



Worcester Network Leadership Program

Organizing for Deliberate Improvement

Worcester Network Leadership
October 12th, 2022

Network Session Outcomes and Agenda

Recap of 2021-22

Over the course of the 2021-22 school year, school teams developed school-specific inquiry questions, framed as Problems of Practice. Schools worked individually and as part of collaborative groups to refine inquiry questions, develop strategies and actions to investigate or directly address questions, and shared the result of their work with colleagues. Schools used a combination of school-specific measures, STAR data, student grades, and instructional walkthrough data to assess the impact of their work. In a difficult and challenging year, we persevered by supporting each other as professional colleagues and focusing on the needs of students and families across the Worcester community.

Today's Session will kick-off the Leadership Network, building upon our strength as a network of learners and a renewed focus on building leadership capacity within and across schools. The overarching vision for SY22-23 is for "Principals to have the skill and knowledge to lead, develop, and refine systems for an inclusive and integrated learning environment with educators, families, and support staff." Our goal as a Leadership Network is to continue to engage in deliberate inquiry around focused problems of practice, emphasizing the use of strategic continuous improvement and developing effective teams. Our aim continues to be to improve the quality of instruction leading to improved academic achievement for all students.

Outcomes for Today's Session

1. To initiate Leadership Network activities, focusing on **strategic continuous improvement** aligned to district priority areas and **organizing for network learning and sharing of best practices**.
2. To reflect upon and develop consensus on the Characteristics of Effective Teams.
3. To develop school-specific instructional and teaming priorities as the basis for each school's improvement effort and network learning.
4. To organize cross-school collaborative groups.

Agenda

10m	Introductions, Context, and Purpose
25m	Why is Teaming Important? Activity #1: How can we build shared ownership and collective responsibility for improving students' achievement?
25m	Co-Developing Characteristics of Effective Teams Activity #2: Developing consensus on the characteristics of effective ILT and Teacher Teams
50m	School Growth Plan Priorities Activity #3: Articulating School Instructional and Teaming Priorities (25m) 1. What do we aim to accomplish? 2. What is the problem that we are trying to solve? Activity #4: Organizing Collaborative Groups (25m) Instruction (Core) – Instruction (Tiered/Interventions) – Teaming (ILT) – Teaming (Grade or Departments)
10m	Session Feedback – Wrap up and Next Steps

Worcester Leadership Network

Purpose and Scope for SY22-23

The **Worcester Leadership Network** is a community of school leaders from all Worcester schools and district leaders focused on building organizational capacity and improving classroom instruction, towards the aim of improving student achievement among all students. The Network serves as an in-district “laboratory” for designing, testing, refining, and developing tools, strategies, and actions that schools can immediately implement.

In SY2022-23, the Leadership Network is designed to support school leaders in directly addressing the following district and school-level priorities.

Our overarching vision is to ensure that principals have the skill and knowledge to lead, develop, and refine systems for an inclusive and integrated learning environment with educators, families, and support staff.

For all schools, and particularly in our priority schools, our data-informed priorities are to:

1. Improve the quality and delivery of standards-based and culturally relevant instruction to all learners, with an emphasis on multi-lingual learners and students with disabilities [INSTRUCTIONAL PRIORITY]
2. Improve school-level teaming practices and the use of data to inform core and student-specific instruction, including establishing high functioning Instructional Leadership Teams [TEAMING PRIORITY]

Through the Leadership Network, school leaders will engage in deliberate inquiry around focused problems of practice, building their capacity to engage in continuous improvement and support their colleagues – school leaders and teacher teams – in using improvement cycles to improve classroom instruction and student learning.

What to expect this year?

- Continued use of common data collection tools, including the *Instructional Walkthrough Tool*, STAR, and common assessments and refinement and use of a new self-assessment, *Characteristics of Effective Teams*, focusing on Instructional Leadership Teams and grade-level and department teacher teams.
- Formal documentation and sharing of Instructional and Teaming best practices, through case studies of “Spotlight Schools and Practices” to be shared during network meetings, and through regular network sharing of changes and actions being implemented and tested.
- Organization of collaborative working groups (mini-networks) organized within each priority, so that schools may work with colleagues on shared problems of practice.
- Integration of network activities with ongoing district professional development and planning tools.

What do we expect of schools?

- That each school commit to identifying two core priorities, engage in deliberate inquiry and testing of strategies and actions to accomplish your goals, and share the results of your work with colleagues.

What can you expect from district leaders?

- We will provide flexibility to principals and school leaders to support implementation of strategies and changes needed to improve instruction and teaming practices.
- We will provide customized support and professional development, including support and/or training on planning (e.g., school growth plans), data use, teaming, and conducting improvement cycles.

Scheduled Network Sessions (2022-23)

October 12 – December 14 – February 8 – April 12 – June 14

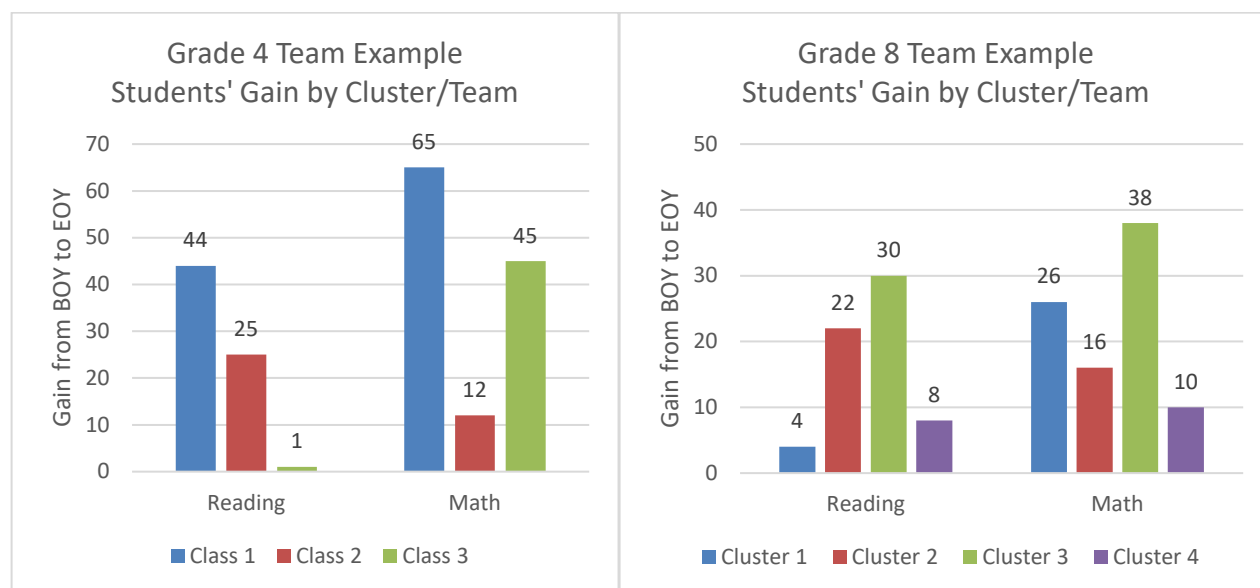
Why is Teaming Important?

Assertion #1: There is significant within-school and within-grade variance in students' academic growth.

Assertion #2: Strong instructional leadership and effective teaming are key to improving the rigor and consistency of classroom instruction.

SAMPLE DATA – extracted from a selection of elementary and middle schools.

	Reading		Math	
	# of Students	Average Gain on STAR from BOY to EOY	# of Students	Average Gain on STAR from BOY to EOY
Grade 4	53	23.3	53	40.7
Class 1	19	44	19	65
Class 2	16	25	16	12
Class 3	18	1	18	45
Grade 8	337	16.0	337	22.5
Cluster 1	80	4	80	26
Cluster 2	90	22	90	16
Cluster 3	85	30	85	38
Cluster 4	82	8	82	10



Activity #1: How can we build shared ownership and collective responsibility for improving students' achievement?

- *How can we ensure that all 4th grade teachers are mutually responsible for all students' learning in each 4th grade classroom and that they see their role as ensuring all students' success?*
- *How can we ensure that a parent can expect that their child's success is not dependent on the "luck of the draw"?*

→ Individually, reflect upon this question and write/describe 2 or 3 specific strategies that you could use (or are using) that are designed to build shared ownership and collective responsibility among teacher teams. (3m)

→ Turn and share with colleagues, in pairs or triads (3m)

Co-Developing Characteristics of Effective Teams

There's too much for one person to do, there's too much for two people to do. We had to go at it from a team approach from the very beginning. The way I understand the adaptive model is that, presenting issues come in, you vet out and decide what's the most important thing that is pressing upon the success of the organization. Then you, as a team, come up with solutions and ideas to try to resolve those issues, and you try it out. If it works and it's a positive contribution to the outcomes and the goals, then you institutionalize the effort across the school or across different grades.

I think there's a tremendous learner mind-set here, particularly embodied by the team leaders, the team facilitators. Folks are really okay admitting, "We don't know this," or identifying weak spots in their practice, and digging into how to fix it...or not fix it... I think that everyone seated around this table has ownership over the process in a way that's really exemplary.

Activity #2: Developing consensus on the characteristics of effective ILT and Teacher Teams

- (5m) At your table, individually review and prioritize statements from (1) Characteristics of Effective Teams (on the following page) and (2) the Framework for Effective Instructional Leadership Teams from the Center for Educational Leadership (handout, at your table).

As you read and consider these statements:

- **HIGHLIGHT** statements that you feel are **most important** for an ILT or Teacher Team to be effective – *these are the Key Characteristics of Effective Teams.*
 - **CIRCLE** those statements that you feel your **school needs to prioritize and improve** so that your teams can work effectively to improve instruction and student achievement.
- (5m) Turn and Talk in pairs or triads. Please Identify your top 5 in each list. Add characteristics that you feel are missing and that you want to add.
- (15m) As a full group (at your table), assign a recorder and aggregate the responses from each small group on the reporting form.
- **HIGHLIGHT** statements that you feel are **most important.**
 - **CIRCLE** statements that need to be **prioritized and immediately improved.**

Characteristics of Effective Improvement Teams

Structure

Membership and participation¹: The team includes the appropriate members or representatives of groups to ensure that conversations, planning, and resultant actions are informed, valued, and attainable.

Frequency of meetings²: The team meets as frequently as needed, either formally or informally, to accomplish its goals; the team has dedicated time and space necessary to be effective.

Purpose

Clear focus on improving instruction and learning: The team has an explicit instructional focus and/or goal that is directly linked to student academic or non-academic data; the team is collectively working on improving students' academic achievement.

Clear understanding of purpose, goals, and function: The team has an explicit and shared understanding of: (a) what their team is aiming to accomplish and (b) the relationship between their team and other teams, leaders, and initiatives across the school.

Ways of Working

Disciplined Inquiry: Team members use specific processes, tools, and data to: (a) identify problems; (b) develop, implement, and test strategies to address a shared problem; and (c) share practices that work and modify those that do not work.

Improvement Mind-Set (collective efficacy): Team members believe that all students can succeed AND that they, as leaders and teachers, have the responsibility, ability, and know-how to improve so that all students will succeed.

Connections between teams

Information flows between the ILT and Teacher Teams in both directions.

The ILT has clear procedures for communicating decisions, providing information to and collecting information from teachers, decision making protocols, and ways to hold each other accountable for agreed upon work.

Teacher leaders (from grades, grade-spans, or departments) play a key role by: (1) supporting teacher teams as they apply professional development to lessons and instruction and (2) communicating teachers' experience and learnings to the full ILT to inform modifications and adjustments to improvement efforts.

Consistency and alignment of goals, aims and facilitation practices among the ILT and Teacher Teams.

The ILT collaborative determines its agenda, informed by the principal, the school's instructional priorities, and information on current needs, issues, and successes from each grade-level or teacher team.

Facilitation practices are aligned across teams – the practices, agendas, norms and ways of working in the ILT and teacher teams are aligned and mutually reinforcing. All teams should endeavor to use the same processes and tools to engage in inquiry and planning.

¹ The Instructional Leadership Team includes the principal, coaches, a teacher leader from each grade, grade-span or department, and representatives from special education and multi-lingual learners. Grade-level teams include core teachers, special educators, and multi-lingual teachers.

² ILT meets 2x/month; Teacher teams meet 2x/week

School Growth Plan Priorities

During this time, school teams will have time to develop and refine Priority areas for improvement aligned with the district priorities:

1. **Instructional Priority:** Improve the quality and delivery of standards-based and culturally relevant instruction to all learners, with an emphasis on multi-lingual learners and students with disabilities
2. **Teaming Priority:** Improve school-level teaming practices and the use of data to inform core and student-specific instruction, including establishing high functioning Instructional Leadership Teams

Alignment with School Growth Plan

The priorities that you develop, refine, and draft today are intended to be included in your school growth plan.

Instructional Priority = Your Aspiration/Strategic Objective for **Intentional Instruction**

Teaming Priority = Your Aspiration/Strategic Objective for **Leadership Practices**

Activity #3: Articulating School Instructional and Teaming Priorities (25m)

Intentional Instruction - What is your instructional priority?

1. What do we aim to accomplish?
2. What is the problem that we are trying to solve?
3. What strategies and actions are you taking (or plan to take) to accomplish your goals?

Leadership Practices – What is your teaming priority?

1. What do we aim to accomplish?
2. What is the problem that we are trying to solve?
3. What strategies and actions are you taking (or plan to take) to accomplish your goals?

What are your next steps for communication with ILT or moving forward with strategies?

Activity #4: Organizing Collaborative Groups (20m)

- In your school team, consider which priority you would like to commit to work on with other schools.
- Based on the priority you identified, place yourself in one of the four categories listed below:

Instruction Core Instruction	Instruction Tiered instruction or Interventions
Teaming Instructional Leadership Team	Teaming Grade Level or Department Teams

Worcester Network Leadership Program

Organizing for Deliberate Improvement

Worcester Network Leadership
December 14th, 2022

Network Session Outcomes and Agenda

Recap of October 2022 Session

In our October Session, we kicked off the year by focusing on two priorities—Instruction and Teaming—towards the goal of focusing and accelerating our efforts to improve student achievement and building leadership capacity within and across schools. We highlighted the importance of teaming to build collective efficacy for the achievement of all students. We then invited school teams to provide input on the core elements of Effective Teaming and each school articulated specific teaming and instructional priorities. Since our October meeting, schools completed School Growth Plans and moved forward with strategic actions, or “change practices” designed to address their identified priorities for improvement.

Today’s Session will provide content and tactical guidance that schools may use to continue to improve core instruction and to build the capacity of leadership and teacher teams. We will share information on how to use Teacher Clarity to guide instructional planning and share the updated *Framework for Effective Teaming*. Then, we will provide suggestions on how to use and incorporate specific tools and routines to engage in deliberate and strategic continuous improvement—to identify problems of practice, to develop and implement change practices, and to test whether changes are leading to improvement. Our aim continues to be to improve the quality of instruction leading to improved academic achievement for all students.

Outcomes for Today’s Session

1. To provide content and training on the use of Teacher Clarity to drive instructional planning.
2. To review the *Framework for Effective Teaming* and brainstorm common challenges to teaming.
3. To practice using driver-diagrams as a tool for articulating problems of practice and change practices.
4. To mobilize Collaborative Working Groups around shared problems of practice.

Agenda

10m	Framing our Work Today – Supporting Schools in Accelerating Improvement
50m	Teacher Clarity Presentation
20m	Teaming and Improvement Cycles Sharing of updated Framework for Effective Teaming (page 4) Activity #1: Brainstorming of common challenges to teaming (page 5) Input: Improvement Cycles, Driver Diagrams, and Change Practices
30m	Crafting and Refining Problems of Practices and Change Practices – School Team Time Activity #2: Refining Problems of Practice - What do we aim to accomplish? [Priority] - Issues or challenges that we believe that IF we improve will LEAD to our AIM? [Problems of Practice] Activity #3: Team Time – Articulating and Strategizing Change Practices - What are we implementing to address drivers and that we commit to test to see if it is working?
10m	Session Feedback and Evaluation

Worcester Leadership Network

Purpose and Scope for SY22-23

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In SY2022-23, the Leadership Network is designed to support school leaders in directly addressing the following district and school-level priorities.

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What to expect this year?

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- Integration of network activities with ongoing district professional development and planning tools.

What do we expect of schools?

- That each school commit to identifying two core priorities, engage in deliberate inquiry and testing of change practices and actions to accomplish your goals, and share the results of your work with colleagues.

What can you expect from district leaders?

- We will provide flexibility to principals and school leaders to support implementation of strategies and changes needed to improve instruction and teaming practices.
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Framework for Effective Teaming

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The **Framework for Effective Teaming** describes the key characteristics—attributes and actions—of effective teams, drawn from research and prioritized by Worcester Public School leaders from all schools. The Framework is designed to provide guidance to schools in developing the capacity of leaders and teacher teams.

Foundational

Representative membership and participation: The team includes the appropriate members or representatives of groups to ensure that conversations, planning, and resultant actions are informed, valued, and attainable.

Active use of an Instructional Framework and Practices: The team uses and promotes a school-wide instructional framework that describes shared and common practices of highly effective teaching designed to improve student learning.

Purpose and Roles

Clear focus on improving instruction and learning: The team has an explicit instructional focus and/or goal that is directly linked to student academic or non-academic data; the team is collectively working on improving students’ academic achievement.

Clear understanding of purpose, goals, and function: The team has an explicit and shared understanding of: (a) what their team is aiming to accomplish and (b) the relationship between their team and other teams, leaders, and initiatives across the school.

Ways of Working

Disciplined Inquiry: Team members use specific processes, tools, and data to: (a) identify problems; (b) develop, implement, and test strategies to address a shared problem; and (c) share practices that work and modify those that do not work.

Improvement mindset and collective efficacy: Team members believe that all students can succeed AND that they, as leaders and teachers, have the responsibility, ability, and know-how to improve so that all students will succeed.

Collaboration and Trust: The team and team members have established a climate of trust and respect to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices.

Reflect upon Problems of Practice: Team members engage in reflective dialogue talk about their problems of practice and generate possible theories of action and evidence-based strategies to guide their work. **Key**

Actions and Responsibilities

Use of data to set goals: Team members use data to develop teaching and learning goals that align to the vision and mission of the school to promote academic success for every student.

Collect and use data to assess progress and improve: The team implements data systems and uses evidence and data with colleagues to monitor teaching and learning goals. Team members observe, reflect upon, and provide feedback on each other’s practice (classroom instruction, coaching, team processes) and are committed to the continuous improvement of practice.

Inform and Plan Professional Development: The team plans professional development and provides other resources to support schoolwide implementation of instructional practices.

Alignment and Connections between teams

Information flows between the ILT and Teacher Teams in both directions.

Consistency and alignment of goals, aims and facilitation practices among the ILT and Teacher Teams.

Improvement Cycles and Strategic Continuous Improvement

Tools and Resources

Improvement Cycle Templates located [here](http://bit.ly/3FKrm8C): <http://bit.ly/3FKrm8C>

Crafting and Refining Problems of Practices and Change Practices – School Team Time

Activity #2: Guided Practice

→ Please access your group's slide deck and your school's slides [Here](#) and: <http://bit.ly/3PjX7rZ>

Step 1. Identifying Instructional and Teaming Priorities:

What specifically are we trying to accomplish/improve? What is our AIM?

Step 2. Developing Evidence-Based Change Practices:

What are the problems that we are seeking to address or solve? That If we improve, will lead to our aim?

What change might we introduce and why?

Activity #3: Individual Team Time

Step 3. Planning Improvement Cycles:

What actions will we take to implement the change practice? What...Who...When?

How will we know that a change is actually leading to improvement?

Step 4. Learning from Improvement Cycles:

How well was the change implemented and did it result in improvement?

What did we learn and what are our next steps?

Session Feedback Form

<https://www.surveymonkey.com/r/SY253R7>

Worcester Network Leadership Program

Organizing for Deliberate Improvement

Worcester Network Leadership
February 8th, 2023

Network Session Outcomes and Agenda

Recap of October and December 2022 Sessions

In our **October Session**, we kicked off the year by focusing on two priorities—Instruction and Teaming—towards the goal of focusing and accelerating our efforts to improve student achievement and building leadership capacity within and across schools.

In our **December session**, we heard a presentation on how to use Teacher Clarity to guide instructional planning. We also reviewed how to draft Driver Diagrams as a way to connect your Problems of Practices (around Teaming and Instruction) to specific Change Practices that you are implementing and using to improve instruction, and to then Test whether changes are leading to improvement. Many schools used the Google Slide deck to share their work followed by virtual strategy sessions for some schools to continue this work.

Today's Session will provide an opportunity for schools to: (1) hear and learn from three schools that have engaged in Accelerated or Sustained improvement efforts, as part of our Spotlight Schools initiative and (2) have dedicated time to work as school teams to continue to refine and update your change practices and actions you are taking with respect to implementing and testing your Change Practices. We invite schools to apply what they hear and learn about today towards your own work, and to continue to leverage both **Your** experience and expertise and the expertise of your **Colleagues**, as you make mid-course adjustments to your school growth plans.

Outcomes for Today's Session

1. To expand our understanding of how schools and colleagues across the district have endeavored to accelerate instructional improvement and student achievement.
2. To apply these learnings, and your continued dialogue with colleagues, to refine specific mid-course adjustments and actions that you will take over the next two months.

Agenda

10m	Overview and purpose of Spotlight Practices Initiative • Leadership Actions and Moves
50m	Concurrent School Presentations • Chandler Magnet School: Accelerating Student Achievement in Literacy • Belmont Street Community School: Accelerating Student Achievement in Mathematics • University Park Campus School: Accelerating and Sustaining Excellence for All
10m	Reconvene as Full Group - Break
45m	Crafting and Refining Problems of Practices and Change Practices – School Team Time First, meet with your team and colleagues at your table to share key takeaways from the three presentations (self-directed). Second, work with your School Team (or in school pairs) to refine and update your next steps, using Step 4 in the Slide Deck as a guide: [http://bit.ly/3PjX7rZ] Implementation: How well was the change practice and key actions implemented? Impact: Did the change result in improvements toward your problem of practice and overall aim? What have you learned? Were there any unexpected challenges and successes? What are your next steps?
5m	Session Feedback and Evaluation

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Spotlight School Presentations

As you listen to the school presentation and have an opportunity to review the Case Narratives:

1. Overall, what are two or three key takeaways or learnings that can inform your own thinking and strategic planning around your improvement effort? What are they and what ideas do you have?
2. How did the school identify and communicate what they Aiming to Accomplish? How does is this similar or different to your own effort?
3. Consider the key Leadership Actions and Moves shared earlier and as illustrated in the cases.
Which of these seem most important to your work, right now and moving forward?

Leadership Actions

1. The principal, in concert with core leadership team members, identifies an instructional need, creates a sense of urgency with staff to address the need, and articulates what they endeavor to improve.
2. Then, the principal engages the leadership team in the design of a strategic effort to improve instruction and dramatically improve student achievement, by both guiding and assisting staff in the deployment of specific evidence-based instructional strategies.

Leadership Moves

Establish a Clear Instructional Focus.	Communicate a Vision as a moral imperative to improve.	Make visible early Quick Wins and Impact
Infuse instructional expertise and research-based practices.	Provide ongoing guidance and support to staff and teachers.	Grant defined autonomy within expectations for outcomes.
Use Data and Measure for Improvement		

Improvement Cycles and Strategic Continuous Improvement

Tools and Resources

- Improvement Cycle Templates located [here](http://bit.ly/3FKrm8C): <http://bit.ly/3FKrm8C>
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Crafting and Refining Problems of Practices and Change Practices – School Team Time

Step 1. Identifying Instructional and Teaming Priorities:

What specifically are we trying to accomplish/improve? What is our AIM?

Step 2. Developing Evidence-Based Change Practices:

What are the problems that we are seeking to address or solve? That If we improve, will lead to our aim?

What change might we introduce and why?

Step 3. Planning Improvement Cycles:

What actions will we take to implement the change practice? What...Who...When?

How will we know that a change is actually leading to improvement?

Step 4. Learning from Improvement Cycles:

Implementation: *How well was the change practice and key actions implemented?*

Impact: *Did the change result in improvements toward your problem of practice and overall aim?*

What have you learned? *Were there any unexpected challenges and successes?*

What are your next steps?

Session Feedback Form

<https://www.surveymonkey.com/r/H8QJT5K>

Framework for Effective Teaming

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Purpose and Roles

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Clear understanding of purpose, goals, and function: The team has an explicit and shared understanding of: (a) what their team is aiming to accomplish and (b) the relationship between their team and other teams, leaders, and initiatives across the school.

Ways of Working

Disciplined Inquiry: Team members use specific processes, tools, and data to: (a) identify problems; (b) develop, implement, and test strategies to address a shared problem; and (c) share practices that work and modify those that do not work.

Improvement mindset and collective efficacy: Team members believe that all students can succeed AND that they, as leaders and teachers, have the responsibility, ability, and know-how to improve so that all students will succeed.

Collaboration and Trust: The team and team members have established a climate of trust and respect to engage colleagues in conversations about student learning data and ways to use data to improve instructional practices.

Reflect upon Problems of Practice: Team members engage in reflective dialogue talk about their problems of practice and generate possible theories of action and evidence-based strategies to guide their work. **Key**

Actions and Responsibilities

Use of data to set goals: Team members use data to develop teaching and learning goals that align to the vision and mission of the school to promote academic success for every student.

Collect and use data to assess progress and improve: The team implements data systems and uses evidence and data with colleagues to monitor teaching and learning goals. Team members observe, reflect upon, and provide feedback on each other’s practice (classroom instruction, coaching, team processes) and are committed to the continuous improvement of practice.

Inform and Plan Professional Development: The team plans professional development and provides other resources to support schoolwide implementation of instructional practices.

Alignment and Connections between teams

Information flows between the ILT and Teacher Teams in both directions.

Consistency and alignment of goals, aims and facilitation practices among the ILT and Teacher Teams.



**Worcester Network Leadership Program
Secondary Schools**

8:00 AM to 10:00 AM – High Schools

10:30 AM to 12:30 PM – Middle Schools

**Fall Kickoff Meeting
Organizing for Deliberate and Actionable Inquiry**

Facilitated by

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**Worcester Network Leadership
October 1, 2021**

Network Session Outcomes and Agenda

Goals for First Session

1. To share and review the network plan for the year, including continued use of network tools and inquiry cycles organized around Problems of Practice aligned with schools' Acceleration and Improvement plans.
2. To use our Leadership Network to share experiences from the first month of the year to assess our current reality and reengage in our collective efforts to improve instruction and student achievement.
3. To begin to consider potential shared Problems of Practices that schools can continue to work on and to formally include in Acceleration and Improvement Plans.

Outcomes – Participants will:

- Understand the Leadership Network scope for the year and how this work supports and reinforces school-level planning and improvement.
- Develop short-term actions and goals for using **Teaming Structures** and the **Instructional Walkthrough Tool** to continue improvement efforts – to know where students are and how to support students, teachers, and parents.
- As individual schools, use criteria to prioritize and consider potential Problems of Practice that could be incorporated into current or to-be-developed Acceleration Plans.

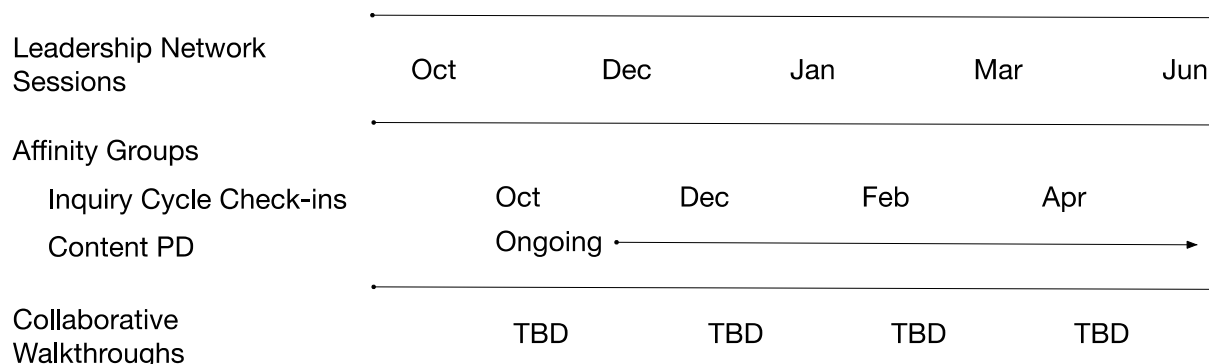
Agenda

5m	Welcome and Review of Goals and Outcomes
10m	Leadership Network Plan for the year Leadership Network Sessions – Collaborative Walkthroughs – Affinity Groups and PDSA Cycles
25m	Activity #1: Sharing Experiences from the first month – Open conversation What do we aspire to accomplish this year and what are we observing?
10m	Contextualizing our Network Theory of Action Alignment with Network Activities and Acceleration and Improvement Plans Engine for Instructional Improvement: Teaming Structures and Instructional Walkthroughs
5m	Break
25m	Activity #2: Team Conversation and Planning Teaming Structures and Goals: What do we aim to accomplish? Instructional Walkthroughs: What do we want to learn and how will we do so?
25m	Activity #3: How can we engage in deliberate inquiry around shared Problem of Practices to accelerate improvement? Part 1: Using Criteria to select and clarify shared Problems of Practice. Part 2: Prioritizing and selecting Problems of Practice as the basis for Affinity Groups and Inquiry.
10m	Wrap up and next steps

Leadership Network Plan for the year

Organizing for Deliberate Networking and Improvement

Focus on Shared **Problems of Practice** and **Inquiry Cycles** (Plan-Do-Study-Act)



Leadership Network Sessions are the hub of Network Activities, held five (5) times throughout the year, to engage in professional development and network learning, organized around shared **Problems of Practice**.

- Schools will identify **shared Problems of Practice** that groups of schools—Affinity Groups—commit to work on together through professional development and inquiry cycles. The Problems of Practice will mirror schools’ areas for improvement and strategic objectives, as articulated in school-level acceleration and accountability plans and Sustainable Improvement Plans.

Between formal Leadership Network Sessions, school leadership will be supported through **Collaborative Walkthroughs** and have access to **Professional Development** and **Inquiry Cycle Support**, customized to each Affinity Group’s Problem of Practice.

- Collaborative Walkthroughs:** Scheduled between network sessions, schools will participate in a joint walkthrough at one school, facilitated by district staff, using the instructional walkthrough tool to visit classrooms and explore the school’s Problem of Practice.
- Affinity Group Professional Development:** Resources and webinars for each Problem of Practice will be provided throughout the year, accessible to all schools. Content will align with and reinforce district professional development and technical assistance (Curriculum and Learning, Students with Special Needs, English Language Learners, Social Emotional Learning).
- Affinity Group Inquiry Cycle (Plan-Do-Study-Act) Support:** Virtual “check-in sessions,” held between Network Sessions, will be scheduled to assist schools in developing a presentation (e.g., a “showcase”) to exhibit and share their work to with other schools. One school within each Affinity Group will be invited to formally present data and learning from their inquiry cycle, during each Network Session.

Management of Online Resources:

Network Folder: <https://drive.google.com/drive/folders/1OSDE4Pg4IDArSUAiSWLcU74LqYrgoQyL?usp=sharing>

Walkthrough Forms: [Walkthrough Links 21-22 - Google Sheets](#)

School Folders: <https://drive.google.com/drive/folders/1ObpXnw-btyU1CbeT4GWrBfVT8wDHHGxr?usp=sharing>

Activity #1: Sharing Experiences from the first month

Open conversation and recording with Padlet.

<https://padlet.com/brettlane/ofom98pbriuyh2ql>

Breakout Group Instructions

In cross-school breakout groups (6 people), we invite participants to:

- First, spend 10 minutes envisioning what classrooms will look like, how students will be doing (academically and social-emotionally), and how school staff and parents will feel when your school is at its best.
- Second, spend 10 minutes sharing with your colleagues: What are you currently observing? What is the current state?

In your group, please assign a recorder to note key observations and thoughts from your group and record these on the Padlet.

The questions provided here and in the Padlet are intended to jumpstart the conversation; please feel free to pose other questions in your group and to your colleagues.

"The answers you get depend on the questions you ask."

Aspirational	Current State
At its best – when and as we address current challenges: • Where will our students be academically and mentally? • What will be happening in classrooms? • How will staff feel? How will parents feel and be interacting with the school?	What are you observing? • Where are our students right now (academically and mentally)? And how do we know? • What is happening in classrooms...instructionally and behaviorally? • How do staff feel? How do parents feel? How do we know?

Breakout Group Debrief:

- When we come back together as a full group, we will take quick look at padlet responses.
- Use the chat to type any observations and reflections on you conversation.

Contextualizing our Network Theory of Action

Turnaround Practices	A guide to effective practices for accelerated improvement An improvement-oriented, learner centered approach
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Organizing for Deliberate Networking and Improvement

If we...	We will...		Resulting in...
Network	Build Leadership and Organizational Capacity	Improve Instructional Capacity	Improved ELA, Math, and Science Achievement
Bring school leaders together as a network	...by developing and improving how we use collaborative structures to leverage and support coaching, feedback, PD, and teachers' instruction.	...so that teachers provide and all students engage in high-quality rigorous, and culturally responsive instruction.	Sustained school capacity to Improve
- Set common goals. - Collaborate on shared Problems of Practice - Engage in PDSA cycles as a network and in Affinity Groups - Collectively review data. - Share and learn from others. - Apply learnings.	As a network and as schools, we employ and learn about shared processes, tools, and content that supports professional learning. Deepening our shared understanding of instruction through the Instructional Walkthrough Tool [school-based and cross-school] and professional development [Affinity Groups and District Support]. Improving how we employ Teaming Structures as the engine for instructional improvement. Refining how to support and provide feedback to teachers. Informing our school-based action planning, through studying and exploring Problems of Practice as a Network and as a School.		

Alignment among Network Activities and Acceleration and Improvement Plans

How does the Leadership Network align with your work, planning, and actions right now?

Turnaround Practices for Accelerated Improvement	The four practices are the basis for Problems of Practice and can frame inquiry questions, goals, and outcomes.
Problems of Practice	Shared and high-leverage areas for improvement, that serve as the focus of Network Activities (through Affinity Groups) and school-based PDSA cycles.
Planning (Accelerated and Sustainable Improvement Plans)	The shared Network Problems of Practice and the strategies you are working to implement (e.g., the changes you are making) are intended to directly align with what you describe in school plans.

Reengaging our Mechanisms for Improvement

How can we (schools and leaders) leverage and use our existing mechanisms for improvement to accelerate improvement; to move from our current state towards our aspirational vision?

Leveraging Teaming Structures and Goals	Articulating a short-term plan for using teaming structures that are explicit and goal-oriented (e.g., GLT, CPT, PLCs, Dept).
Leveraging the Instructional Walkthrough Tool	Commit to using the Instructional Walkthrough Tool, despite current operational challenges.

Activity #2: Team Conversation and Planning

In this activity, we invite school teams to consider how you can use your existing “improvement mechanisms” such as team structures, the instructional walkthrough tool, and other strategies, to strategize how you can move forward – from your current state to your aspirational vision. Think short term...what you aim to accomplish over the next two months.

Please access your school’s Network Planning sheet (in Google drive) as you discuss and plan. The strategies and actions that you develop may become aspects of your Accelerated or Sustainable Improvement Plans.

Link: <https://drive.google.com/drive/folders/1ObpXnw-btyU1CbeT4GWrBfVT8wDHHGxr?usp=sharing>

Teaming Structures and Goals

What do we aim to accomplish through our use of teams?

How are we currently using our teams?

Actions: What are 2 or 3 concrete actions that you will take to achieve what you want to accomplish?

Instructional Walkthrough Tool and Process

What do we most want to learn through our use of the Walkthrough Tool (short and long term)?

How can we best schedule and organize our use of Walkthroughs to move towards our aspiration?

Actions: Please use the Walkthrough Action Planner.

- Set a goal for # of walkthroughs (per week, or over the next 6 weeks)
- Who will be conducting the walkthroughs?
- What will you be looking at and focusing on?
- When will the walkthroughs occur?

Activity #3: How can we engage in deliberate inquiry around shared Problems of Practices to accelerate improvement?

What is a Problem of Practice?

A shared and valued foci of improvement, typically aimed towards improving instruction and student outcomes and that is worthy of deliberate and collaborative inquiry. Shared inquiry is focused on the problem and designed to explore, develop, and implement a change that will lead to improvement.

The Inquiry Cycle – oriented around three “big picture” questions

- **What are we trying to accomplish?** Knowing why we need to improve.
- **What is the change (or strategy) that will lead to improvement?** Change that leads to improvement “alters the system to achieve better performance.”
- **How do we know if we are on track?** The primary way to know if we are on track is the continuous attention to and use of data.

Why are we doing this? In 2021-22, Leadership Network activities will be organized around shared Problems of Practice (PoP) that schools select and agree to work on collectively, towards the goals of improving leadership structures, classroom instruction, and increasing student achievement. During our first Network Session, schools will BEGIN the process of selecting a Problem of Practice. Over the course of the year, schools will be part of Affinity Groups (with other schools) to learn and explore this area together.

Step One: Applying Criteria to assess potential Problems of Practices.

Step Two: School prioritization of Problems of Practice.

Criteria for prioritizing and selecting shared Problems of Practice.

The Problem of Practice:

1. Is directly connected to improving instruction and student outcomes: The practice area or “change” supports or involves implementation of HQTl and providing high quality, rigorous, and learner-centered culturally responsive instruction.
2. Attends to and strives to promote Culturally Responsive Teaching and student agency
3. Is either organizational (e.g., improving how teams work) or classroom/instructionally focused (e.g., improving literacy instruction).
4. Must be explicitly part of or aligned with school-level improvement plans, meaningful, and high leverage [it impacts systems, actions, beliefs and/or discourse, builds capacity, and may lead to sustainable improvement].
5. Is collectively seen as worthy of action and study as a network – that exploring this area as a network would be beneficial.
6. Can or does align with Principals’ Professional Practice Goal(s).
7. Involves the ongoing and purposeful collection and use of data to examine our problem of practice.

Step One. First, read the Potential Choices for Network Learning and apply the criteria to each Choice. As a team, briefly discuss how and whether each potential Choice meets the listed criteria.

Step Two. Second, please explore the extent to which each topic may be an area for improvement that you are actively working on that you feel that you could learn more about as a network. Specifically, please Rank Order the choices based on whether this is a strategic objective for your school AND that you feel would be worthwhile to study with other schools.

Here is the [Link](https://www.surveymonkey.com/r/MiddleSchoolChoices) to the online questionnaire: <https://www.surveymonkey.com/r/MiddleSchoolChoices>

Potential Choices for Network Learning	
School Leadership: ILT or Leadership Team monitoring and supporting teaming, school goals, and instructional priorities.	
Effective Teaming to Improve Instruction: Strengthening teaming practices, such as co-constructing norms and criteria for success for PLCs and other teams AND ensuring the ongoing use of data to inform the work of teams to improve teaching and learning	
Core Instructional Improvement – Improving Literacy and/or Math Instructional Improvement, such as: - Improving the rigor of our curricula and instruction and how we determine it. - Improving the extent to which we differentiate and scaffold our curriculum for different learners. - Improving opportunities for students to make choices in what and how they learn, and how they demonstrate learning	
Formative Assessment – Improving how teachers and teacher teams: - Use formative assessment to inform instruction and address students’ learning needs. - Use formative assessment to enable students to set goals, self-monitor and improve. - Use feedback to promote improvement among all students.	
Teams’ and Teachers’ current uses of data to ascertain the learning needs of different learners and select target students and supports: Identification, implementation, and monitoring of accelerated supports (e.g., 9th grade academies/teams; co-teaching, reading or numeracy classes; strategic staffing)	
Culturally responsive practices that promote student agency and empowerment – Focus areas could include: - Strategies for eliciting students’ input about their learning and their needs. - Opportunities for students to have agency and autonomy over their learning. - Incorporation of resources that reflect students’ culture, identity, and language into the curricula. - Use of authentic tasks to promote agency and engagement.	
Additional areas for improvement:	



Worcester Network Leadership Program

Middle and High Schools

8:00 AM to 10:15 AM – High Schools

11:00 AM to 1:15 PM – Middle Schools

Organizing for Deliberate and Actionable Inquiry

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Worcester Network Leadership

December 3, 2021

Network Session Outcomes and Agenda

Session Overview

In our October 1st Session, we reviewed the network plan for the year, focusing on continued use of network tools and organizing inquiry cycles through collaborative work on shared Problems of Practice. Each school developed short term **goals and actions** for using their **teaming structures to improve instruction** and how to use the **Walkthrough Tool/Visits** to support ongoing improvement efforts. Since our September Session, we formed Problem of Practice collaborative groups (Affinity Groups) and schools have developed a **Rationale and draft Inquiry Questions** around a shared Problem of Practice.

In today's Network Meeting, schools will begin by working in Problem of Practice working groups to clarify their school-specific and shared inquiry questions AND criteria for success, which will provide the foundation for how we collectively examine, study, and explore our inquiry questions. Then, school teams will have dedicated time to review progress on the goals and actions developed in the September session and develop school-specific actions (and a plan to study) directly related to your inquiry question(s) and shared Problem of Practice.

Goals and related Outcomes for Today's Session

1. In Problem of Practice collaborative groups, to: (a) use peer feedback to revise and finalize a rationale and inquiry questions around a shared problem of practice and (b) develop shared criteria for success – indicators of success and evidence – that will provide the foundation for engaging in deliberate inquiry.
2. In School Teams, to: (a) use existing walkthrough data (and other information as relevant) to assess progress on action steps developed in September and (b) develop an Action Plan that describes the **Change** that you are implementing and a **Plan** for collecting and analyzing data on your inquiry question(s) between now and our January Network Session.

Agenda

5m	Welcome and Review of Goals and Outcomes Leadership Network Sessions – Collaborative Walkthroughs – PoP Collaborative Groups and PDSA Cycles
10m	Activity #1: Building upon our Successes – Reflecting on Aspirations Reflecting upon where you (your school, teachers, and students) are now in relation to our first session.
40m	Activity #2: Problem of Practice Collaborative Groups Peer review and feedback on inquiry questions Identifying criteria for success
10m	Debrief and review of Walkthrough Data – Transition to School Team Time
25m	Activity #3: School Team Time – Walkthrough Data Review of walkthrough data to assess progress on actions taken since September
35m	Activity #4: School Team Time – Developing Short Term action plans for collecting and analyzing data Input: Process for linking action to inquiry questions and evidence collection School teams will develop action plans for collecting and analyzing data
10m	Session Feedback – Wrap up and Next Steps

Leadership Network Plan for the year

Turnaround Practices		A guide to effective practices for accelerated improvement An improvement-oriented, learner centered approach
Organizing for Deliberate Networking and Improvement		
If we...	We will...	Resulting in...
Network Bring principals and coaches together as a network - Set common goals. - Collaborate on shared Problems of Practice - Engage in PDSA cycles as a network and in Affinity Groups - Collectively review data. - Share and learn from others. - Apply learnings.	Build Leadership and Organizational Capacity ...by developing and improving how we use collaborative structures to leverage and support coaching, feedback, PD, and teachers' instruction. As a network and as schools, we employ and learn about shared processes, tools, and content that supports professional learning. Improve Instructional Capacity ...so that teachers provide and all students engage in high-quality rigorous, and culturally responsive instruction.	Improved ELA, Math, and Science Achievement Sustained school capacity to Improve

Leadership Network Sessions are the hub of Network Activities, held five (5) times throughout the year, to engage in professional development and network learning, organized around shared **Problems of Practice**.

- Schools will identify **shared Problems of Practice** that groups of schools commit to work on together through professional development and inquiry cycles. The Problems of Practice will mirror schools' areas for improvement and strategic objectives, as articulated in school-level acceleration and accountability plans and Sustainable Improvement Plans.

Organizing for Deliberate Networking and Improvement
Focus on Shared **Problems of Practice** and **Inquiry Cycles** (Plan-Do-Study-Act)

Leadership Network Sessions	Sept	Nov	Jan	Mar	Jun
Affinity Groups					
Inquiry Cycle Check-ins	Oct	Dec	Feb	Apr	
Content PD	Ongoing				
Collaborative Walkthroughs	TBD	TBD	TBD	TBD	

Between formal Leadership Network Sessions, school leadership will be supported through **Collaborative Walkthroughs** and have access to **Professional Development** and **Inquiry Cycle Support**, customized to the Problems of Practice for each group.

- Collaborative Walkthroughs:** Scheduled between network sessions, schools will participate in a joint walkthrough at one school, facilitated by district staff, using the instructional walkthrough tool to visit classrooms and explore the school's Problem of Practice.
- Problem of Practice Professional Development:** Resources and webinars for each Problem of Practice will be provided throughout the year, accessible to all schools. Content will align with and reinforce district professional development and technical assistance (Curriculum and Learning, Students with Special Needs, English Language Learners, Social Emotional Learning).
- Problem of Practice Collaborative Inquiry Cycle (Plan-Do-Study-Act) Support:** Virtual "check-in sessions," held between Network Sessions, will be scheduled to assist schools in developing a presentation (e.g., a "showcase") to exhibit and share their work to with other schools. One school within each PoP collaborative group will be invited to formally present data and learning from their inquiry cycle, during each Network Session.

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OLD: <https://drive.google.com/drive/folders/1ObpXnw-btyU1CbeT4GWrBfVT8wDHHGxr?usp=sharing>

Activity #1: Building upon Successes – Reflecting on Aspirations

- Please reflect upon positive changes and improvements since September.
 1. How have students changed or improved since September, either academically or with respect to their social-emotional well-being and interactions?
 2. How has the professional climate in your school changed or improved since September?
- Individually or as a school, post 1-2 successes or positive changes that you would like to share.

8 AM Session Link: <https://padlet.com/brettlane/nf8164s9qv8ajvr4>

11 AM Session Link: <https://padlet.com/brettlane/lv3lrcf4bi12yec1>

October 1st Session Links:

High School: <https://padlet.com/brettlane/imzov5p1v4akiy5s>

Middle School: <https://padlet.com/brettlane/ofom98pbriuyh2ql>

Activity #2: Problem of Practice Inquiry Groups

Participants will join their Problem of Practice Inquiry Groups (breakout groups) and have ~40 minutes to:

1. Provide and use peer feedback to revise and finalize a rationale and inquiry questions around a shared problem of practice.
 2. Develop shared criteria for success – indicators of success and evidence – that will provide the foundation for engaging in deliberate inquiry.
- **(20m) Step 1.** Individually, read through the updated Rationale and inquiry questions for each school in your group, using the one-page summary of questions and **Slide #1** and **Slide #3**. After reading through each school's inquiry questions, identify the most compelling and relevant questions, and then revise and refine your own questions, on your slide deck.
 - **(20m) Step 2.** Using the Process for Articulating Criteria for Success (below and on next page) jointly discuss and identify shared and school-specific Indicators of Success and Evidence. Please use **Slide #4** to record your school's identified indicators and evidence.

Level of impact	How will we know we have been successful?	Evidence What would we need to do/collect to assess and evidence these indicators?
What will you <u>know and understand</u> as a result of pursuing the question?		
What will you <u>be able to do in practice</u> as a result of pursuing the question (that you cannot do right now)?		

Activity #2 - Process for articulating criteria for success

Imagine where you will be at the end of your study together around your research question. Examine the following guiding questions and examples to generate a list of indicators for success:

Example #1 - Inquiry Question: How will teachers use of targeted formative assessments ensure attainable growth for all students in math?

Level of impact	How will we know we have been successful?	Evidence
What will you <u>know and understand</u> as a result of pursuing the question?	<i>I will know if teachers are using formative data to understand the math needs of different students.</i>	• Classroom formative assessments used by teachers • Teachers' logs of student data and resulting next steps for each student.
What will you <u>be able to do in practice</u> as a result of pursuing the question?	<i>Teachers will be able to implement targeted and differentiated math lessons.</i>	• Teacher lesson plans • Student centers • Handouts used with different students
	<i>Students will demonstrate increased achievement in math.</i>	• Completed student assignments • Student grades before and after targeted use of formative assessments.

Example #2 - Inquiry Question: How does teachers' use of different levels of questioning facilitate increased student discourse in the classroom?

Level of impact	How will we know we have been successful?	Evidence
What will you <u>know and understand</u> as a result of pursuing the question?	<i>I will understand how teachers are incorporating different levels of questions into lessons that promote students' discourse.</i> <i>I will know about the range of questions teachers are using and how effective those questions are.</i>	• Questions brainstormed by teachers in their PLCs or department meetings • Teacher lessons plans • Walkthrough data focusing on student engagement
What will you <u>be able to do in practice</u> as a result of pursuing the question?	<i>We will be able to share lessons that promote student discourse with all teachers.</i>	• Teacher lesson plans
	<i>We will be able to disseminate the kinds and levels of questions that promote student discourse.</i>	• Curated list of questions that promote student discourse. • Student reflections after discourse opportunities.

Example #3 - Inquiry Question: In what ways or do students feel like their culture is valued?

Level of impact	How will we know we have been successful?	Evidence
What will you <u>know and understand</u> as a result of pursuing the question?	<i>I will know the range of students' perceptions about feeling included and valued in the classroom.</i> <i>I will know more about students who are not feeling valued or included.</i>	• Student focus group data • Student survey data
What will you <u>be able to do in practice</u> as a result of pursuing the question?	<i>Teachers will use student data to develop interventions and strategies for helping all students feel valued.</i>	• Teacher lesson plans • List of strategies or interventions that help students feel valued.
	<i>We will identify the practices of teachers who are most successful in helping students feel valued.</i>	• Teacher lesson plans • Walkthrough data on engagement.

Activity #3: School Team Time – Walkthrough Data

During this time, school teams (in school-specific breakout groups) will have time to use existing walkthrough data (and other information as relevant) to assess progress on action steps developed in September.

As you review your walkthrough data and the action steps you developed in September consider the following prompts:

→ Analysis

- What does the walkthrough data tell you about your teachers' readiness to engage in change?
- What does the walkthrough data tell you about instructional goals and needs?

→ Planning

- How might you use the walkthrough data and process to begin or continue your inquiry, as specific action steps that you could take to collect data?
- For those schools that recorded or conducted a small number of walkthroughs (e.g., less than 10):
 - What are some of the challenges or reasons?
 - How do you and your colleagues monitor classroom instruction and students' needs?

Activity #4: School Team Time – Developing Short Term action plans for collecting and analyzing data

Guidance: Process for linking action to inquiry questions and evidence collection

Now that we have framed inquiry questions, identified criteria for success, and articulated a rationale, we can begin thinking about what we will DO to learn from your inquiry.

We will use our questions to guide action planning along the way and we will begin with a brainstorm of things we might do and then be sure to come to consensus.

Inquiry questions	What is the Change/Action that we are implementing?	Possible action items before the next network meeting
Example #1 <i>How will teachers use of targeted formative assessments ensure attainable growth for all students in math?</i>	<i>Grade-level or content-specific teachers will develop common formative assessments and use formative assessment on a daily basis.</i>	<i>Example:</i> • Identify teachers from specific grade levels • Ask teachers to generate and list formative assessments they will be using in their upcoming units of study • Incorporate the review and analysis of student work stemming from the formative data into the upcoming PLCs or department meetings. • Conduct targeted observations using walkthrough tool on teachers' use of formative assessment • Convene teachers to share what they are learning from their use of formative assessments
Example #2 <i>In what ways or do students feel like their culture is valued?</i>	<i>This is an Exploratory Question, so the purpose of the inquiry is to collect information that will inform the development of a Change/Action that the school will develop and implement.</i>	• Invite teachers from different grade levels or content areas to engage in this inquiry and share problem of practice and inquiry question • Brainstorm survey questions for students in selected classrooms • Refine and pilot the survey • Administer survey • Analyze survey data and discuss implications

Over time we want to be sure that this inquiry is rigorous. The following guidelines can help us to ensure that we study deeply and with intention:

Criteria for Rigorous Action Planning:

Individuals or group members will...

- read and use current research and thinking on the topic.
- access and use multiple perspectives from diverse sources, including parents, students, teachers, and administrators.
- identify and use pertinent new learning in their practice.
- collect and share evidence of applied learning.
- use various types of data over the course of the study.
- reflect on learning, application of learning and group processes.
- use protocols to guide discussion, data analysis and sharing.
- document its learning and practice over time.

What kinds of data collection techniques can people who engage in collaborative inquiry use?
(Adapted from “The Action Research Planner” by Stephen Kemmis)

Which of the following kinds of data collection techniques might support your inquiry?

Technique	Description	Check if you want to use this
Anecdotal Records	written descriptive account of what a teacher or student says or does in a particular concrete situation - usually includes a description of events that precede and follow	
Curriculum	units, lessons, or assignments	
Documents	letters, memoranda, letters to parents, notices, outlines, student publications, student files, curriculum audit files, student performances, etc.	
Diaries/ Journals	personal accounts on a regular basis around topics of interest or concern. May contain observations, feelings, reactions, interpretations, reflections, hunches, hypotheses, explanations.	
Focus Groups	structured group interview of 8-10 teachers or students who have a common role but are different in specific ways (years of experience, subject, gender, age, motivation, etc.)	
Walkthrough observations	Individual or collaborative structured observations targeting one or more dimensions	
Logs	similar to journals, but organized with respect to time allocations	
Portfolios	collection of materials compiled for a purpose	
Surveys or Questionnaires	written questions requiring written response - questions can be open, asking for information in respondent's own words, or closed, asking respondent to choose a response or description that best matches their thinking	
Interviews	allow more flexibility than questionnaires - useful for issues that are being explored	
Student work	work samples from different subjects that reveal learning process, progress or attainment	
Tape Recording	of lessons, meetings, discussions, tutorials - useful for one-to-one or small group situations	
Tests and Test Data Reports	from diagnostic, formative and summative classroom, program, school or state tests. Could include standardized tests from MCAS or STAR	
Video Recording	can include low inference transcripts and record whole class or lesson for later analysis - teacher can leave it standing alone or have someone record and focus on particular individuals	
Photographs and Slides	can capture student work that is too large or cumbersome to share easily - can record critical instances in class	

Instructions for Activity #4

→ Your task is to develop a **school-specific Action Plan** that describes the **Change** that you are implementing and a **Plan** for collecting and analyzing data on your inquiry question between now and our January Network Session.

Please access your school's Network Planning sheet (in Google drive) as you discuss and plan.

As you plan, please keep the following information in mind:

- As useful, please also consider the actions and strategies that you included in your School Accountability Plan or Sustainable Improvement Plan.
- You are developing a short-term plan to begin to gather data that may inform your exploratory questions and/or to collect data on how your change/action is being implemented. This information will be used during our next Problem of Practice inquiry sessions to (a) share what schools have learned and (b) craft a more formal research plan to study and document how your change/action is working.

Please use Slide 5 in your Slide Deck to record your short-term action plan.

Sample Action Planning Template (Also in your school's google sheet)

Create a plan for collecting and analyzing data before our next Network meeting on mid-January

Inquiry Question:

Brief Description of Change to be Implemented:

Week/Month	Data/Evidence to be collected (e.g., data collection technique)	Who will collect and analyze this data?	Expected completion date

Resources

All Network Resources on Formative Assessment, Culturally Responsive Practices, and Teaming

https://drive.google.com/drive/folders/1B_n5AG2s74bzDT9CIIYE3REdQDIcVvMi?usp=sharing

Inquiry Cycle Resources

<https://lciltd.org/resources/school-based-teacher-inquiry-continuum>. This inquiry continuum can guide school leaders and practitioners in identifying the focus of their problem of practice. Participants can use this continuum to develop their inquiry focus and to provide each other with feedback.

Quality inquiry process checklist

<https://lciltd.org/resources/quality-inquiry-process-checklist>

Could be used as a self-assessment

Insights into Action Research: What Change Matters Most? <https://lciltd.org/resources/insights-into-action-research-what-change-matters-most>

Teachers as investigators of their own practice <https://lciltd.org/resources/teachers-as-investigators-of-practice>



WORCESTER
PUBLIC SCHOOLS



**Worcester Network Leadership Program
Secondary Schools**

8:00 AM to 10:00 AM – High Schools

10:30 AM to 12:30 PM – Middle Schools

Organizing for Deliberate and Actionable Inquiry

Worcester Network Leadership
February 11th, 2022

Network Session Outcomes and Agenda

Session Overview

In our December Session, schools articulated school-specific and shared inquiry questions, and developed indicators for success and actions steps for pursuing their Problem of Practice. These actions (a plan to study the Problem of Practice) were recorded on the Google Slide decks. Since November, schools have continued to engage in inquiry through specific actions, designed to collect additional information or to implement changes intended to improve teaching and learning.

In February's Network Meeting, schools will begin in PoP collaborative groups, sharing the actions they have taken and what they have learned. Two schools in each group will have an opportunity to share their work – their inquiry question, the steps taken to date, what has been learned, and next steps. Then, school teams will have dedicated time to review formative assessment data (STAR and school-specific data) to: (a) analyze how students are progressing and (b) reflect on how, and whether, improvement efforts are directly linked to changes in student achievement.

Goals and related Outcomes for Today's Session

1. In Collaborative Groups, to: (a) share the results of your inquiry and (b) use each other as resources as you develop and refine your current or next inquiry cycle.
2. In School Teams, to: (a) carefully examine student data to assess growth and areas of need; (b) explain how your Problem of Practice and actions are making a difference; and (c) update and/or revise your Action Plan moving forward.

Agenda

5m	Welcome In memory of our friend and colleague, Giselle Martin-Kniep
10m	Review of Goals and Outcomes Continuing our inquiry and pursuit of improved teaching and learning.
35m	Activity #1: Problem of Practice Collaborative Groups – Sharing your approach and actions In Collaborative Groups, schools will share the results of their inquiry cycle.
10m	Full Group Review of Data Sheets and Preparation for Team Time
35m	Activity #2: School Team Work Time – Connecting data with your Problem of Practice Examining Student Data: What was the change in student achievement)? Explaining the Data: How can you explain the shift/change in student achievement? Linking Data with your Actions: How have your improvement efforts impacted student achievement? Refining your PoP Action Steps: What do you need to change, revise, or tweak?
20m	Activity #3: Collaborative Groups: Sharing of Data Analysis and Action Planning In Collaborative Groups, schools will have an opportunity to share their analysis and explanation, and to receive feedback on proposed next steps.
5m	Session Feedback – Wrap up and Next Steps

Leadership Network Plan for the year

Turnaround Practices	A guide to effective practices for accelerated improvement An improvement-oriented, learner centered approach
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Organizing for Deliberate Networking and Improvement

If we...	We will...	Resulting in...
Network Bring school leaders together as a network to: - Set common goals. - Collaborate on shared Problems of Practice - Engage in PDSA cycles as a network and in Collaborative Groups - Collectively review data. - Share and learn from others. - Apply learnings.	Build Leadership and Organizational Capacity ...by developing and improving how we use collaborative structures to leverage and support coaching, feedback, PD, and teachers' instruction. As a network and as schools, use processes, tools, and content that supports professional learning and instructional improvement. - By developing a shared understanding of high-quality instruction [Instructional Walkthrough Tool and professional development] - By improving how we employ Teaming Structures as the engine for instructional improvement. - By refining how to support and provide feedback to teachers. As schools, pursue Problems of Practice through which we implement changes designed to improve teaching and learning and study how these changes are working. Improve Instructional Capacity ...so that teachers provide and all students engage in high-quality rigorous, and culturally responsive instruction.	Sustained School Capacity to Improve Improved ELA, Math, and Science Achievement

Leadership Network Sessions are the hub of Network Activities, held five (5) times throughout the year, to engage in professional development and network learning, organized around shared **Problems of Practice**.

- Schools will identify **shared Problems of Practice** and commit to work on these together in Collaborative Groups and Inquiry Cycles. The Problems of Practice will mirror schools' areas for improvement and strategic objectives, as articulated in school-level acceleration and accountability plans and Sustainable Improvement Plans.

Organizing for Deliberate Networking and Improvement
Focus on Shared **Problems of Practice** and **Inquiry Cycles** (Plan-Do-Study-Act)

Leadership Network Sessions	Oct	Dec	Jan	Mar	Jun
Collaborative Groups					
Inquiry Cycle Check-ins	Oct	Dec	Feb	Apr	
Content PD	Ongoing				
Collaborative Walkthroughs	TBD	TBD	TBD	TBD	

Between formal Leadership Network Sessions, school leadership will be supported through **Collaborative Walkthroughs** and have access to **Inquiry Cycle Support**, customized to each Collaborative Group's Problem of Practice.

- Collaborative Walkthroughs:** Scheduled between network sessions, schools will participate in a joint walkthrough at one school, facilitated by district staff, using the instructional walkthrough tool to visit classrooms and explore the school's Problem of Practice.
- Inquiry Cycle (Plan-Do-Study-Act) Support:** Virtual "check-in sessions," held between Network Sessions, will be scheduled to assist schools in developing a presentation (e.g., a "showcase") to exhibit and share their work to with other schools. One school within each Collaborative Group will be invited to formally present data and learning from their inquiry cycle, during each Network Session.

Management of Online Resources:

Network Folder: <https://drive.google.com/drive/folders/1OSDE4Pg4IDArSUAiSWLcU74LqYrgoQyL?usp=sharing>

Walkthrough Forms: [Walkthrough Links 21-22 - Google Sheets](#)

School Folders: NEW: <https://drive.google.com/drive/folders/1p6yywVclJBHXMfQpkCuZU04ft0w7HQDC?usp=sharing>

Remembrance and Celebration: Our Friend and Colleague, Dr. Giselle Martin-Kniep

We invite you to take a few minutes to offer a few thoughts or silently reflect.

Please use the Padlet to record your thoughts and reflections, or simply use this time to silently reflect and read what others may post. What will you remember? What did you learn? What new perspectives, questions, or ways of thinking might you have developed? What will you take forward?

Padlet: <https://padlet.com/brettlane/2nqxzwuf1dahkukk>

All Learner-Centered Initiative Resources: Open Source

→ <https://lciltd.org/resources>

Activity #1: Collaborative Groups – Sharing of Inquiry Cycle Results and what you have learned.

Participants will join their Collaborative Groups (breakout groups) and have ~30 minutes to share progress in pursuing Inquiry Question(s) and solicit and provide feedback to each other. The Intent of this activity is to give you time to brainstorm ideas for moving forward, using the strength of our network and collective experiences.

→ Specifically, we ask that two (2) schools each provide a brief (5-8 minute) explanation of their Problem of Practice, the actions you have taken, and what you have learned. Please use the following to frame your sharing:

First, describe what you would like your colleagues to listen for as you share, including any questions that you have that you are wondering about or feedback that you would like.

Second, share your Inquiry using Slide #6, using the following prompts and providing examples of your inquiry.

1. What is your Problem of Practice?

- a. Share your inquiry question and related context that provides a rationale for your inquiry.

2. What Actions have you taken and/or what Changes are you implementing?

- a. Describe the specific actions that you have taken to engage in your inquiry. This could include:
 - i. How you collected evidence/information to pursue your inquiry.
 - ii. The change you are implementing

3. What did you learn?

- a. What does your data tell you about the impact of your actions, or about what your next steps are?

4. What are your next steps?

- a. Describe your thinking about next steps and ask for feedback from your colleagues.

Activity #2: School Team Time – Connecting Data with your Problem of Practice

During this time, school teams will review and analyze student data (STAR formative assessments and other available data) to understand how students are progressing and directly align and explain how their actions and inquiry question may or does connect to changes in student academic performance.

Examples of Forward and Backward Mapping during PDSA Cycles

Forward Mapping: Using Inquiry to Test your Theory/Action

Plan		Do	Study	Act
Identify Area of Need	Identify Strategy/Action to address area of need and what data/evidence will be used to track progress.	Implement Strategy/Action.	Assess Impact of Strategy/Action.	Adjust or Revise Strategy/Actions.

Backward Mapping: Examining data to develop hypothesis

Step 1: Examine and Analyze Student Data	Step 2: Explaining the Data
<i>What was the change in student achievement? What trends and observations arise from your data?</i>	<i>Why and how did student achievement change?</i> <i>What are evidence-based explanations for the shift/change in student achievement?</i>
Step 3: Linking the Data to your Current Actions and Problem of Practice <i>To what extent does your Problem of Practice and Improvement Strategies address and/or explain the shifts in student achievement in Step 2?</i>	
Step 4: Refining your PoP <i>What do you need to modify/revise/pivot so that your PoP and Actions directly the explanations in Step 2?</i>	

Guidance for Team Time: During your team time, practice using a Backward Mapping Analysis to inform your PDSA cycle. Please use your STAR data, Grades, and other data to determine how students are progressing academically. As you move through the steps and questions (below), please record your thinking on Slide #6 in your slide deck

Step 1: Examining Student Data

What do you notice and wonder? What trends and observations arise from your data?

Step 2. Explaining the Data and your Observations from the Data

Post hypothesis for observations and trends in the data.

Why and how did student achievement change (e.g., improve, decline, meet your expectations)?

How can you explain the shift/change in student achievement?

Step #3: Linking Data with your Actions

To what extent does your Problem of Practice and Improvement Strategies address and/or explain the shifts in student achievement?

Step #4: Refining your Problem of Practice – What do you need to modify or revise?

What might you modify or revise to that your PoP directly addresses instruction and student achievement?

Do you need to modify the data or evidence you are collecting? And how so?

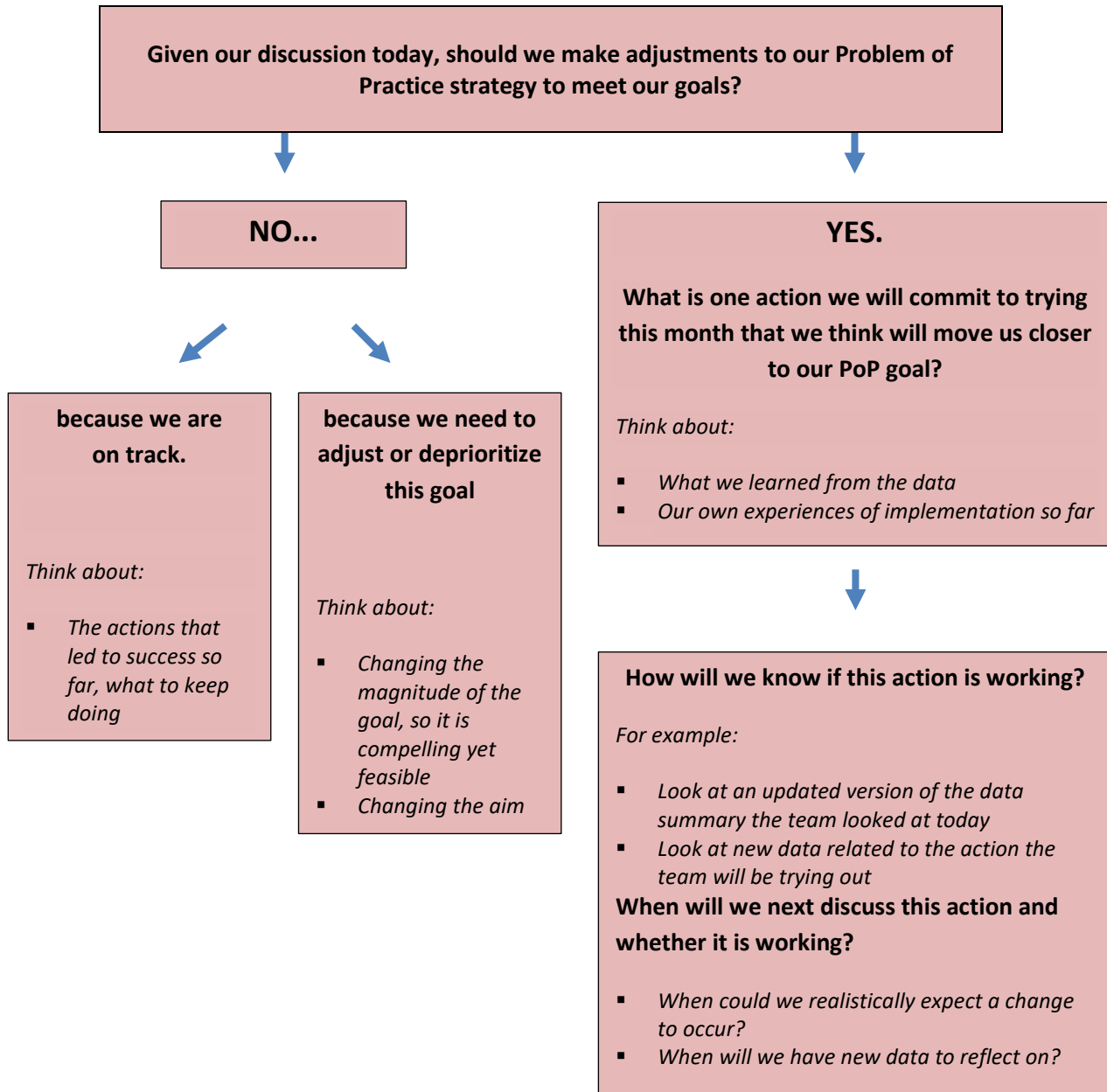
Activity #2 and #3: Collaborative Groups – Sharing of Data Analysis and Action Planning

Slide #7 Template, as Reference

Step 1: Examine and Analyze Student Data <i>What trends do you observe? What was the change in student achievement?</i>	Step 2: Explaining the Data <i>Why and how did student achievement change? What are evidence-based explanations for the shift/change in student achievement?</i>
1. STAR Data - Observed Change 2. Student Grades - Trends 3. Panorama Data - Trends 4. Walkthrough Data	1. [Explanation] 2. [Explanation] 3. [Explanation] 4. [Explanation]
Step 3: Linking the Data to your Current Actions and Problem of Practice <i>To what extent does your Problem of Practice and Improvement Strategies address, explain, or connect to the shifts in student achievement?</i>	
Step 4: Refining your PoP <i>What do you need to modify or revise so that your PoP and Actions directly address student achievement and the explanations listed in Step 2?</i>	

Guidance for Activity #3 and moving forward

- Your task is to continue to refine your **school-specific Action Plan** that describes the **Change** that you are implementing and a **Plan** for collecting and analyzing data on your inquiry question.



Additional resources

<https://lcltd.org/resources/school-based-teacher-inquiry-continuum>. This inquiry continuum can guide school leaders and practitioners in identifying the focus of their problem of practice. Participants can use this continuum to develop their inquiry focus and to provide each other with feedback.

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