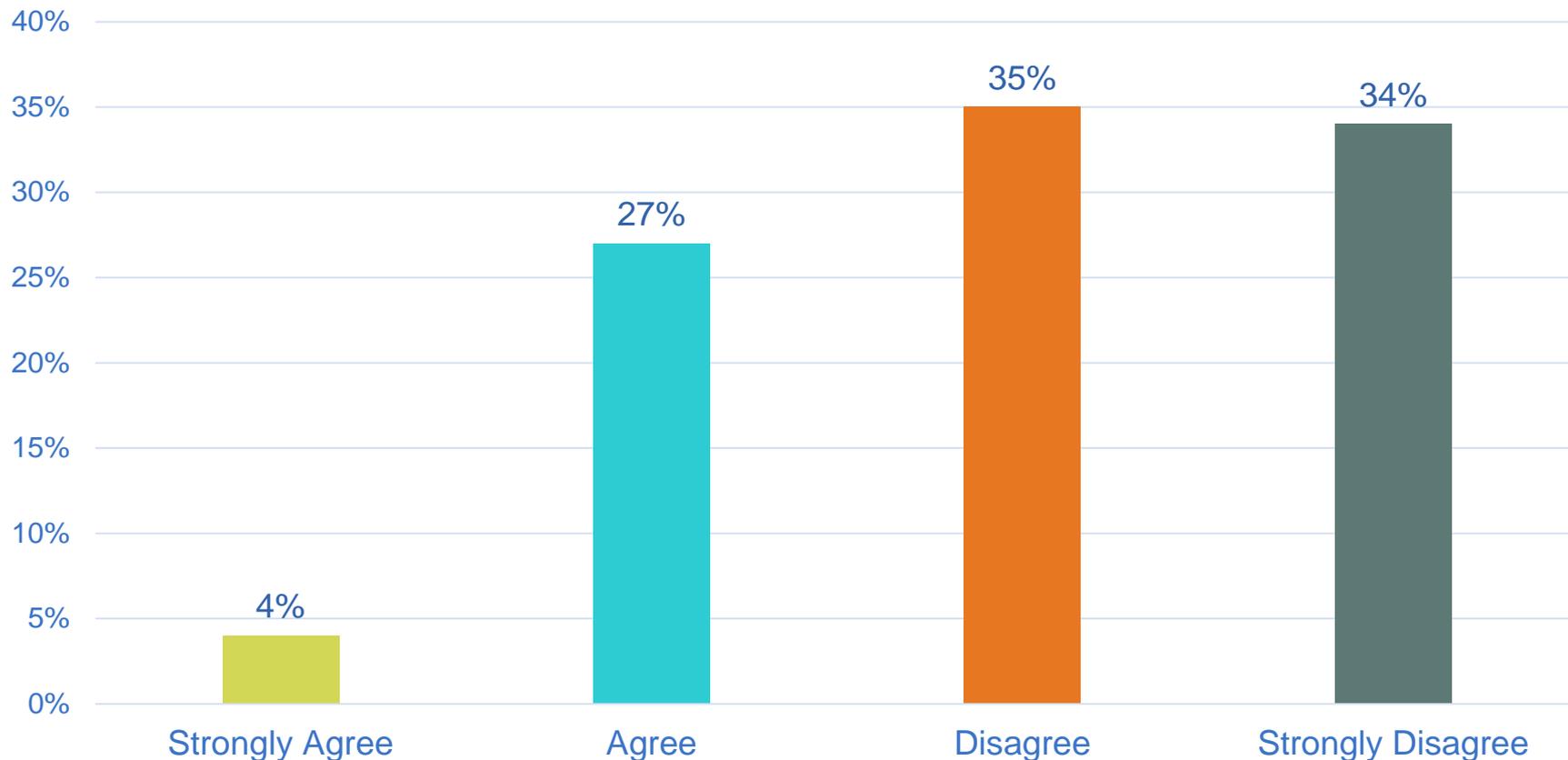
Amount of Release Time Provided



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.**”

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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.



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