**Working Backwards in Milton Moves the District Forward,** Developing Teacher Leadership, Connecting Curriculum and Evaluation, and Leveraging Results - Focused Change

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**Presenters:** Dr. Karen Spaulding, Amy Gale, Dr. Life LeGeros, Christie Chiappetta,

**District(s):** Milton

**Best Practice Description:**
At Pierce Middle School, we are using the Professional Practice Innovation Grant to bridge the implementation of the MA DESE Curriculum Frameworks in mathematics, English language arts, and science technology/engineering with the Massachusetts Model System for Educator Evaluation. Specifically, **we are employing a backwards design approach to frame our work in the areas of curriculum development, the roll out of the new educator evaluation system, and school improvement.** By focusing on the results that we expect to achieve with students, educators, and our school as a whole, we are helping to reorient the system to the benefits of focusing on outcomes and using evidence to continuously monitor progress and adjust practice. This work fulfills district priorities in three ways-development and piloting of District Determine Measures (DDMs), connecting curriculum development and educator evaluation, and supporting the roll out of the MA DESE Educator Evaluation System.

**Strategies:**
- Apply a backwards design approach to curriculum and assessment development as well as to frame implementation of the Educator Evaluation System so that the focus is on what we hope students and teachers will know and be able to do.
- Tap into and develop teacher leadership to frame and support the work.

**Who is involved?**
- Dr. Karen Spaulding; Principal
- Mrs. Amy Gale, 6-8 Humanities Coordinator
- Dr. Life LeGeros, 6-8 Mathematics Coordinator
- Mrs. Christie Chiappetta, 6-8 Science Coordinator
- All science, mathematics, and English language arts teachers;
- At least one teacher from each of the following areas: world language, electives, special education, and specialized services.
How is the work structured?
Grant funds and existing common planning time are focused on supporting the following:

- A teacher leader group was established as a professional book group, utilizing Wiggins and McTighe's Schooling by Design. This group led the charge of working through the backwards by design process as applied to school change, which was then overlaid onto the Educator Evaluation System.
- A common template for curriculum development (modeled after MA DESE Model Curriculum Units) is being completed in each of the three focus framework areas: science, ELA, and mathematics.
- Common assessments are being developed or further refined to be used as DDMs. These include performance assessments in mathematics and science and a writing continuum in ELA.
- Professional development focused on content, best practices, and assessment development is offered for teachers.
- Process for District Determined Measures development and application of the backwards design process is being shared with administrators across the district.

Next steps?

- Continue to share this work and the structures for doing the work across the district.
- Collect exemplars of student work.
- Reflect on links between backwards design process and DDM development as well as implementation of Educator Evaluation System.
- Continue to reflect on and to improve DDMs.

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