DDM Technical Assistance and Networking Session 3
Agenda and Guiding Questions

December 12, 2013

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<td>Arrival and “Do Now” Poster Activities</td>
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<td>2:40pm – 3:20pm</td>
<td>Table Talk 1 – Examining and Sharing Status of HS Writing-to-Text DDM</td>
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<td>3:20pm – 3:30pm</td>
<td>Whole-group Share</td>
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<td>3:30pm – 4:10pm</td>
<td>Presentation – Building a DDM Network Across Districts: Lessons from the Lower Pioneer Valley Educational Collaborative</td>
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<td>5:00pm -5:15pm</td>
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Table Talk 1: Examining and Sharing Status of High School Writing-to-Text DDM *(40 minutes)*

**Objective:** Group members will share their districts’ progress in developing and piloting Writing-to-Text DDMs.

**Instructions:**

1. As a table, reflect on each district’s progress developing and piloting a High School Writing-to-Text DDM. Use the five categories with guiding questions listed below to frame your conversation. Based on the discussion at your table, each district will then use the colored dots and poster provided to indicate your developmental stage in each of the five categories. Please write your district’s name in the first column. *(25 minutes)*

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

2. **Educator Engagement.** How are educators engaged in the process of selecting/creating a Writing-to-Text DDM? Do you have a team of educators (content experts) in your district contributing to this work? Have you consulted with teachers to understand when and how the DDM should be administered and scored during the school year to yield the most useful information?

3. **Instrument Design.** What task(s) will students complete? Have you created a writing prompt or prompts, chosen texts to include, or created another way for students to demonstrate understanding of key content?

4. **Administration Protocol.** Do you have clear directions for educators to use when administering the DDM to ensure consistent implementation across the district? Does your protocol include specific guidance for meeting the needs of students with special needs? How long will students have to complete the DDM? When will the DDM be administered?

5. **Scoring & Measuring Growth.** Have you created a scoring rubric, set of anchor papers, or other tool for educators to use to score the DDM? How will you manage differences between raters? Have you chosen a method to measure growth? How will you determine what constitutes low, moderate, and high student growth?

6. **Data Management and Use.** When will results be reported and to who? How will this information be used by teachers, school administrators, and districts? How will the data be stored?

2. Once each district has had an opportunity to present, think about areas where the group has developed expertise and areas where the group still needs some support related to piloting and implementing a Writing-to-Text DDM. Record this information on the poster provided. *(10 minutes)*

3. Prepare for the whole group share by choosing a spokesperson for the group. The spokesperson will provide a summary of the table group’s discussion. *(5 minutes)*
Table Talk 2: High School Writing-to-Text DDM Planning Poster and Networking (35 minutes)

**Objective:** Groups will determine up to five priorities for their inter-district network. These priorities will be aspects of the Writing-to-Text DDM development/identification process that could be supported by an inter-district network. Groups will then identify up to three action steps to address each identified priority.

**Reference Materials:** Guiding Questions for DDM Piloting, Tech Guide B - Appendix B

**Instructions:**

1. As a table, reflect on what you learned during Table Talk 1 about where each district is in the Writing-to-Text DDM development/identification process. Are there components of the process about which all or most districts feel confident about their level of readiness? Are there components that all or most districts are struggling to complete? Discuss areas of common need and determine up to five priorities the group will work together to address. *(10 minutes)*

2. Once the group has identified its priorities, list up to three action steps connected to each priority. Be as specific as possible (e.g., Who will do what, when, and how? Where will group members meet, virtually or in-person? Which other districts might you invite to participate?). *(15 minutes)*

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. The spokesperson will share the two of the areas of the DDM development and identification process that the group chose for collaboration. *(10 minutes)*