NORWELL PUBLIC SCHOOLS

21st Century Schools for 21st Century Students

DDM Development & Piloting

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General Timeline

• **Summer, 2012**
  - Review Model System
  - Planned for Pilot Roll-Out
    - Determined department(s)/level(s)
    - Determined method (local norm development)

• **Fall, 2012**
  - Initial Introduction to DDMs
  - Began with K-12 Specialists
    - Art, Music, Physical Education, Special Education, Guidance, Nurses, Psychologists, etc.
  - Trained Secondary Content Coordinators
General Timeline

- **Winter, 2013**
  - Pilot Administration begins
    - Required a lot of support and encouragement
  - Initial Data Analysis
  - Administrator Training on Analysis Method/Norming

- **Spring, 2013**
  - Initial Norm development
  - Individual discussions with each teacher (centrally led to build building capacity)
Focus: Traditionally Non-Tested

• Elementary Art
  • Two elementary art educators in district (1.0 at each school)
  • Historically, not aligned
    • Lacking Curriculum Map
    • Lacking Curriculum Pacing Guides
    • Lacking Common Assessment
    • Lacking Common Scoring Rubrics
  • Two educators – two DDMs Developed (each took lead on developing **ONE** of the two).
Elementary Art

• **Type:** Pre-Test/Post-Test

• **Materials:** One sheet of blank paper – assorted colored instruments (pencils, pens, etc.)

• **Directions:**
  - Fold paper in half – then in half again.
  - Name on paper, turn over.
  - Top/Left Quadrant: Portrait in Primary Colors
  - Top/Right Quadrant: Landscape in Secondary Colors
  - Bottom/Left: Geometric Shape in Warm Colors
  - Bottom/Right: Organic Shape in Cool Colors
Elementary Art

• Alignment
  • Professional Development and Training
    • Brainstorming
    • Individual and Group Meetings
    • Consistent re-direction and encouragement
  • Identified Standard/s
    • 2.1 (color – primary & secondary)
    • 3.2 (2D/3D – expressive)
Elementary Art

- **Utility**
  - Educator Developed – Administratively Supported
    - Dual Purpose (DDM & Formative)
    - Educators, once connected to the standard, felt it was essential knowledge student’s need to know
    - Aligned with District and School Improvement Plans relative to:
      - Increased use for Formative Assessment
      - Using Data to Inform/Improve instruction
Elementary Art

• **Purpose**
  • Educators & Evaluators Agreed – Purpose is to inform instruction...secondary used as a DDM
  • Educator:
    • Inform Practice
  • Evaluator:
    • Tangible Data
    • “Speaking the same language” as the educator
  • Curriculum:
    • Engages “forgotten” departments in important standards-based work
• **Administration**
  • **Common Directions**
   • Need to address not only directions, but:
     • Clarifying prompts
     • Responses to student queries
     • Students not following directions
   • **Length of Time to Complete**
   • **Time of Year Administered**
Elementary Art

- **Scoring**
  - Rubric Developed – Piloted – Re-Developed
  - Educator needed to revise to create a more robust rubric – expanded point values and categories
  - Currently working on scoring calibration
    - Calibration: if two or more art teachers graded the same work, using the same rubric – are they +/- one point away from each other.
      - Done during common planning, PD, and release-time
Elementary Art

• **Data Management**
  • Educator Grades
  • Scores entered into Spreadsheet with:
    • Column 1: Student Name
    • Column 2: Pre-test Score (from Rubric)
    • Column 3: Post-Test Score (from Rubric)
  • Spreadsheet sent to Office of Instruction for norming/preliminary analysis
  • Transformed data sent back to educator and evaluator
  • Meeting set with educator, evaluator, and Central Office to discuss data, pinpoint revisions, etc.
Questions?