**Step C. Plan for Ongoing Communication with Stakeholders**

It will be important for team members to agree on and consistently communicate positive messages about DDM development and implementation during all stages of work. ESE has encouraged schools and districts with CVTE programs to view their implementation of DDMs as an opportunity to capitalize on educators’ existing skills in monitoring and measuring student learning. Massachusetts educators have a wealth of experience in assessing student learning, and that experience will enable the success of this initiative. CVTE educators, in particular, are accustomed to progress monitoring and competency tracking, and are likely to serve as role models for others throughout all stages of DDM development and implementation.

The DDM team will want to regularly communicate with key stakeholder groups. Different strategies for disseminating information might be more or less effective for educators, administrators, and/or parents, so the DDM team should target the strategy (e.g., emails, newsletters, memoranda) to the audience(s). Communications could inform educators, students, and parents about the target classes or courses for the emerging DDMs and provide updates on upcoming plans to try out a set of DDMs for particular educators in the CVTE program.

The anticipated outcome for Step C is a set of strategies for communicating with educators, students, administrators, parents, etc., that:

- promotes discussion about what a school or program values in terms of critical content;
- helps educators consider how best to teach their content;
- supports identification and/or development of measures that can be used to evaluate educator impact on student learning;
- builds local capacity in terms of assessment literacy; and
- fosters collaboration across schools and programs, sharing of lessons learned, and leveraging of resources.

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**Key ESE-Developed Resources to Support Step C**

- Technical Guide A (see especially p. 36)
- Technical Guide B (see especially pp. 9 and 24 and Appendix G)
- Webinar Series #8 (slides 4 and 6) and #9 (slides 12–19)
Lessons from the Field: Communicating with Educators

Jean George, CTE Director
Tri-County Regional Vocational Technical High School

Comments from Ms. George about communicating with educators about DDM roll-out:

I know we want to make the DDM roll-out process a positive experience for educators in our district, and we want to empower them because they belong to it and it belongs to them. Observing and evaluating student performance is something shop educators do all the time. At Tri-County, PD, technology, and tools have paid off dividends in terms of creating a culture that embraces more open and timely communication about student performance and teaching practice.

For now, our communications strategy is to present it to educators in a way that says “This is about informing you about your current teaching practice and offering you tools to adjust instruction to better support your students. Ultimately, this is about making your life easier, not harder.” As we roll out DDMs across our district, we’re exploring ways to “work smarter, rather than harder.”

Lessons from the Field: Communicating with Educators

Carl Ingram, Jr., Academic/CTE Coordinator
Chicopee Comprehensive High School

Mr. Ingram and DDM roll-out staff members are committed to ensuring that educators have the information they need in order to effectively participate in the DDM development and implementation process. CCHS administrators plan to disseminate information and resources developed by ESE and WestEd to educators during monthly faculty meetings and to design professional development activities focused on DDMs. They will use their model of professional development at a two-day workshop, at the end of the school year, that will bring together CVTE, ELA, and mathematics educators to revise curricula and assessments to improve teaching and learning and to demonstrate student growth. One strategy to support these efforts would be to access curriculum specialists dedicated to their schools to assist CVTE educators.