**Illinois State Board of Education**

**Joint Committee Guidebook**

**Implementing the Student Growth Component in Teacher and Principal Evaluation Systems**

**About the Guidebook**

The guidebook gives in-depth guidance on the topic of including student growth in educator evaluations. In contrast to other guidance materials approved by the Performance Evaluation Advisory Council (PEAC), the information is presented as a guidebook rather than a basic guidance document. Because of the complexity of including student growth in an evaluation system, this guidebook provides more specific information than is typical of a guidance document. However, it cannot provide all of the answers for all districts, and there is still much to be determined by Joint Committees.

It is outside the scope of the guidebook to provide support to Joint Committees on how to plan their overall work―including budgeting for the work, timing for the work, finding time for discussions, and establishing a foundation of common goals and values that will support the work through challenging decision making and implementation.

Joint Committees and districts should feel free to reject, modify, adapt, or use any of the guidance provided in the guidebook. All examples are intended as resources to stimulate discussion and are not intended as exemplars.

**Guidebook Audience**

The intended audience for the guidebook is the approximately 75 percent of Illinois school districts that will be fully implementing the student growth component in their educator evaluation systems in the 2016–17 school year.

School districts that are on a faster implementation timeline may find this guidebook of use as well, but they will need to adjust the suggested timelines.

**Using the Guidebook**

The guidebook provides practical information for implementing the student growth component in educator evaluation systems. The information is presented in two parts:

* Timeline for Student Growth Discussions and Decisions (see pages 8–9)
* Framework for Timeline Implementation

**Timeline for Student Growth Discussions and Decisions**

**T**he Framework for Timeline Implementation, which appears directly after the Figure 2 timeline, provides specific details relating to the timeline. As with the timeline, this framework is divided into five components**: foundations, operating rules, training, data systems, and pilot testing**. Each of these components is broken down into elements, considerations (including questions to consider), and resources―if applicable.

Each elements section indicates the applicable types of student assessments. Because these three types of student assessments may require different considerations by Joint Committees, the framework provides icons identifying the assessment type (I, II, or III). In some cases, the subtopics apply to more than one assessment type, in which case all applicable numbers are displayed.

For example, a reader might see icons that indicate appropriate individual assessments:

  

Or icons that indicate a combination of appropriate assessments:



The Framework for Timeline Implementation covers all of the key content and decisions needed and also plots them on a suggested timeline. Tables are provided that expand nearly all of these elements. However, as a district gets closer to full implementation in September 2016, the decisions and actions are about implementation―and these decisions and actions will be different for every district. After the pilot-testing phase has concluded, the remaining big step is to fully implement the student growth model. At this stage, there are relatively few overall guiding questions to consider or resources to provide because the task is simply about implementing a refined system.

**Context for Guidance and Continuous Improvement**

The Framework for Timeline Implementation provides guidance on when Joint Committees might convene and what they might address and decide. It uses September 2016 as a key target date because the majority of Illinois school districts will first be fully implementing the student growth component of the evaluation system in the 2016–17 school year.

Joint Committees can use this framework and build around it all of the other meetings, decisions, and discussion topics they need to address in creating or revising an educator evaluation system in their districts. Regardless of when the Joint Committee meetings take place and the overall timeline, it is strongly recommended that ongoing collaboration take place while working through the topics identified in this guidebook.

It is worth noting that all of the elements and decisions in this framework should happen within a context of continuous improvement. For presentation purposes, the elements and decisions presented in the guidebook are shown as progressing in a linear fashion, but Joint Committees should expect and plan to revisit and refine decisions and measures throughout the process. This work also is intertwined with the overall teacher evaluation system and the implementation of new standards. Therefore, decisions should be considered across these larger initiatives.