Table 1: Identifying Potential DDMs to Meet the Minimum Pilot Requirements

Objective: Participants will share their districts’ progress in identifying potential DDMs in each of the five required pilot areas (early grade literacy, early grade math, middle grade math, high school writing to text, and one traditionally non-tested grade/subject). Participants will learn from and connect with colleagues from other districts to generate solutions to common challenge areas.


Guiding Questions:

💡 Has your district team identified potential DDMs to pilot in each of the five required pilot areas? If so, describe the identified assessments. *Note: Tables should spend time discussing each minimum pilot requirement and the identified potential DDMs. A graphic organizer has been provided to capture this information.*

💡 What process has your district team used to identify potential DDMs?

💡 What challenges has your district team faced in identifying potential DDMs? What steps have you taken to address these challenges?

💡 Who is involved in your district’s efforts to identify potential DDMs? How is your district team involving educators? Who else can you leverage within and beyond your district to support this work moving forward?
Table Talk 2: - Choices

Topic 1: Ensuring Potential DDM Content Alignment

Objective: Participants will discuss approaches to ensuring potential DDMs are well-aligned to local curricula and the MA Curriculum Frameworks


Guiding Questions:

- Describe your district team’s approach for reviewing the content alignment between potential DDMs and local curricula.
- What strategies have worked well or do you anticipate will work well in completing the work of reviewing potential DDM content alignment? For example, how have you used curriculum maps?
- What challenges has your district team faced in determining alignment between potential DDMs and local curricula? What steps have you taken to address these challenges?
- Who is involved in your district’s efforts to review content alignment? How is your district team involving educators? Who else can you leverage within and beyond your district to support this work moving forward?
- How are you tracking your district team’s work on the alignment of potential DDMs to local curricula?

Topic 2: Considering Indirect Measures of Student Growth

Objective: For some educators it may be appropriate and/or necessary to use an indirect measure of student learning as a DDM. Participants will discuss the use of indirect measures for a variety of educator roles, including school and district leaders, guidance counselors, school psychologists, academic coaches, and school nurses.

Reference Materials: SISP and Administrator Model Rubrics

Guiding Questions:

- What indirect measures is your district team considering for use as DDMs and with which educators? Why might indirect measures be useful and/or necessary for the identified educator roles?
- What challenges has your district faced in identifying indirect measures for use as DDMs? What steps have you taken to address these challenges?
- Who is involved in your district’s efforts to identify indirect measures for use as DDMs? How is your district team involving educators, especially those who will be matched with these indirect measures? Who else can you leverage within and beyond your district to support this work moving forward?
- What supports would you like to see ESE provide with respect to identifying indirect measures for use as DDMs for certain educators?
Table Talk 2: - Choices continued

Topic 3: Beginning to Evaluate Utility and Quality of Potential DDMs
Objective: Participants will discuss approaches to begin to collect evidence of technical quality for their district’s potential DDMs. A teacher-created example of an entry for the Assessment Quality Checklist and Tracking Tool using a common early grade literacy assessment will serve as the starting point for the conversation.

Reference Materials: Technical Guide A, Early Grade Literacy Assessment Example Checklist Entry

Guiding Questions:

💡 What is your district team hoping to learn about utility and quality of potential DDMs through piloting?
💡 Has your district team used the Assessment Quality Checklist and Tracking Tool to create a district inventory of potential DDMs? If so, describe the usefulness of the tool and any challenges you encountered using it. Did your district team draw any conclusions about a potential DDM after using the tool?
💡 What are other strategies is your district team using to evaluate the technical qualities of potential DDMs?
💡 Who is involved in your district team’s efforts to evaluate the technical qualities of potential DDMs? Who else can you leverage within and beyond your district to support this work moving forward?
💡 How are you tracking your district team’s work on the evaluation of the utility and quality of potential DDMs?

Topic 4: Constructing a DDM Pilot Plan

Objective: Participants will discuss their district teams’ pilot implementation plans for meeting or exceeding the minimum piloting requirements, focusing on pilot logistics (e.g., scope; pilot DDM administration; scoring; data collection and storage; and educator engagement, communication, and professional development).

Reference Materials: 4/12/13 Memorandum from Commissioner Chester re: DDM Implementation, Superintendents’ Checklist

Guiding Questions:

💡 How is your district engaging educators at multiple levels in multiple roles in the pilot process (e.g., there will be mechanisms for educators to comment on the proposed potential DDMs, educators can opt-in to the pilot)?
💡 Has your district team determined the scope of the pilot for each of your identified potential DDMs (e.g., piloting will happen with all students in selected classes in all schools where the appropriate course is offered, piloting will happen in one class per school, piloting will happen with sample of PTS and non-PTS educators)?
💡 How is your district team proposing to score piloted potential DDMs? How will data be collected and stored (e.g., at the school-level or the district-level)?
💡 How will your district team communicate about the pilot with various stakeholders, including classroom teachers, non-classroom teachers and specialized instructional support personnel, school and district administrators, students, and parents?
What professional development opportunities is your district providing to educators to prepare them for the pilot and eventual implementation of DDMs and the Student Impact Rating?