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Joint Committee Guidebook

Implementing the Student Growth Component in Teacher and Principal Evaluation Systems

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Joint Committee Guidebook:

Implementing the Student Growth Component in Teacher and Principal Evaluation Systems

February 2014

Prepared by the Performance Evaluation Advisory Council

Contents

About This Guidebook

This 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.

PEAC has spent many months grappling with questions about student growth measures in educator evaluation and has prepared this guidebook for Joint Committees as a detailed starting point on this specific aspect of an evaluation system. Joint Committees that want guidance about overall evaluation system development and decision making should consult PEAC's *Guidance on District Decision Making* (released February 2013) and available online at http://www.isbe.state.il.us/peac/pdf/guidance/13-3-dist-dec-making.pdf. It is outside the scope of this 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 this guidebook. All examples are intended as resources to stimulate discussion and are not intended as exemplars.

Guidebook Audience

The intended audience for this 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.

Introduction

In 2010, Illinois Governor Pat Quinn signed the Performance Evaluation Reform Act (PERA), which changed how teachers' and principals' performance is measured in the state. Research has shown that some current evaluation systems fall short by not accurately or objectively measuring how educators are doing, as well as not identifying their strengths and areas for growth. Moreover, most current evaluations do not formally connect student growth measures with educator performance. The new evaluation systems in Illinois school districts will combine multiple measures of student growth and professional practice. The new evaluation systems also will provide clear descriptions of professional excellence, so everyone understands what great teaching and school leadership mean. The evaluations will be based on standards of effective teaching, with evaluators trained and prequalified to conduct observations, collect evidence, and provide helpful feedback in a timely way. Hand-in-hand with the new evaluations, school systems will be expected to strengthen their professional development offerings so that educators get the support they need to help their students improve.

PERA requires, among other things, that upon the implementation date applicable to a school district or other covered entity, performance evaluations of the principals, assistant principals, and teachers of that school district or other covered entity must include data and indicators of student growth as a "significant factor." Illinois Administrative Code Part 50 provides more details about the student growth components of the performance evaluation system, including a definition of *significant factor* and the types of assessments to be used.

Definitions of Assessment Types

Understanding the types of assessments is critical to including the student growth component in the evaluation system. As detailed on pages 4–5, Illinois Administrative Code Part 50 requires that "the performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models identified shall align to the school's and district's school improvement goals."

- "The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment."

- "The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the Joint Committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used."

The Illinois Administrative Code Part 50 defines *assessment* as any instrument that measures a student's acquisition of specific knowledge and skills. Assessments used in the evaluation of teachers, principals, and assistant principals are to be aligned to one or more instructional areas articulated in the Illinois Learning Standards (see 23 Ill. Adm. Code 1, Appendix D) or the Illinois Early Learning and Development Standards—Children Age 3 to Kindergarten Enrollment Age (see 23 Ill. Adm. Code 235, Appendix A), as applicable. For the purposes of Part 50, three types of assessments are defined (see Figure 1).

Figure 1. Assessment Types

> **Type I Assessment**
>
> - **Definition:** An assessment that (a) measures a certain group of students in the same manner with the same potential assessment items, (b) is scored by a nondistrict entity, and (c) is widely administered beyond Illinois
>
> - **Examples:** Northwest Evaluation Association (NWEA) Measures of Academic Progress (MAP) tests, Scantron Performance Series, ACT
>
> **Type II Assessment**
>
> - **Definition:** An assessment adopted or approved by the school district and used on a districtwide basis (i.e., administered by all teachers in a given grade or subject area)
>
> - **Examples:** Collaboratively developed common assessments, curriculum tests, assessments designed by textbook publishers
>
> **Type III Assessment**
>
> - **Definition:** An assessment that is (a) rigorous, (b) aligned with the course's curriculum, and (c) determined by the evaluator and teacher to measure student learning
>
> - **Examples:** Teacher-selected assessments, teacher-created assessments, performance assessments

Student Learning Objectives

PEAC recommends that student learning objectives (SLOs) be used as a measurement model for Type III assessments. PEAC finds that SLOs are the best available option for encouraging teacher collaboration while measuring student growth through a reliable and fair process. The SLO process has the potential to improve educator practice in both assessment and instruction. Nationally, SLOs are used with assessments that Illinois defines as Type III assessments because SLOs are set for the classroom level and thus measured with a classroom-based assessment.

PEAC has included SLOs in the Model System for Teacher Evaluation as the measurement model for Type III assessments. PEAC has developed and released the following resources for SLOs, which can be found on the PEAC website (http://www.isbe.net/peac/):

- *Model Teacher Evaluation System—Measuring Student Growth Using Type III Assessments*

- *Guidance on Student Learning Objectives for Type III Assessments*

- *Guidance on Student Learning Objectives in Teacher Evaluation: Fact Sheet*

Joint Committees are not required to use SLOs to measure student growth for teacher evaluation, but they can choose to do so. The Illinois State Board of Education (ISBE) is working to create the SLO template and additional documents that can be used and modified by districts that choose to implement SLOs.

Illinois Administrative Code Part 50: Evaluation of Certified Employees Under Articles 24a and 34 of the School Code

Section 50.110 Student Growth Components (Retrieved from ftp://www.ilga.gov/JCAR/AdminCode/023/023000500B01100R.html)

Each school district, when applicable (see Section 50.20 of this Part), shall provide for the use in the performance evaluation plan of data and indicators on student growth as a significant factor in rating teacher performance. (Section 24A-4(b) of the School Code) For the purpose of this Subpart B, "significant factor" shall represent at least 30 percent of the performance evaluation rating assigned, except as otherwise provided in subsection (a) of this Section. In situations in which a joint committee cannot reach agreement on one or more aspects of student growth within the timeline established under Section 24A-4(b) of the School Code, the school district shall adopt the State model plan contained in Subpart C of this Part with respect to those aspects of student growth upon which no agreement was reached.

> a) Student growth shall represent at least 25 percent of a teacher's performance evaluation rating in the first and second years of a school district's implementation of a performance evaluation system under Section 50.20 of this Part (for example, 2012–13 and 2013–14 school years for a school district with a 2012–13 implementation date). Thereafter, student growth shall represent at least 30 percent of the rating assigned.

> b) The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher (e.g., career and technical education, grade 2) and one or more measurement models to be used to determine student growth that are specific to each assessment chosen. The assessments and measurement models identified shall align to the school's and district's school improvement goals.

> > 1) The joint committee shall identify a measurement model for each type of assessment that employs multiple data points. The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment. Assessments used for each data point in a measurement model may be different provided that they address the same instructional content.

Highlights About the Student Growth Component of Teacher Evaluation From the Illinois Administrative Code:

- By the third year of implementation of the new evaluation system, student growth measure(s) shall represent at least 30 percent of the performance evaluation rating assigned to each teacher.

- The performance evaluation plan shall identify at least two types of assessments for evaluating each category of teacher.

- The evaluation plan shall include the use of at least one Type I or Type II assessment and at least one Type III assessment.

- If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

2) The joint committee shall identify the specific Type I or Type II assessment to be used for each category of teacher.

3) The evaluation plan shall require that at least one Type III assessment be used for each category of teacher. If the joint committee determines that neither a Type I nor a Type II assessment can be identified, then the evaluation plan shall require that at least two Type III assessments be used.

   A) The plan shall state the general nature of any Type III assessment chosen (e.g., teacher-created assessments, assessments designed by textbook publishers, student work samples or portfolios, assessments of student performance, and assessments designed by staff who are subject or grade-level experts that are administered commonly across a given grade or subject area in a school) and describe the process and criteria the qualified evaluator and teacher will use to identify or develop the specific Type III assessment to be used.

   B) A school district required to use two Type III assessments for any category of teachers may delay the use of the second Type III assessment until the second year of implementation.

4) The plan shall identify student growth expectations consistent with the assessments and measurement model to be used, as appropriate.

5) Each plan shall identify the uniform process (to occur at the midpoint of the evaluation cycle) by which the teacher will collect data specific to student learning. The data to be considered under this subsection (b)(5) shall not be the same data identified for use in the performance evaluation plan to rate the teacher's performance.

   A) The data the teacher collects shall not be used to determine the performance evaluation rating.

   B) The teacher should use the data to assess his or her progress and adjust instruction, if necessary.

c) The joint committee shall consider how certain student characteristics (e.g., special education placement, English language learners, low-income populations) shall be used for each measurement model chosen to ensure that they best measure the impact that a teacher, school, and school district have on students' academic achievement. [105 ILCS 5/24A-7]

d) If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, then the plan shall include a description of the four rating levels to be used and how these are aligned to the required performance evaluation ratings.

e) CPS may adopt, when applicable, one or more State assessments administered pursuant to Section 2-3.64 of the School Code *as its sole measure of student growth for purposes of teacher evaluations*. (Section 24A-7 of the School Code) In circumstances in which the school district determines that the State assessment is not appropriate for measuring student growth for one or more grade levels or categories of teachers, it shall identify other assessments to be used in the manner prescribed in this Section.

Using This Guidebook

This section of 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 (see page 10)

About the Timeline for Student Growth Discussions and Decisions

This guidebook was built around the timeline shown in Figure 2 (on pages 8–9), which presents an overview of discussion topics and decisions that Joint Committees will need to address. The timeline is divided into five components: foundations, operating rules, training, data systems, and pilot testing. (Each component is explored in further detail in the Framework for Timeline Implementation, following the timeline.)

Because this guidebook focuses on the student growth aspect of educator evaluation systems, the timeline is focused on that aspect alone. Of course, there are many other discussions and decisions that Joint Committees need time to address, including evaluating teacher professional practice and implementing new standards. (For more information, see PEAC's *Guidance on District Decision Making* at http://www.isbe.state.il.us/peac/pdf/guidance/13-3-dist-dec-making.pdf.)

When Joint Committees are unable to come to agreement about decisions related to including student growth in teacher evaluation, the district will default to the State Model in the areas about which the Joint Committee cannot agree. PEAC strongly encourages Joint Committees to make decisions collaboratively, rather than defaulting to the State Model, because collaboratively made decisions reflect the district context and are more sustainable.

About the Framework for Timeline Implementation

The 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. (Refer to Figure 1 on page 3 for descriptions and examples of each type.) 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. The tables provided on pages 10–35 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 here 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.

As Joint Committees work through this guidebook, they might find it helpful to divide the topics among smaller groups or subcommittees. There are many considerations related to student growth, and this process will take significant time and energy.

Note: This guidebook goes into more depth than other PEAC guidance documents. The information may seem overwhelming; however, PEAC notes that it is critical to present all of the components, elements, and decisions necessary for including student growth in evaluation systems and implementing that component with fidelity.

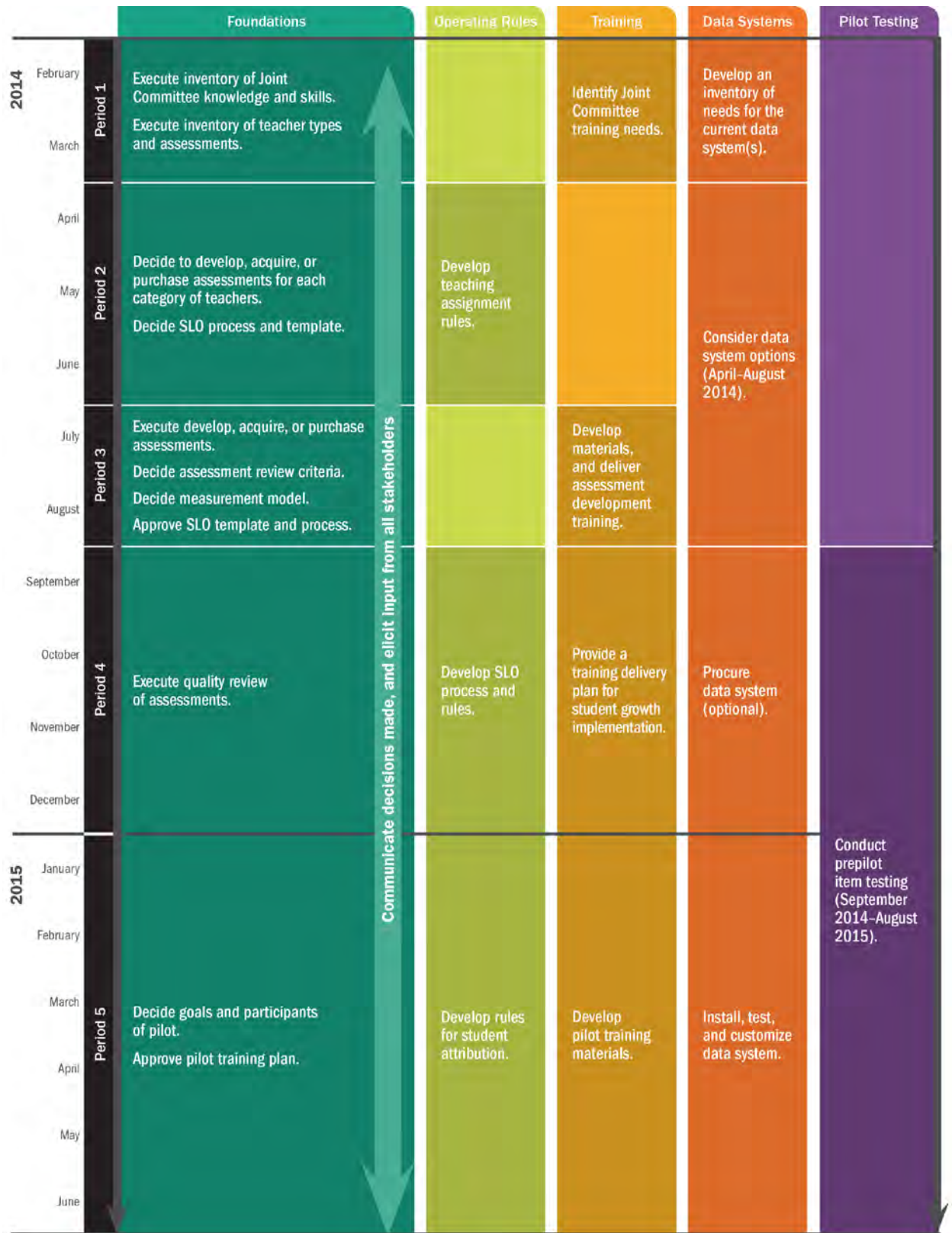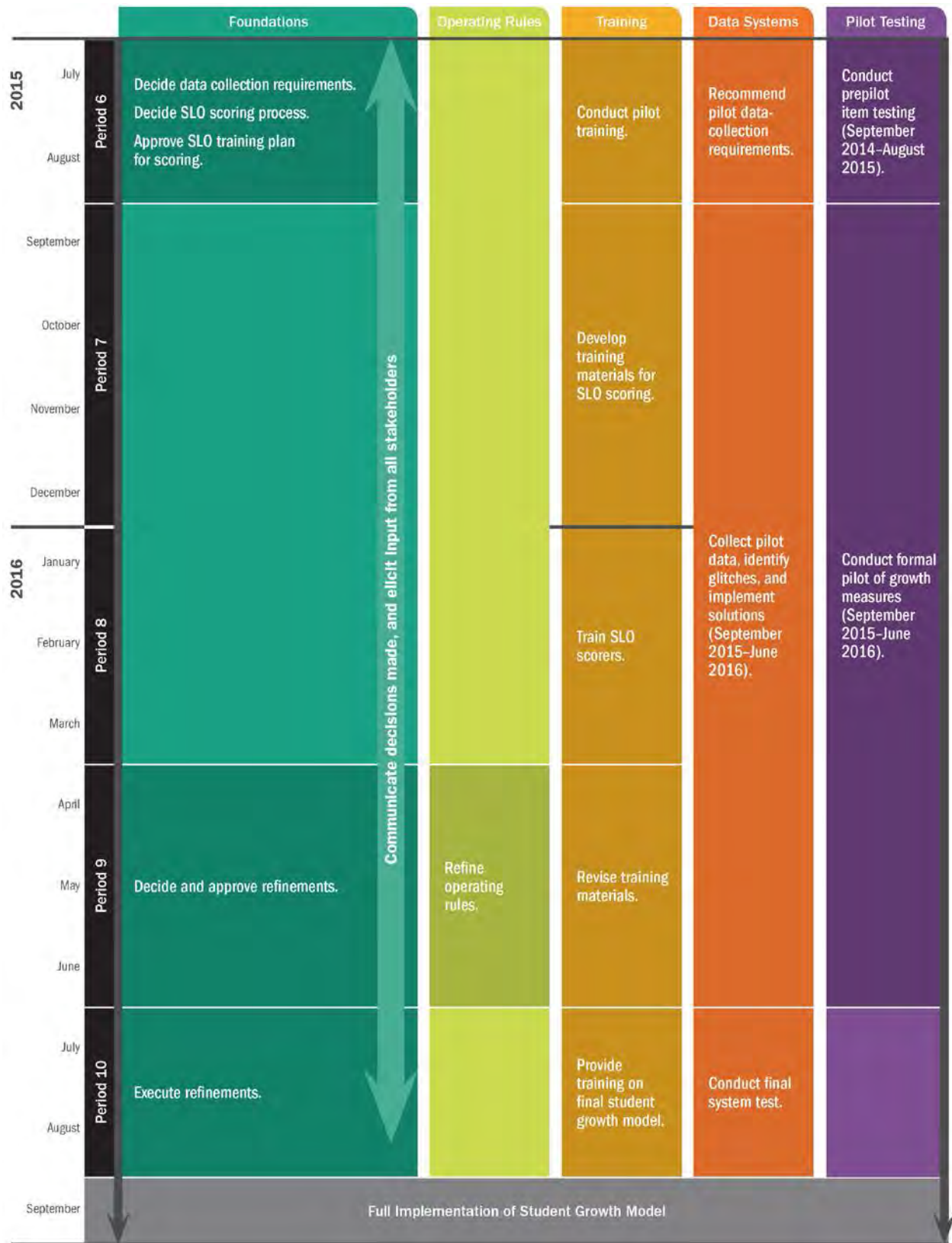# Figure 2. Timeline for Student Growth Discussions and Decisions

Year	Month	Period	Foundations	Operating Rules	Training	Data Systems	Pilot Testing
2014	February–March	Period 1	Execute inventory of Joint Committee knowledge and skills. Execute inventory of teacher types and assessments.		Identify Joint Committee training needs.	Develop an inventory of needs for the current data system(s).	
	April–June	Period 2	Decide to develop, acquire, or purchase assessments for each category of teachers. Decide SLO process and template.	Develop teaching assignment rules.		Consider data system options (April–August 2014).	
	July–August	Period 3	Execute develop, acquire, or purchase assessments. Decide assessment review criteria. Decide measurement model. Approve SLO template and process.		Develop materials, and deliver assessment development training.		
	September–December	Period 4	Execute quality review of assessments.	Develop SLO process and rules.	Provide a training delivery plan for student growth implementation.	Procure data system (optional).	
2015	January–February						Conduct prepilot item testing (September 2014–August 2015).
	March–June	Period 5	Decide goals and participants of pilot. Approve pilot training plan.	Develop rules for student attribution.	Develop pilot training materials.	Install, test, and customize data system.	

Communicate decisions made, and elicit input from all stakeholders

Figure 2. Timeline for Student Growth Discussions and Decisions (continued)

	Foundations	Operating Rules	Training	Data Systems	Pilot Testing
2015 Period 6 (July–August)	Decide data collection requirements. Decide SLO scoring process. Approve SLO training plan for scoring.		Conduct pilot training.	Recommend pilot data-collection requirements.	Conduct prepilot item testing (September 2014–August 2015).
Period 7 (September–December)			Develop training materials for SLO scoring.	Collect pilot data, identify glitches, and implement solutions (September 2015–June 2016).	Conduct formal pilot of growth measures (September 2015–June 2016).
2016 Period 8 (January–March)			Train SLO scorers.		
Period 9 (April–June)	Decide and approve refinements.	Refine operating rules.	Revise training materials.		
Period 10 (July–August)	Execute refinements.		Provide training on final student growth model.	Conduct final system test.	
September	Full Implementation of Student Growth Model				

Communicate decisions made, and elicit input from all stakeholders

Framework for Timeline Implementation

Period 1: February–March 2014

Foundations   **Table 1.1. Foundations**

Element	Considerations	Resources
Execute inventory of Joint Committee knowledge and needs. *Assessment types:* I II III	The Joint Committee members should conduct a self-assessment of their knowledge about student growth to identify what additional resources they need. The Joint Committee also should clarify its core values related to adding student growth to teacher evaluation. *Questions to consider:* ▪ Do the members of the Joint Committee have the expertise necessary to make informed decisions? (See Table 1.2. Training on page 11.) ▪ Can other district staff serve as resources to the Joint Committee? ▪ Is external support or expertise needed?	
Execute inventory of teacher types and assessments. *Assessment types:* I II III	It is important that each Joint Committee identify all teachers in its district who need to be evaluated and what courses they teach. Then, the Joint Committee should determine what assessments are used in those courses. The next step in the inventory is to determine if the assessments are aligned to the Illinois Learning Standards and the Common Core State Standards. Finally, the Joint Committee should determine whether these assessments are appropriate for measuring student growth for each grade and subject in which they are offered. The inventory should categorize Type I, Type II, and Type III assessments. Assessments used to measure student growth for teacher evaluation should be integrated into the instructional process. *Questions to consider:* ▪ Are the assessments currently in use in your district aligned to standards and course content? ▪ Have these assessments been reviewed for quality for all grades and subjects in which they are used? ▪ Can assessments that do not meet the standard be revised to improve their quality or alignment, or can they be replaced? ▪ What, if any, additional information does the Joint Committee need to gather on selected assessments?	(ISBE will provide guidance and resources for assessment viability in spring 2014.)

Table 1.2. Training

Element	Considerations	Resources
Identify Joint Committee training needs. *Assessment types:* I II III	The Joint Committee should identify training needs. *Questions to consider:* ▪ What training does the Joint Committee need on assessments and assessment types? ▪ What training does the Joint Committee need on assessment literacy? ▪ What training does the Joint Committee need about measurement models?	

Table 1.3. Data Systems

Element	Considerations	Resources
Develop an inventory of needs for the current data system(s). *Assessment types:* I II III	The Joint Committee should consider if teacher evaluation data on student growth can and should be housed in the district's existing data system. Teacher evaluation system will generate at least three types of data: ▪ Observation evidence ▪ Data on student growth ▪ Links between students and their teacher(s) of record Test items from both Type II and III assessments also might be collected with the goal of analyzing item quality, keeping the good questions, and discarding or improving the bad questions. *Questions to consider:* ▪ Can the existing data systems meet student growth data needs? ▪ If more functionality is needed, can the district add that functionality?	

Period 2: April–June 2014

Foundations   **Table 2.1. Foundations**

Element	Considerations	Resources
Decide to develop, acquire, or purchase assessments for each category of teachers. *Assessment types:*	After the district has conducted an assessment inventory and determined the subjects and grades in which assessments may be needed, the district will need to determine how to obtain these assessments. The best and most realistic options include developing new assessments or acquiring assessments that other districts already may have designed or used. Local regional offices of education (ROEs) may play a useful role in connecting local districts with each other to share quality assessments. Different approaches may be needed for assessments in different areas. A last option to be considered only if the first two have been exhausted would be to purchase commercially available assessments. In its discussions about selecting appropriate assessments, the Joint Committee might think about the following questions. **Developing and Acquiring: Selecting Appropriate Assessments** ▪ Does the assessment match the content that the teacher(s) intend to teach? ▪ Do a majority of the items on the assessment align with the curriculum standards identified? ▪ Does the assessment measure growth over the interval of instruction? How? ▪ Will the data from the assessment be beneficial to teachers? Students? The district? How? ▪ Are the assessments administered in the same way (allowing for accommodations for special education students)? ▪ Are the assessments scored the same way? Adapted from *Technical Guide B: Measuring Student Growth and Piloting District-Determined Measures* (2013) by the Massachusetts Department of Elementary and Secondary Education. Available at http://www.doe.mass.edu/edeval/ddm/TechnicalGuideB.pdf. If the Joint Committee has decided to purchase assessments, these questions also should be considered. As the Joint Committee members make these decisions about new assessments, they also should think about which assessments are no longer needed and discuss how to phase them out or eliminate them altogether.	Massachusetts Department of Elementary and Secondary Education *Technical Guide B: Measuring Student Growth and Piloting District-Determined Measures*: http://www.doe.mass.edu/edeval/ddm/TechnicalGuideB.pdf An assessment inventory of the state of Massachusetts: http://www.doe.mass.edu/edeval/ddm/ Ohio Department of Education *Student Growth Measures for Teachers*: http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures New York State Education Department list of state-approved assessments: http://usny.nysed.gov/rttt/teachers-leaders/assessments/assess_sd_boces.html (ISBE will insert Illinois Shared Learning Environment link.)

Element	Considerations	Resources
	More questions to consider: ▪ Who has the necessary content and technical expertise to develop or evaluate assessments that the district may choose? ▪ Are the chosen assessments valid and reliable? How do you know? ▪ If unable to develop or acquire assessments and purchasing is the last best option, does the timeline fit your current budget cycle? ▪ Which assessments are no longer necessary and can be eliminated?	

Element	Considerations	Resources
Decide SLO process and template. *Assessment types:* I II III	Many decisions will need to be made about the process of implementing SLOs. For example, depending on the interval of instruction, the SLO approval process could be once a year or could be an ongoing process throughout the year. But all of these decisions are dependent on what is included on the SLO template. ISBE has a SLO template that can be used with any assessment. However, some Joint Committees may want to include additional components or exclude other components in order to meet district needs. The rules surrounding the SLO template should be created so there are no misunderstandings about what is included in each of the template components. Many districts publish a guidebook or manual explaining each component step-by-step. *Questions to consider:* ▪ Will the district use the state-approved SLO template or adapt it to meet local requirements? ▪ Will the district use the same SLO template for all teachers, or does the template need to be adapted for different teachers? ▪ What are the operational rules for each of the SLO template components? ▪ How many SLOs will be required? ▪ Is there a minimum number of students that must be included in the SLO? ▪ How will student growth be measured over the two-year cycle of tenured teachers who score *proficient* or *excellent* on their previous evaluation? ▪ Will teachers be able to choose their student population, or will there be requirements about which students are included? ▪ How will SLOs be scored? ▪ How will the SLOs be tracked and managed? ▪ Will teachers be able to make midyear adjustments to their SLOs?	(PEAC SLO guidance document will be provided by ISBE in spring 2014.) (More information about the ISBE balanced assessment and SLO process will be made available by ISBE in spring 2014.) Rhode Island Department of Education guidebooks on SLOs: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/GuidebooksForms.aspx Wisconsin Department of Public Instruction toolkit on SLOs: http://www.livebinders.com/play/play?id=950308&backurl=/shelf/my#anchor (On the Welcome page, click on Module 1: SLO Process Overview.)

Operating Rules   **Table 2.2. Operating Rules**

Element	Considerations	Resources
Develop teaching assignment rules. *Assessment types:* I II III	Some teachers have multiple teaching assignments, which could include a mixture of core courses and noncore courses. Joint Committees will need to determine rules that explain how teachers are to determine which measures or assessment types apply to them individually. Joint Committees also should refer to the Administrative Code Part 50 (pages 4–5) regarding assessment type selection. *Questions to consider:* ▪ What are the general guidelines around which courses teachers should use to measure student growth? Will teachers be required to measure student growth in all subjects/courses they teach or just a select number? (Consider how the question will be answered at the elementary, middle, and high school levels.) ▪ Who makes the final decision about the measures and assessments for a teacher with multiple assignments? ▪ How will roster verification be done to ensure that student scores are connected with the correct teacher(s)?	

Data Systems **Table 2.3. Data Systems (April–August 2014)**

Element	Considerations	Resources
Consider data system options. *Assessment types:* I II III	Joint Committees have many options when it comes to data systems. Data systems can be locally developed and maintained without the use of commercially available products or vendors; districts with more complex data needs may need to rely on a vendor. Consider that a data system for student growth will need to collect student assessment scores, match scores to students, match students to teachers, collect test items from Type II and III assessments, and possibly calculate final scores at the end of the year, especially for Type I and Type II assessments. If there will be a separate system for the other components of the teacher evaluation system, it is important to understand how the information will be combined to calculate a final summative rating. Districts that can manage and house a local data system (e.g. Microsoft Excel) should understand the parameters of the data system. For example, depending on the measurement model (see Table 3.1. Foundations on page 18) that is selected, it may be necessary to be able to store assessment data over time or to be able to link students with multiple teachers. Teachers also will need to know how to use the system so they are able to enter and pull data into the system. If it is an option to utilize a data system already in use, the district should check that the current system does not need any upgrades to allow for all the functionalities that will be required and the data that will need to be collected. However, for districts that require a system to house extensive amounts of data or need to build data relationships, Joint Committees should spend some time researching and inviting vendors to share their product in person. It also could be helpful to pair up with other nearby districts or the local ROE to build understanding and knowledge of what is available; such a collaboration could identify systems to implement or be a significant cost savings if a vendor is even an option.	(ISBE will provide resources in spring 2014.)

Element	Considerations	Resources
	Questions to consider without the use of a vendor: ▪ Can existing data systems meet the need? ▪ Can our data system store results over time? ▪ Does our data system provide information in an easily understood format? ▪ Do teachers have the skills needed to use the data system? If not, how will we provide training to them? ▪ What is the funding source for the data system? ▪ Is a procurement process necessary? ▪ How are teacher and student data stored? ▪ Where are student and teacher data stored? ▪ What security measures are in place? ▪ What security audits occur and at what intervals? ▪ What are the encryption levels? ▪ What protections are in place against data breaches? ▪ What are the consequences and actions in the event of data breaches? ▪ What level of transparency exists around reporting of data breaches?	

Period 3: July–August 2014

Table 3.1. Foundations

Element	Considerations	Resources
Execute develop, acquire, or purchase assessments. *Assessment types:*	With a large range of assessment types, it is important to understand the type of assessment that best suits what is being measured. For example, if a district would like to **develop** an assessment for physical education, it would be helpful to design an assessment that includes ways for students to demonstrate their level of fitness. Although a paper-and-pencil test could be used, a performance-based assessment would provide more information to the teacher about students' fitness levels.	Massachusetts Department of Elementary and Secondary Education *Technical Guide B: Measuring Student Growth and Piloting District-Determined Measures*: http://www.doe.mass.edu/edeval/ddm/TechnicalGuideB.pdf
	It could be helpful to devise a plan to review the validity and reliability of an assessment. The district may consider convening a group of practitioners to develop the assessments, utilizing their content and pedagogical expertise. The district also could collaborate with neighboring districts, perhaps through their ROE, to build any necessary assessments. It also is possible that practitioners are already using assessments that could be revised and implemented. (ISBE will insert information about Illinois Shared Learning Environment/ThinkGate, when it is available.)	An assessment inventory of the state of Massachusetts: http://www.doe.mass.edu/edeval/ddm/
	As districts connect with each other and share assessments, there may be assessment **acquiring** (or borrowing). An efficient way to make sure that assessments are established is to utilize assessments that are already in use, either in part or in whole. Some assessments might be too long or contain content that is outside of the standards being assessed. Joint Committees can use the "develop, acquire, or purchase" criteria (see Table 2.1. Foundations on page 12) to pick and choose what is aligned, valid, and beneficial.	North Carolina Department of Public Instruction resources on building assessments: http://www.dpi.state.nc.us/curriculum/introduction
	For districts that opt to **purchase** assessments, a good place to start is consulting with ISBE, the local ROE, or other districts to find out what is being used across the state. There may be opportunities for bundle pricing or utilization of available technology grants to assist with the cost. If a bidding process will be necessary, start early enough to ensure that a product is purchased, tested, and ready to use during the pilot.	(ISBE will provide resources for using SLO in spring 2014 upon completion of the Local Assessment Support [LAS] project.) (Guidance for early childhood, ELL, and special education teachers is forthcoming from ISBE.)
	Questions to consider: ▪ Who will manage the process of developing, acquiring or purchasing assessments? ▪ In addition to communication about this decision, what other ways could the Joint Committee engage	

Element	Considerations	Resources
	stakeholders in this work? ▪ How will the Joint Committee gather information and feedback on these decisions from teachers?	
Decide assessment review criteria (for developed or acquired assessments). *Assessment types:* I II III	Reviewing assessments that have been developed or acquired will provide confidence that the assessments are of high technical quality and will yield beneficial data. Joint Committees should consider consulting with a vendor or assessment expert to collaboratively develop an assessment quality checklist. As the assessments are being piloted, districts can begin to review the quality of the assessments. Gathering feedback from users—both students and teachers—also would be helpful to assess the benefit of the assessment. *Questions to consider:* ▪ How do you build a school culture of using assessments for learning about student progress to improve instruction? ▪ How can you support assessment literacy among educators in your district? ▪ Who will be part of the assessment review team? ▪ Are there other characteristics that should be included in the criteria? ▪ How will teachers be involved?	Massachusetts Department of Elementary and Secondary Education *Technical Guide A: Considerations Regarding District-Determined Measures*: http://www.doe.mass.edu/edeval/ddm/TechnicalGuide.pdf (In this guide, view *Appendix A: Assessment Quality Checklist and Tracking Tool.*) Rhode Island Department of Education online training on assessment literacy: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx Stanford Center for Opportunity Policy in Education *Criteria for High-Quality Assessment*: http://edpolicy.stanford.edu/sites/default/files/publications/criteria-higher-quality-assessment_0.pdf

Element	Considerations	Resources
Decide measurement model. *Assessment types:* **I** **II**	After assessments are selected, the next step is to determine how to use those assessments to measure student growth. A number of different approaches to measuring growth are available. There are strengths and weaknesses to all approaches, including a cost for implementing complex statistical models. To determine an appropriate approach, districts may need more discussion and possibly training on the benefits and drawbacks of each model, so that Joint Committees can make an informed decision. *Questions to consider:* ▪ What types of data will the assessment produce? For example, assessments scored using a rubric with only a few performance levels may necessitate the use of a value-table type of approach where change in performance levels is evaluated. ▪ Does the district require setting student growth targets/expectations up front? If so, an SLO or value-table type of approach may be most appropriate. If not, a district may wish to consider measuring student growth through a simple growth approach or an adjusted growth approach, in which student starting performance is taken into consideration. ▪ What technical capacity and data structures are in place in the district to measure growth? What financial resources are available, if any, to access expertise in measuring student growth?	Center for Educator Compensation Reform *Understanding the Basics of Measuring Student Achievement*: http://cecr.ed.gov/pdfs/Understanding_Basics.pdf Center on Great Teachers and Leaders webinar on *State Approaches to Measuring Student Growth for the Purpose of Teacher Evaluation:* http://www.gtlcenter.org/products-resources/state-approaches-measuring-student-growth-purpose-teacher-evaluation
Approve SLO template and process. *Assessment type:* **III**	After stakeholder engagement occurs and input is received, Joint Committees are ready to approve the revised SLO template(s) and process. *Question to consider:* ▪ Do the drafted operating rules align with the template and process? (See Table 2.2. Operating Rules, on page 15.)	PEAC SLO guidance document: (ISBE will insert link.) More information about ISBE's balanced assessment and SLO process: (ISBE will insert link.)

Training **Table 3.2. Training**

Element	Considerations	Resources
Develop materials, and deliver assessment development training. *Assessment types:* I II III	If districts are building assessments, teams of developers will need to be identified and trained. The main focus of the training materials should be on building assessment literacy. Background information on the types of assessment, growth models being used, and the SLO process also can be included; however, the majority of the content should be focused on building participant knowledge of assessments that measure growth and determining the appropriate assessment type that will allow students to demonstrate mastery in the most appropriate way. *Questions to consider:* ▪ What in-house expertise does the district have? What expertise needs to be procured? ▪ When does training on developing assessments need to occur to ensure that assessments are developed in time to check their quality and use them for measuring student growth?	Massachusetts Department of Education *Assessment Literacy Webinar* series: http://www.doe.mass.edu/edeval/ddm/webinar.html Colorado Department of Education training resources on assessment development: http://www.cde.state.co.us/educatoreffectiveness/studentgrowthguide

Period 4: September–December 2014

Foundations **Table 4.1. Foundations**

Element	Considerations	Resources
Execute quality review of assessments (for developed or acquired assessments only). *Assessment types:* **I II III**	The same considerations and questions from the "Decide assessment review criteria" element (from Table 3.1. Foundations; see page 19) apply here. In this phase, Joint Committees would move forward with their decisions and implement those decisions and next steps.	

Operating Rules **Table 4.2. Operating Rules**

Element	Considerations	Resources
Develop SLO process rules. *Assessment type:* **III**	After the SLO process is selected and approved, the Joint Committee will need to develop rules associated with the process. A Joint Committee can consider several rules, such as the timeline for the process; the frequency of SLOs; and who will participate in the review, scoring, and approval process. *Question to consider:* ▪ Will teachers be required to write one SLO that focuses on one course?	Rhode Island Department of Education SLO documents: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/StudentLearningOutcomeObjectives.aspx New York State Education Department SLO documents: http://www.engageny.org/resource/student-learning-objectives

Table 4.3. Training

Element	Considerations	Resources
Provide a training delivery plan for student growth implement-tation. *Assessment types:* **I II III**	Many levels of training can be considered. The training delivery plan can be made before the official decisions about models and assessments are finalized. An initial training that grounds the work and builds a basic understanding is a good place to start. Developing a plan will increase the quality of the training and ensure that stakeholders have been included. After identifying who needs training and on what specific topics, districts and Joint Committees should collaborate on the design of a training plan with stakeholders, soliciting their needs and wants. A training plan can include the following: ▪ Goals and purpose of training ▪ Target audience information and needs ▪ Content: purpose, type, development of assessments, using assessment data for SLOs, growth model, SLOs ▪ Training format: online, in-person, blended ▪ Frequency of training ▪ Logistics After initial training, Joint Committees will need to think about how to embed the student growth processes into professional learning opportunities of all kinds. For example, using assessment data throughout the year is a great topic for professional learning communities, collegial conversations, and lesson planning. Making the connections to everyday classroom practice will increase buy-in and support districtwide coherence. *Questions to consider:* ▪ What training do teachers need? ▪ Do teachers in different roles need different levels of training or training on different topics? ▪ What training do evaluators need? ▪ Does training need to occur over multiple sessions or over the school year? ▪ Will training on student growth be included in the overall teacher evaluation system training, or will it be a separate training? ▪ Will training be timed with assessment/SLO milestones and access to data? ▪ How can you engage with stakeholders to make connections and embed these practices into their work? ▪ Do other nearby districts or ROEs have resources or training materials to share? ▪ How do we make connections to the students?	New York State Education Department webinar videos: http://www.engageny.org/resource/student-learning-objectives Sullivan County (New York) Board of Cooperative Educational Services training on data-driven instruction: http://scboces.org/Page/666 Wisconsin Department of Public Instruction online training: http://www.livebinders.com/play/play?id=950308&backurl=/shelf/my%20-%20anchor Rhode Island Department of Education online training: http://www.ride.ri.gov/TeachersAdministrators/EducatorEvaluation/OnlineModules.aspx

Data Systems **Table 4.4. Data Systems**

Element	Considerations	Resources
OPTIONAL: Procure data system (necessary only if the district has decided to purchase a new system, which is not required). *Assessment types:* I II III	After deciding to purchase a data system (necessary only if the district has decided to purchase a new system, which is not required), Joint Committees and districts should plan out the procurement process by developing the requirements and timeline from start to finish. It is also recommended that districts identify the procurement review team members and calibrate their scoring process. *Questions to consider:* ▪ Does the Joint Committee want to consider developing or procuring a data system that can meet all of the educator evaluation needs, including student growth measures and professional practice measures? ▪ Does the procurement timeline match the district budget cycle? ▪ Who else needs to approve this process, and how long does that approval take?	

Pilot Testing **Table 4.5. Pilot Testing (September 2014–August 2015)**

Element	Considerations	Resources
Conduct prepilot item testing. *Assessment types:* I II III	From assessments that are available in September 2014, conduct a no-stakes pilot of items to check their usefulness and reliability. *Questions to consider:* ▪ What aspects of the system will the district pilot? ▪ Which schools and teachers will participate in the pilot? ▪ What training is needed for teachers and evaluators participating in the pilot? ▪ What data will the Joint Committee collect from the pilot? ▪ How will the Joint Committee use the information from the pilot to inform the teacher evaluation system?	

Period 5: January–June 2015

Foundations **Table 5.1. Foundations**

Element	Considerations	Resources
Decide goals and participants of pilot (pilot parameters). *Assessment types:* I II III	It is strongly recommended that a pilot be conducted prior to full implementation. The goals of the pilot need to be identified; they should align with the larger teacher evaluation system goals and be grounded in a continuous improvement cycle. The participants for the pilot should be a range of teacher types and could include all the teachers in the district, but these participants certainly should include a sample of the largest groups of teachers in the district. However, the groups of teachers not in the pilot still should be working to develop and test the appropriate assessments for the full implementation. Determining what is to be learned from the pilot will guide the development of the parameters. It is important to align this topic with the operational rules that will accompany the parameters. *Questions to consider:* ▪ How do you engage all stakeholders, even if they are not selected to participate in the pilot? ▪ Will the pilot testing test only the student growth component of the performance evaluation plan? Or will it also test other components, such as the practice rubrics? ▪ Would there be additional costs to running a pilot? If so, how the pilot be funded?	Washington Office of Superintendent of Public Instruction educator evaluation pilot plan overview: http://tpep-wa.org/about-tpep/ Massachusetts Department of Elementary and Secondary Education district-determined measures pilot plan: http://www.doe.mass.edu/news/news.aspx?id=7640
Approve pilot training plan. *Assessment types:* I II III	For any pilot, the district and Joint Committee will need to develop training for all participants (see Table 3.2. Training on page 21). Training might include information on measures and data collection processes, for example. The plan should outline the training, identify the outcomes for the training, and provide participants with clear information about the pilot. The plan also should provide a timeline, list the participants, explain how communication with the participants will take place, and include the overall outcomes for the training. *Questions to consider:* ▪ Who will provide training? ▪ What is the backup plan for participants who do not attend the training? ▪ Will the training materials be available publicly?	

Operating Rules **Table 5.2. Operating Rules**

Element	Considerations	Resources
Develop rules for student attribution. *Assessment types:* (I II III)	No matter which approach is taken to measuring student growth, a number of decisions must be made about which students count for which teachers under what conditions. When it comes to student attribution, several things must be considered: - Student absence - Student mobility - Teacher absence - Teacher mobility - Minimum number of students - Coteaching - Involvement of a student teacher - Teachers who share students One example might include using student growth data only from those students who are present for at least the district average attendance rate or some standardized percentage of time, such as 90 percent. *Questions to consider:* - Are students required to be present a certain number of days or a percentage of the time for their scores to be included in a teacher's student growth score? - If chronically absent students are excluded from a teacher's student growth score, how will the teacher be held accountable for them? - How will pretest scores follow students who move between schools in the district? When do transferring students from other districts need to be in the district for their scores to be included in a teacher's student growth score? - What happens if a teacher goes on a leave of absence or is hired late in the school year? - What happens if a teacher transfers between schools within a year? How does that affect the teacher's evaluation? Can the new school use information from the initial school? - Is there a minimum number of students that must be met for a certain type of student growth measure to be used? - What happens in situations where students have more than one teacher or teachers coteach a class? - For shared attribution, does each student contribute to every teacher equally? - What technology is needed to support teacher-student linkage?	American Institutes for Research *Determining Attribution: Holding Teachers Accountable for Student Growth*: http://www.air.org/files/Determining_Attribution.pdf

Element	Considerations	Resources
	▪ What happens when a teacher has a student teacher in his or her classroom for a portion of the year?	

Training   **Table 5.3. Training**

Element	Considerations	Resources
Develop pilot training materials. *Assessment types:* I II III	Materials for the training sessions will need to be developed and reviewed. Joint Committees should use the training plan to confirm complete and thorough materials. The overall content of the training should include assessment types, scoring, measurement models, operating rules, and training on the data system that will be used to collect and store the data. Prior to implementation, a group of reviewers can be identified to provide critical feedback on the quality and usefulness of the training. *Question to consider:* ▪ How will the pilot materials be different from the full-scale implementation materials?	

Data Systems   **Table 5.4. Data Systems**

Element	Considerations	Resources
Install, test, and customize data system. *Assessment types:* I II III	The data collection and storage system has been identified and acquired and now needs to be installed and tested. A small group of system testers can try out the system and provide feedback on the functionalities and user friendliness of the system. During testing, the Joint Committee should monitor the issues and gather feedback to inform the customization process. This data system testing can be part of the overall pilot plan and can be pilot-tested to determine how well the data collection process works. The Joint Committee should ensure that the system is tested in a variety of situations and types of classrooms. *Question to consider:* ▪ How does the system integrate with the other data systems in the district?	

Period 6: July–August 2015

Foundations **Table 6.1. Foundations**

Element	Considerations	Resources
Decide data collection requirements. *Assessment types:* I II III	Data used for teacher evaluation purposes should be collected and stored in a manageable system. For some districts, this approach may mean a data warehouse or data system; for other districts, this approach may mean simpler methods for collecting data and generating reports. Before deciding on a data system, the Joint Committee should create a list of requirements for how the district will use data and what must be stored. *Questions to consider:* ▪ What data do the district and schools need to carry out evaluations? How will these data be stored? ▪ What parts of data collection will be electronic? What parts will be hard copies? ▪ How will these data, or this data system, be integrated with other data systems in the district?	
Decide SLO scoring process. *Assessment type:* III	Scoring SLOs can be done in different ways. Scoring methods are usually established at the local level and are combined with the practice ratings for a summative rating of *excellent*, *proficient*, *needs improvement*, and *unsatisfactory*. If the rating scale to be used for student growth does not correspond to the performance evaluation ratings required under Section 24A-5(e) or 34-85c of the School Code, the plan must include a description of the four rating levels to be used and how they are aligned to the required performance evaluation ratings. Joint Committees need to determine the ways in which an SLO will be scored and how that corresponds to the four rating levels for teaching practice. *Questions to consider:* ▪ How many levels of performance should be included? ▪ Who will complete the scoring process? ▪ How much structure versus flexibility does the Joint Committee want with the scoring process? What are the pros and cons of a more flexible or more structured scoring process?	Rhode Island Department of Education *Teacher Evaluation & Support System*: http://www.ride.ri.gov/Portals/0/Uploads/Documents/Teachers-and-Administrators-Excellent-Educators/Educator-Evaluation/Education-Eval-Main-Page/Teacher-Model-GB-Edition-II-FINAL.pdf (View page 43 of the report for guidance on scoring SLOs.) Rhode Island *Scoring SLOs: Guidance for the Evaluator*: http://providenceschools.org/media/237690/slo%20scoring%20guidance%20for%20evaluators%20(teacher%20and%20administrator%20evaluation).pdf Ohio Department of Education *A Guide to Using SLOs as a Locally-*

Element	Considerations	Resources
		Determined Measure of Student Growth: http://education.ohio.gov/getattachment/Topics/Academic-Content-Standards/New-Learning-Standards/Student-Learning-Objective-Examples/041113-Guidance-on-Scoring-SLOs.pdf.aspx
		New York State Education Department *Guidance on the New York State District-Wide Growth Goal-Setting Process for Teachers: Student Learning Objectives*: http://www.engageny.org/sites/default/files/resource/attachments/slo-guidance.pdf
Approve SLO training plan for scoring. *Assessment type:* **III**	Consistent scoring is crucial to a fair and credible system that provides useful evaluation results. The training plan for SLO scoring will drive the level of accuracy and consistency that is needed for teachers to feel confident in their student growth scores. Districts should consider how much training and retraining may be needed in order to ensure consistent scoring. They also should determine how formalized the training will be. *Questions to consider:* - What format makes the most sense for this training? - Does there need to be a certification associated with being a scorer? If so, how will scorers be recertified? - How will the calibration of scores across scorers be measured? - How much structure versus flexibility does the Joint Committee want in the scoring process?	Reform Support Network *A Quality Control Toolkit for Student Learning Objectives* (guidance on training at the district level): http://www2.ed.gov/about/inits/ed/implementation-support-unit/tech-assist/slo-toolkit.pdf

Training **Table 6.2. Training**

Element	Considerations	Resources
Conduct pilot training. *Assessment types:* **I II III**	Pilot participants should be trained on the student growth system. *Questions to consider:* ▪ Besides pilot participants, who else should be included in the training? ▪ Who is responsible for logistics?	

Data Systems **Table 6.3. Data Systems**

Element	Considerations	Resources
Recommend pilot data-collection requirements. *Assessment types:* **I II III**	In order to test the data system during the pilot, it will be important to identify the pilot participants' data collection requirements, which will need to be incorporated into the necessary training. *Questions to consider:* ▪ Will the pilot test all functionalities in the system? ▪ If not, how will all system functionalities be tested?	

Period 7: September–December 2015

Training **Table 7.1. Training**

Element	Considerations	Resources
Develop training materials for SLO scoring. *Assessment type:* **III**	Practitioners who will be SLO scorers will need to receive adequate training on how to review and evaluate the SLOs at the end of the evaluation cycle. *Questions to consider:* ▪ Who is eligible to evaluate SLOs? ▪ What is the process to select SLO scorers?	New York State Education Department guidance on scoring SLOs: http://www.engageny.org/resource/student-learning-objectives Ohio Department of Education online module on SLO scoring calibration: http://education.ohio.gov/Topics/Teaching/Educator-Evaluation-System/Ohio-s-Teacher-Evaluation-System/Student-Growth-Measures/Student-Learning-Objective-Examples

Data Systems **Table 7.2. Data Systems (September 2015–June 2016)**

Element	Considerations	Resources
Collect pilot data, identify glitches, and implement solutions. *Assessment types:* **I II III**	During the pilot, participants will add information to the data system to test its functionality and run test reports. As issues arise during the pilot, districts will log and troubleshoot solutions. As issues are identified, districts will create a monitoring system to track problems and solutions. *Questions to consider:* ▪ What reports need to be run through the system?	

Pilot Testing

Table 7.3. Pilot Testing (September 2015–June 2016)

Element	Considerations	Resources
Conduct formal pilot of growth measures. *Assessment types:* I II III	Districts will implement a full pilot (no stakes), utilizing the assessments determined by the Joint Committee for use in the evaluation system. During the pilot, the districts will collect feedback on the assessments, training, operational rules, and stakeholder engagement. Then, districts will use the results from the feedback to make adjustments prior to full implementation in September 2016. *Questions to consider:* ▪ What data will the district collect from the pilot? ▪ How will the Joint Committee use the information from the pilot to inform the teacher evaluation system? ▪ Who will manage the pilot?	

Period 8: January–March 2016

Training   **Table 8.1. Training**

Element	Considerations	Resources
Train SLO scorers. *Assessment type:* **III**	Timing the SLO scoring training will be important. The scorers will need basic information on the SLO process before learning about the scoring process. A training session in the late fall or winter would provide that opportunity. *Questions to consider:* • How can this training build upon and avoid redundancy with other trainings attended by SLO scorers? • Will the district review a sample of SLO scores to check for consistency?	

Period 9: April–June 2016

Foundations **Table 9.1. Foundations**

Element	Considerations	Resources
Decide and approve refinements. *Assessment types:* Ⅰ Ⅱ Ⅲ	After the pilot, districts and Joint Committees will need to determine the changes that need to be made to the assessments, measurement model, or overall student growth approach. The decisions should be rooted in evidence from the pilot through input from stakeholders and through systems analysis. Adjustments to the operational rules, training materials, communication, and overall implementation should be considered and discussed. *Questions to consider:* ▪ What did we learn from the pilot? What went well? What can we do better? ▪ What changes are necessary? ▪ What training is necessary? ▪ What do we need to communicate before full implementation?	

Operating Rules **Table 9.2. Operating Rules**

Element	Considerations	Resources
Refine operating rules. *Assessment types:* Ⅰ Ⅱ Ⅲ	As decisions are made to adjust and modify the rules around student growth, a checklist or tracking mechanism to implement the changes should be created and maintained. This approach will keep the changes on track, identify what was learned and how it is being reworked, and demonstrate transparency to all stakeholders. *Question to consider:* ▪ Who will be responsible for monitoring progress of the changes?	

Table 9.3. Training

Element	Considerations	Resources
Revise training materials. *Assessment types:* I II III	Districts will review feedback from all training sessions and determine the appropriate revisions. During this process, districts should keep two things in mind: The audience will expand, and the stakes will increase after the pilot. As feedback from the pilot is collected, districts should consider including questions about the training so the revisions are on target with participants' needs. *Questions to consider:* ▪ Will training on student growth be included in the overall teacher evaluation system training or in a separate training? ▪ Will larger sessions negatively impact the content or format of the training?	

Period 10: July–August 2016; and Full Implementation of Student Growth Model: September 2016

After the pilot-testing phase has concluded, the Joint Committee must plan to fully implement the student growth model.

Before implementation, the Joint Committee also should consider how it will gather data on implementation with the following goals:

▪ To ensure that the system is being implemented with fidelity.

▪ To ensure that the system is providing useful information to teachers and evaluators.

▪ To consider necessary revisions to the system.

▪ To identify additional training and resource needs.

As previously noted, there are relatively few overall guiding questions to consider or resources to provide for these last two stages because the task is simply about implementing a refined system. As a district gets closer to full implementation in September 2016, the decisions and actions will be about implementation—and these decisions and actions will be different for every district.