# Measuring Student Growth in Technology Through Cross-District Collaboration

**Focus Area**
- District Priorities
- Formative Feedback
- Assessment Literacy
- Collaboration

## Presenters:
Donna Astion, John Crescitelli, Damon Douglas

## District(s):
Belchertown, Berkshire Hills, Gill-Montague, Hadley, Northampton, South Hadley

## Best Practice Description:
We used a backwards design process (similar to Understanding by Design) beginning with the outcomes we wanted for our students and how to measure student progress toward those goals. We decided what students needed to know and be able to do to accomplish the goals we had set, and we determined what the evidence would look like.

We wanted to be able to analyze and review the work students created and give them useful feedback. After the initial administration of the task, we returned to the drawing table and revised our goals—now we are confident that our DDM will measure student growth in the areas we want to measure.

## Strategies:
- We spent introductory time calibrating our expectations (e.g., What does mastery look like?).
- We learned to take our egos out of the discussion—no one person owned the work.
- We used google docs to communicate between meetings—edited and reviewed documents asynchronously.
- We personalized the task to align with our student populations without changing the intent or the goal in any way.

## Who is involved?
- Teachers: Donna Astion, John Crescitelli, Lisa Manzi, Nick Simmons
- CES technology specialists: Angela Burke, Casey Daigle-Matos, Kwame Webster
- CES ELL specialist: Ken Pransky

## How is the work structured?
- Cross-district work: four districts
- Cross-disciplinary work: technology teachers and interventionists
- Emphasis on tiering: specifically targeting ELLs and struggling learners; created tasks for three levels of learners including GT/high achievers.

## Next steps?
- We are convening this month to score a second administration of the DDM.
- Will spend time refining and reviewing, and reflecting on the task and rubric. We treat it as a living document.
- Review goals for technology instruction in from grades K-8. Let’s try to align our goals and our curriculum to help move students forward. Prompted discussions about shifting the mind-set from computer science to IT—how do we make that shift?

## Contacts
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