Table Talk 1: Reflection on Pilot DDMs (40 minutes)

**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). Specifically, participants will discuss the processes used to determine that chosen pilot DDMs are well aligned to the MA Curriculum Frameworks and local curricula and provide useful information to educators. Each participant will identify areas of strength and challenge regarding chosen pilot DDMs.

**Reference Materials:** Tech Guide B (page 5), District DDM Piloting Plan Template

**Instructions:**

1. Spend the next 30 minutes taking turns sharing your district’s DDM Piloting Plan Template. Each member of the group should highlight the steps taken to ensure pilot DDMs are well-aligned to content and informative to educators, schools, and the district. The guiding questions below will help you frame the conversation. *(30 minutes)*

   *Tip: Nominate a time keeper to ensure that all members of the group have an opportunity to present.*

<table>
<thead>
<tr>
<th>Aligned to Content</th>
<th>Informative to Educators, Schools, and the District</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. How did you determine that your pilot DDMs are well-aligned to the MA Curriculum Frameworks and your local curricula?</td>
<td>1. What information will your pilot DDMs provide to classroom-level educators. School and district-level administrators?</td>
</tr>
<tr>
<td>2. Who was engaged in the process of reviewing pilot DDMs’ alignment to content?</td>
<td>2. How does the information you will gain from your pilot DDMs align with school and district priorities?</td>
</tr>
</tbody>
</table>

**General Reflection (after all participants have shared):** What are your biggest takeaways from your own process for selecting pilot DDMs? What did you learn from your colleagues’ experiences? What changes do you expect to make to your process for selecting DDMs? What are some next steps and insights that you will bring back to your district?
2. Based on the discussion at your table, each member will use the colored dots and poster provided to indicate your developmental stage of: (1) aligning your pilot DDMs to content and (2) ensuring that you pilot DDMs are informative to educators, schools, and the district. **(5 minutes)**

- **Green** = “Ready to go!”
- **Yellow** = “Getting close, we know the next steps we need to take.”
- **Red** = “We still have questions/challenges.”

3. Prepare for the whole group share by choosing a spokesperson for the group. The spokesperson will provide a summary of the group’s discussion. Specifically, the spokesperson will describe (1) commonalities to approaches used to identify pilot DDMs, (2) highlight innovative practices, and (3) use the poster as a reference to call out areas of strength and challenge. **(5 minutes)**

---

**Table Talk 2: Assessing Readiness (35 minutes)**

**Objective:** Participants will identify areas of strength and challenge in the implementation of the five required pilot areas. Specifically, participants will focus on an area of implementation that needs greater attention and will discuss possible next steps.

**Reference Materials:** Guiding Questions (on back of Next Steps Handout), Tech Guide B, appendix B (b5-b7)

**Instructions:**

1. Using the same colored dots and poster from the previous table talk, share your thinking about the (1) purpose of your pilot, (2) directions about administration, (3) plan for scoring, and (4) plan to store, analyze, and use the resulting data for each of the five pilot areas. Participants are encouraged to look at the Guiding Questions (on back of Next Steps Handout) for an elaboration of the types of questions that fall into each of these categories. **(10 minutes)**

- **Green** = “Ready to go!”
- **Yellow** = “Getting close, we know the next steps we need to take.”
- **Red** = “We still have questions/challenges.”

2. After everyone has placed dots identify one column, row, or square the group has identified as an area to be developed. For example, a table may identify that scoring is an area that needs improvement across each DDM, or they may identify test administration for the DDM in early grade literacy. **(2 minutes)**

3. For the identified area, take 20 minutes to discuss these three questions **(20 minutes)**.
   a. What challenges are districts facing in this area?
   b. What resources would support the identified area?
   c. What solutions can the group generate to support this area?

4. Prepare for the whole group share by choosing a spokesperson for the group. The spokesperson will provide a summary of the group’s discussion. The spokesperson will share the area identified for improvement. For this area, they will share (1) the challenges districts are facing, (2) resources district would want to use, and (3) promising ideas for improving this area. **(3 minutes)**