**Module 2: Joint Committee Decisions**

Updated 9-10-15

**Illinois State Board of Education**

**FY 16 Statewide System of Support**

**Facilitator Guide**

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| Training Title  | Performance Evaluation Reform (PERA) TrainingModule 2: Joint Committee Decisions |
| Objectives  | Following this module, participants will be able to identify steps and critical questions for the joint committee to consider. |
| Planning Considerations | **Estimated Time:** 3 Hours **Materials:**

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| * Computer
* Computer speakers
* Projector
 | * Chart paper
* Sticky notes
* Markers
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**Handouts:**

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| * Module 2 Slide Deck
* Handout1.2 Assessment Inventory
* Handout 2: Supports and Barriers
* PEAC Joint Committee Guidebook (1): Guidance on District Decision Making
	+ [www.isbe.net/PEAC/pdf/guidance/13-3-dist-dec-making.pdf](http://www.isbe.net/PEAC/pdf/guidance/13-3-dist-dec-making.pdf)
* PEAC Joint Committee Guidebook (2): Implementing the Student Growth Component in Teacher and Principal Evaluation Systems
	+ [www.isbe.net/PEAC/pdf/student-growth-component-guidebook.pdf](http://www.isbe.net/PEAC/pdf/student-growth-component-guidebook.pdf)
* Summary Handout
* Part 50 Checklist Handout
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| Content Focus | Content and Process | Materials/Resources | Estimated Time | Notes |
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| Introduction | **Suggested Facilitation Process**1. Introduce the purpose and objectives of the module. Ask participants to complete the PRE section of the pre-post and explain that these are the targets for the day.
 | Slides 1-3**Pre-post paper copy** for Mod. 2 1 per participant | 10 Minutes |  |
|  | 1. Through experience with a number of evaluation committees possible steps have been identified when moving through the work of the joint committee.
2. There is not an identified process for Joint Committees to follow. Each joint committee will determine a process that fits the uniqueness of their school or district. These steps are offered for conversation of possibilities to help in leading joint committee work.
3. Steps:

Read Part 50 RulesBackwards MapIdentify QuestionsAssessment InventoryIdentify essential skills embedded in the standards for the subject area or grade levelIdentify, adapt or create assessmentspilotNote that the joint committee should review Section 50.110 Student Growth Components of the Illinois Administrative Code Part 50 at the first convening. This is an important first step to ensure that all committee members are fully informed.Communication* First we need to identify the work that needs to be done through a backwards map.
* What is our implementation date and how do we work backwards from there to determine the timeline for our work.
* The district needs to determine if they will first begin meeting with an informal evaluation committee before they begin the work of the formal joint committee. (reminder: once the joint committee meets formally they have 180 days to make decisions about student growth in the teacher evaluation system)
* The informal and formal joint committee can be the same members.
* Steps for backwards mapping...
* What do we need to have in place for full implementation? (2016-17 for most)
* What do we currently have in place?
* What can we get done each year to make sure we are ready for full implementation?
* Who will be responsible for completing each item?

Identifying Questions:* Joint Committees have a lot of work to be done. In order to organize the work one step they may choose to take is to identify questions that will need answers that are to be determined by the joint committee.
* First, as the team read though part 50 they can determine many questions they will need to address.
* What percentage of the overall evaluation will be student growth? What assessments will be used by each category of teacher? How will special populations be considered? Etc…
* The committee may also want to solicit questions from the teachers. When doing this. We have found that questions from teachers can be sorted into categories – questions with answers from part 50, questions with answers determined by the joint committee, and questions that will have to be decided by the individual teacher.
* There are several decisions that need to be made by the Joint Committee.
* We will walk through some guiding questions and then give you time to work as a committee on the questions you identify as your top priority during today’s session.
* Please note- This is being provided as guidance and is not all inclusive but intended to provide support.
* The expectation is not that we will answer every question today but instead should be integrated into the timeline to assist in the backwards mapping process.

Guidance Documents: ActivitiesUse the following symbols to review the two guidance documents and discuss how your local committees may use these documents

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|  | Affirms my prior understanding |
|  | Surprises me |
|  | Raises a question  |

**Additional options:** **Small Group Direction:** Small groups may assign a different section to each person in the group to read and report out.Ask small groups to discuss what in the document affirmed participants prior understanding, surprised them, and raised questions. Encourage groups to use the chart paper and other materials to organize their ideas. Each participant should share one item at a time with their small group, allowing all members of the group/team to participate equally in the time allotted.Ask each individual or small group to share what affirmed their prior understanding, surprised them, and raised questions with the large group.Help connect group experiences by pointing out trends or common questions using chart paper or a blank PowerPoint slide. Note other supporting materials that may help to answer questions. If there are questions that you are unsure of please contact the appropriate organization to ensure that correct information is shared.Ask participants to reflect individually or in a small group on the questions included in the Guidance on District Decision Making. Ask the following questions to guide reflection:* Do any of these questions require clarification?
* If you have convened your joint committee, have you discussed any of these questions?
	+ If so, what conclusions have you come to?
 | Slide 4Slides 5-8Slides 9-21Slides 22-23 | 10 Minutes |  |
| Communication | 1. Discuss the importance of communication
 | Slide 24-27 | 10 Minutes |  |
| Implementing the Student Growth  | 1. Refer participants to the Implementing the Student Growth Component in Teacher and Principal Evaluation Systems document and summary handout.
2. Ask participants to turn to page 8 of the guidance document, and guide participants through Figure 2. Timeline for Student Growth Discussion and Decisions.
* State that this guidance document provides specific support around each phase of the timeline and may be a useful resource.
* Share that more information concerning the Student Learning Objective (SLO) process will be available in future training modules in the Guidebook on the SLO Process available on the ISBE Assessment website: [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)
 | Guidebook 2SummaryChecklist | 10 Minutes |  |
| Activity | 1. Refer participants toHandout 2: Supports and Barriers.
2. Ask individuals or small groups to think about the questions listed on Handout 2 in regard to the conversations posed for the joint committee in the module. Encourage individual or small groups to use the chart paper and other materials to organize their ideas.
3. Once groups have completed Handout 2, or the time allotted for the activity has expired, ask them to share their answers with the large group.

**Another Option:** Ask groups/teams to list their answers to Handout 2 on a piece of chart paper. Post each individuals or small groups chart paper around the room and ask participants to engage in a “gallery walk” where each group walks around and reflects on the posted material.When all participants have had a chance to engage in the gallery walk, ask them to return to their seats to reflect on the answers presented by others. 1. Help participants connect identified barriers to possible supports and resources that are available.
2. If needed supports are identified but not available, contact the appropriate organization to let them know that a specific support is still needed
3. Questions?
4. Ask participants to complete the post portion of their pre-post along with the reflection questions. Participants will need this information to complete the on-line evaluation and they should leave with this piece of paper.
 | Slide 28Slide 29Slide 30 | 30 Minutes |  |

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| **Supports and Barriers** | **Handout 2** |

List the available supports for the joint committee and district.

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List the possible current and future barriers to the implementation of a quality evaluation plan.

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How might you use the available supports to overcome current and future barriers?

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What supports are still needed and where could you find them?

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**Resources**

* Illinois Administration Code Part 50
	+ [www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf](http://www.isbe.state.il.us/rules/archive/pdfs/50ARK.pdf)
* Performance Evaluation Advisory Council (PEAC)
	+ [www.isbe.net/PEAC](http://www.isbe.net/PEAC)
		- Guidebooks:
		- [www.isbe.net/PEAC/pdf/guidance/13-3-dist-dec-making.pdf](http://www.isbe.net/PEAC/pdf/guidance/13-3-dist-dec-making.pdf)
		- [www.isbe.net/PEAC/pdf/student-growth-component-guidebook.pdf](http://www.isbe.net/PEAC/pdf/student-growth-component-guidebook.pdf)
* ISBE Assessment Division Resources
	+ [www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm](http://www.isbe.state.il.us/assessment/htmls/balanced-asmt.htm)
* Joint Committee on Standards for Educational Evaluation. *Classroom assessment standards: Sound assessment practices for K-12 teachers*. Retrieved from:
	+ [www.jcsee.org/standards-development](http://www.jcsee.org/standards-development)
* A Practitioners Guide to Growth Models
	+ [www.ccsso.org/Resources/Publications/A\_Practitioners\_Guide\_to\_Growth\_Models.html](http://www.ccsso.org/Resources/Publications/A_Practitioners_Guide_to_Growth_Models.html)