### Groton-Dunstable Regional School District
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Superintendent

#### Focus Area
- Identifying New Assessment Approaches
- Systems and Structures to Support Educator Collaboration
- Acting on Information from Common Assessments
- Continuous Improvement and Next Steps

### What we have done:
Teams of teachers worked to develop or adopt common assessments for every certified staff member. Currently, all staff members have 2 identified DDMs. We maintain a spreadsheet of this at the district level. This work was mainly guided by curriculum leaders and developed by classroom teachers and a large portion of the development occurred as part of PD days last year and paid summer curriculum writing last summer. This year, the proposed assessments were reviewed by our assistant superintendent for baseline conditions against a checklist created at the district and modeled from the criteria established at the state level. In order not to overwhelm staff, we drafted a very simple cover page with baseline expectations for submission: https://docs.google.com/document/d/1XbmpJdWcZWJ-x-zxzPnltWYhl9oJPI_E6esvyy2DVaM/edit?usp=sharing.

We also embedded DDM support into the existing schedule. For example, during one of our half days at the middle school, Dr. Novak (our assistant superintendent) provided training in DDMs and then offered workshop time to refine or develop those where needed.

### Goals:
- Ensuring that DDMs are meaningful to practice.
- High quality measures beyond core subject areas.
- Involving team of teachers.
- Discuss the instructional and curriculum impact of the results of all common assessments.

### Next Steps:
- Reviewing the potential pathways to determine what works best for us.
- Based on proposed language, the Assistant Superintendent shall meet with a committee of teachers designated by the Association to vet all DDMs prior to official adoption.
- The Assistant Superintendent will provide appropriate training to committee members to complete this work.
- DDM development and refinement will be a continued focus in summer curriculum writing work in 2015.
- Create DDM committee. It will consist of three sub-committees to represent elementary, middle, and high school teachers. Each sub-committee will consist of the assistant superintendent and three (3) teachers. The sub-committees will only vet those DDMs at their representative level. These teachers may or may not serve on the district evaluation committee. The elementary and middle school subcommittees will meet during one (1) half day, where sub coverage will be provided. The high school subcommittee will meet during one (1) full day, where sub coverage will be provided.
- Content experts will engage in the review of assessments against standards and a cross-section committee will review validity, reliability, and proctoring and scoring measures and protocols. In the future, we anticipate this committee will also meet to define a more authentic designation of low, moderate, and high impact.
- Specific time for instructional data meetings in majority of the departments.
- Continued PD in data based decision-making.
- Sharing the data team protocols to support SMART goals for educators.