Step A. Build the DDM Team and Set Goals

Planning, exploring, evaluating, testing and revising, and implementing multiple measures will require considerable commitment and thoughtful balancing of time and resources across a district or program. ESE has encouraged districts with CVTE programs to identify a team of representatives with specific skill sets who can provide leadership for such an effort, with support from district administrators. Each district or program will want to consider whether to “go it alone” or partner with another school or district, particularly one with similar programs. Partnering offers the opportunity to deepen the pool of expert educators who can contribute to the development or identification of promising DDMs and can promote comparability in measures used within and across programs.

The anticipated outcomes from Step A are as follows:

- Documentation showing contact with a variety of CVTE stakeholders;
- A list of those educators who have agreed to serve on the DDM team; and
- An action plan that describes next steps in the DDM development and implementation process.

Key ESE-Developed Resources to Support Step A

Technical Guide B (see especially Appendix B, p. B-2)
Using Current Assessments in District-Determined Measures: Leveraging the Curriculum-Embedded Performance Assessments from the Model Curriculum Units (see especially examples on pp. 4 and 9)