

Worcester Leadership Network: Collaborative Working Groups

School Year 2021-22

Worcester Leadership Network

Problem of Practice Collaborative Groups

2021-22 School Year

This document includes a comprehensive listing of all Collaborative Working Groups organized and convened as part of leadership network sessions.

[Section 1](#) lists all Elementary School Collaborative Groups and each school's final Inquiry Question as developed and explored during the school year. Additional detail on each school is accessible on the google slide decks located [here](#).

[Section 2](#) lists all Middle and High School Collaborative Groups and each school's final Inquiry Question as developed and explored during the school year.

[Section 3](#) provides a summary the Actions, Evidence, and Changes as implemented by each Middle School and High School as they pursued their inquiry questions. This information corresponds to Slide 6 each the google slide decks, also accessible via the link provided above.

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Section 1. Elementary School Collaborative Groups

Summary of Collaborative Groups and Final Inquiry Questions

Core Instruction	
ACT	How does teacher use of Releasing Writers strategies effect the student writing outcomes?
Belmont Street	How will shifting from remediation to supporting and scaffolding instruction promote all students' access to high-quality mathematics learning opportunities?
Burncoat Prep	How can teachers' use of complex, targeted questioning and intentional planning of tasks aligned to goals and objectives promote a high level of inquiry?
McGrath ES	How can teachers' use of robust formative assessment accelerate student learning?
Worcester Arts Magnet	How will structured inter-visitations influence teachers' refinement of using math manipulatives during their instructional practice?

Core Instruction and Formative Assessment	
Chandler Elementary	How will teachers consistently adjust practice based on the results of formative assessments to ensure attainable growth for all students in math?
Chandler Magnet	How do we leverage our ILT's current understanding of FA (given their summer book study) in order to create a shared criteria for FA in ELA?
City View	How will Teachers' use of Formative Assessment ensure that all students are making measurable growth in Math?
Elm Park	How are teachers using a data to create cyclical formative assessments that influence and inform planning and practice in math?
Vernon Hill	How will our PD on the progression of foundational reading skills, use of more detailed lesson plans and use of data protocols during bi-weekly data meetings lead to improved and more targeted reading instruction, and an increase in students' reading attainment?
Woodland Academy	How do cyclical PLC discussions focused on early literacy instruction yield accelerated outcomes for developing foundational reading skills?

Core Instruction and Culturally Responsive Practices	
Sullivan MS	How do we get Math teachers to have the same expectations for student learning, and to share what they are doing? What can be done to ensure Math learning targets and assessment practices are common among all teachers in my school and relevant to students?
University Park Campus School	How will the use of CPS coaching improve student's sense of belonging? How will the use of grade-level instructional rounds improve teachers' ability to tailor instruction to different learner needs and improve student engagement?

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Worcester East MS	What is the impact on student learning when teachers deliver lessons and resources that relate to students' backgrounds?
Culturally Responsive Practices	
Clark Street CS	What is the current frequency that any individual students engages with learning (through speaking or writing) within a block of instruction? What is the perception of individual teachers regarding the frequency with which students engage (through speaking and/or writing) actively in learning?
Columbus Park ES	In what contexts are teachers reflecting on how they educate students with different backgrounds? How are they incorporating different resources into their lessons?
Quinsigamond	How will daily time spent on classroom meetings to reflect and build impact student relationships between staff and students while exploring student and teacher biases? How will dedicated time spent on learning about each others' stories (student discourse) build a stronger school community?
West Tatnuck ES	Student: In what ways or to what extent do students feel like their culture is valued? Teacher: How will the implementation of student-led conferences provide the desired effect of increasing student agency and shift this into a truly student centered event?

Effective Teaming	
Heard Street ES	What are teachers who are using data effectively doing?
May Street ES	How can we use our vertical (bi-monthly) content teams to identify and implement aligned instructional practices (including academic language) that will have the greatest impact on student learning?
Wawecus ES	How are teachers working together effectively? (Meaning: precise, data driven, effective feedback. goal oriented discussions around student learning).

Effective Teaming	
Burncoat MS	Do instructional practices shift in a more impactful way when we utilize a peer-to-peer feedback protocol?
Claremont Academy	How would the use of a structured protocol to generate and monitor tiered interventions for students that incorporate student feedback impact student achievement or teachers' targeted instruction?
Forest Grove MS	How will the use of structured protocols for reviewing and analyzing data and student work improve student achievement?

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Formative Assessment	
Gates Lane	How will the use of formative assessment inform teacher instruction and use of interventions to support tiered Math instruction?
Jacob Hiatt	How will teachers' design and use of common formative assessment impact teachers' ability to diagnose student learning? How will teachers' design and use of common formative assessment impact student achievement of desired outcomes?
Nelson Place	How will teachers' use of formative assessment increase student learning of specific content targeted skills and know that students can apply the skills?
Norrback ES	How will the teachers' design of common formative assessments influence their use of formative assessments to create tiered math instruction?
Thorndyke ES	How will the implementation of classroom based formative assessments with real-time feedback increase student's ability to self-monitor, resulting in increased student success?

Formative Assessment and Core Instruction	
Burncoat HS	What are some effective ways to collect, organize, and analyze formative common assessment data for and with PLCs to ensure growth for individual students towards mastery of the standards?
Doherty HS	How will we engage in and expand our formative data review cycle to help inform and plan instructional practices to address identified areas of student need?
South HS	How can we provide multiple means of engagement, representation, and action & expression in our UDL PD to meet the needs of the teachers and optimize their learning? (differentiate PD to meet the level of UDL capacity of our teachers)
Worcester Tech HS	How do we support teacher efficacy in creating rigorous authentic lessons that include multiple means of engagement, representation, and action & expression?

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Teachers Use of Data	
Canterbury ES	Will development and use of a systematic approach to data collection and analysis, lead to creation and implementation of quality mathematic lessons that target Tier I, II, III and IV domains? Will observations reflect improvement in practice?
Flagg Street ES	How will holding data meetings with all invested staff members-classroom teachers, ESL and Sped teachers-lead to increased student achievement?
Goddard	How will teachers use data more frequently and with more purpose to achieve higher growth in all students?
Grafton Street ES	How will focusing more on the action steps beyond looking at data result in more impactful instruction. (adjustments to practice, small group instruction, intervention and additional supports)?
La Familia ES	How can data align with interventions at the Tier 2 and Tier 3 levels to improve/increase student social and academic performance? How is the use of pre-assessment and formative assessment informing planning for interventions and Tier 1 instruction?
Lakeview	How are teachers adjusting their practices to reflect the student needs, outcomes and is instruction supporting student abilities as well as objectives?
Lincoln Street ES	How are we using assessment data to effectively address students needs?
Midland Street ES	How will the use of data points,specifically formative assessments identified within our PLCs impact teachers' design of intervention strategies for students during the WIN block?
Rice Square ES	How will student goal setting help subgroup students own their learning and help teachers provide the supports needed for the subgroup students to make gains?
Roosevelt ES	How will teachers use of data during the PLCs improve upon the use of data cycle?
Tatnuck Magnet ES	How do we link targeted feedback to improved student outcomes? How will our data cycles support this and how often will this occur? (currently we are on five week cycles)
Union Hill ES	Will development and use of a systematic approach to data collection and analysis, lead to creation and implementation of quality mathematic lessons that target Tier I, II, III and IV domains? Will observations reflect improvement in practice?

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Section 2. High School and Middle School Collaborative Groups

Core Instruction: South HS and Worcester Tech HS

South HS Inquiry Question: How do we support teachers in creating rigorous authentic lessons that include the UDL principles of multiple means of engagement, representation, and action & expression?

Worcester Tech HS Inquiry Question: How do we support teacher efficacy in creating rigorous authentic lessons that include multiple means of engagement, representation, and action & expression?

Core Instruction and Formative Assessment: North HS, Doherty HS, and Burncoat HS

North HS Inquiry Question: How do we link targeted feedback to improved student outcomes? How will our data cycles support this and how often will this occur?

Doherty HS Inquiry Question: How will we engage in and expand our formative data review cycle to help inform and plan instructional practices to address identified areas of student need?

Burncoat HS Inquiry Question: What are some effective ways to collect, organize, and analyze formative common assessment data for and with PLCs to ensure growth for individual students towards mastery of the standards?

Core Instruction and Student Engagement: Sullivan MS, UPCS, WEMS

Sullivan MS Inquiry Question: What can be done to ensure Math learning targets and assessment practices are common among all teachers in my school and relevant to students?

WEMS Inquiry Question: What is the impact on student learning when teachers deliver lessons and resources that relate to students' backgrounds? How can we adjust our PLCs to make the most of our time together?

UPCS Inquiry Question: How will the use of CPS coaching improve student's sense of belonging? How will the use of grade-level instructional rounds improve teachers' ability to tailor instruction to different learner needs and improve student engagement?

Effective Teaming to Improve Instruction: Burncoat MS, Claremont Academy, Forest Grove MS

Burncoat MS Inquiry Question: Do instructional practices shift in a more impactful way when we utilize a peer-to-peer feedback protocol? [Related to: How can we organize and use PLCs so that teachers remain focused week to week on student centered instructional practices?]

Claremont MS/HS Inquiry Question: How would the use of a structured protocol to generate and monitor tiered interventions for students that incorporate specific success indicators impact student achievement?

Forest Grove MS Inquiry Question: How will the use of structured protocols for reviewing and analyzing data and student work improve student achievement?

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Section 3. Middle and High School Actions

South High School	
Inquiry Question: How can we provide multiple means of engagement, representation, and action & expression in our UDL PD to meet the needs of the teachers and optimize their learning? (differentiate PD to meet the level of UDL capacity of our teachers)	
What Actions have you taken and/or what changes have you implemented?	
What Evidence have you collected?	• We have completed over 180 walkthroughs as a collective leadership team with a focus on UDL strategies • Based upon walkthrough observations, UDL implementation is fragmented within the school with some teachers doing it with fidelity and others less so. • UDL strategies tend to be more on action & expression and less on representation
What Changes have you implemented?	• Implemented an altered walkthrough form that focuses on UDL with immediate feedback given to teachers • UDL PD on identifying barriers in learning environments. • Focus on student discourse in the grade 9 academies. • Reset on PLCs to allow teachers to pick their own topics to research.
What did you learn?	Based on student focus group on the use of technology in classrooms, many teachers are providing students with the option of completing work both online and on paper. We need to work on globalize this as a UDL practice. The following UDL practices are being used the most throughout our building: • Activating prior knowledge • Choice of where to work • Delivering content using varied methods • Supporting students with academic vocabulary • Providing students with specific feedback • Providing examples and non-examples
What are your next steps?	Continue to provide PD on UDL, focusing on engagement (affective network) and representation (recognition network) Based on data from the walk-through tool, we need to focus on using the following UDL practices more globally: • Inviting students to share their experiences with topics/subject • Grounding classroom activities in various social, professional, and/or cultural context beyond classroom. • Providing tools for translation. • Cross-curricular connections • Asking students to reflect on their learning at the end of class. Leverage PLC work to push UDL implementation further

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North High School	
Inquiry Question [Share Slide 3]: How do we link targeted feedback to improved student outcomes? How will our data cycles support this and how often will this occur? (currently we are on five week cycles)	
What Actions have you taken and/or what changes have you implemented? [Share or use Slide 4 and 5]	
What Evidence have you collected?	Walk through snapshots weekly 12/22/21 1/14/22 1/28/22 Monitoring grades in PLCs
What Changes have you implemented?	Sending out an email with walkthrough feedback after each one, ILT focused on feedback working with Kerry on this
What did you learn?	DOK is low Link this to Book PLC's to develop more robust activities
What are your next steps?	Beginning to set up learning walk schedule- Working on more continuity in PLCs and ILT

Doherty High School	
Inquiry Question [Share Slide 3]: How will we engage in and expand our formative data review cycle to help inform and plan instructional practices to address identified areas of student need?	
What Actions have you taken and/or what changes have you implemented? [Share or use Slide 4 and 5]	
What Evidence have you collected?	Areas of student need Student engagement
What Changes have you implemented?	More opportunities for classroom walkthroughs Increased opportunities for ILT discussion of walkthroughs Planning UDL PD to address areas of identified need
What did you learn?	Identified areas of student need/gaps Identified areas for focus in our UDL PD
What are your next steps?	Review data with ILT Use it to guide professional learning and coaching

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Burncoat High School	
Inquiry Question [Share Slide 3]: What are some effective ways to collect, organize, and analyze formative common assessment data for and with PLCs to ensure growth for individual students towards mastery of the standards?	
What Actions have you taken and/or what changes have you implemented?	
1. Observed PLCs and reviewed PLC google classroom notes 2. Looked at data entered into tracker 3. Assist with reteaching plans including modifications to address needs of all students 4. Participating in PLC discussions to provide feedback and suggestions	
What Evidence have you collected?	Looking at PLCs common assessment, PLCs collecting data from common assessments and examining and developing appropriate next steps for instruction. https://docs.google.com/spreadsheets/d/1P99TBIAkupSLKQ9oRqIEO6geOPYkv2fU6TRZ73ISLNk/edit#gid=0
What Changes have you implemented?	
What did you learn?	Varied use of common assessments across PLCs Many common assessments include a rubric
What are your next steps?	Assess where each PLC is in collecting common assessment data Take a look at what is being done for steps 4,5, & 6 in the PLC guideline docs. Practice data tracking Start identifying what teachers can learn from the data collected

Worcester Tech High School	
Inquiry Question: How do we support teacher efficacy in creating rigorous authentic lessons that include multiple means of engagement, representation, and action & expression?	
What Actions have you taken and/or what changes have you implemented? Common Planning/Shared lessons and assessments, Walkthroughs, Data trainings, Curriculum planning time and support	
What Evidence have you collected?	Panorama data shows Growth Mindset, Emotional Regulation and Self Efficacy are below 50%: 49%, 45% and 38% respectively. Our engagement has declined for the past 3 years and is down to 27%.
What Changes have you implemented?	Train teachers on using the data to support SEL, teachers will provide targeted support to their students based on data/incorporated into professional practice SEL team will monitor students throughout the year to ensure improvements in their social and emotional well being
What did you learn?	We need to continue to communicate walkthrough expectations, evaluate walkthrough data at ILT We need to continue to coach instructional support based on feedback gathered from walkthroughs
What are your next steps?	PD to improve tiered instruction/accommodating learners at different levels in standard classrooms. Ellevation training for all teachers and the development of 20 schoolwide EI instructional strategy trainers.

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Sullivan Middle School

Inquiry Question [Share Slide 3]:

- How do we get Math teachers to have the same expectations for student learning, and to share what they are doing?
- What can be done to ensure Math learning targets and assessment practices are common among all teachers in my school and relevant to students?

What Actions have you taken and/or what changes have you implemented?

- **Developed an improvement plan for the Math Department - utilizing the problem of practice and guiding question to develop actions.**
- **Building upon the scope and sequence work (including algebra - 6-8 and 7-8)**

What Evidence have you collected?

Reviewed Fall to Winter STAR data, saw positive growth but still work needed. Conducted focus walkthrough in Math classes, using customized guiding question: What are we seeing in the classrooms (practices and strategies) and what do we need to stop doing. And what are students actually learning. [Sullivan Math Walkthrough Focus Questions](#).

What Changes have you implemented?

[Sullivan Math Improvement Plan](#)

We were more intentional in having a structured approach and protocol - for the department meeting to engage in this work, to review the improvement plan and take actions. We have tried to stay true to using an improvement cycle and build upon schoolwide best practices that all content areas are working on. We have also expanded the lesson sharing among teachers.

What did you learn?

We learned that having a written plan, with a focus and goal and timeline, is a big difference and will support follow through. We also learned that leadership/oversight/attention needs to be more explicit and intentional (support and accountability). Also, more intentional staffing and building content capacity will (hopefully) provide the groundwork for this work to be successful. Also - staying focused in the Department (as this relates to feedback to teacher and ongoing work) - laser like focus. As a result, teachers are more open to sharing and using best practices.

What are your next steps?

Planning to share out the observations from the Walkthrough, at department and PLC. We will use this information to identify key practices to continue (building upon Scope and Sequence) and Identify practices to stop.

Follow up Walkthrough in 2 weeks.

How will you know this is working?

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Burncoat Middle School

Inquiry Question [Share Slide 3]: Do instructional practices shift in a more impactful way when we utilize a peer-to-peer feedback protocol?

What Actions have you taken and/or what changes have you implemented? [\[ELA\]](#)

- **Actions:** Each Department develop a customized version of the Formative Assessment Rubric that included Dept. specific look-fors. For instance, Math used its own process to develop the look-for language. [share artifacts]
- **Rationale:** Having specific look fors increases buy in (teacher ownership) as it directly relates to their content area; the hope is that the content specific feedback will better support specific instructional improvement. And the feedback will be more precise, clear, and usable, and ultimately address and support teachers' ability to decrease achievement gaps in subgroups.

What Evidence
have you
collected?

Evidence - Departments developed Customized Rubrics; Limited clear evidence (thus far) that teacher-buy in has increased (but not much pushback); Department heads are actively supporting the work (because we focused how we used the Walkthrough Tool [Coaches and Dept. walkthroughs in own content area]).

What Changes
have you
implemented?

Rubrics have been developed; In ELA, Science and Math we resumed Walkthroughs using the updated rubrics including feedback, using the forms (last week of January);
Social Studies - Looking to gain consensus

What did you
learn?

We are still working to develop a clear understanding of why we need to do this; ownership and ability of teachers to internalize the need to do this. We've "confirmed" that there is a need to address "disconnect" between leadership goals (e.g., a focus on formative assessment) and the day-to-day work of teachers. Figuring out how to make this work relevant/customized is crucial. And that the process - the way - that we need to really think through how to provide feedback so that teachers see the feedback as useful and not evaluative.

What are your
next steps?

Preliminary walkthrough data indicates a need to increase usage of full class CFAs during direct instruction and before transitions and release. Future PD activities can include strategies for using a full class response systems.

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Forest Grove Middle School	
Inquiry Question - How will the use of structured protocols for reviewing and analyzing data and student work improve student achievement?	
What Actions have you taken and/or what changes have you implemented? [Share or use Slide 4 and 5]	
What Evidence have you collected?	We have collected grade-level common assessments in mathematics and ELA. ELA created small, 1-3 question common assessments targeted as specific Standards that they have identified as in need of the most improvement. Math and Science created short 10 question common assessments for both 7 and 8 grade current units. Based on the data teachers will address the concerns by reteaching/remediation and then reassessing common areas of concern. Also, our ELA MCAS data and the fall STAR assessment both identified RI.10 as being an area of weakness for both grades 7 & 8. ELA Data
What Changes have you implemented?	We have just begun using Edcite as our common assessment site. We have had a few learning curves, but staff are becoming more accustomed to using it. In ELA, we gave the teachers a broad window to complete the mini common assessments, but found it was too broad and for the next round of common assessments, we are giving them a small, two week window to complete them. This will allow us to spend targeted time in PLCs analyzing the data and deciding what, if any, re-teaching/remediation needs to take place. [Examples of instructional changes: e.g., in ELA - how to teach theses construction, and in Math teachers had conversations about what worked well and what resources (such as Desmos) were used to teach the concept.] In addition to the ELA department concentrating on RI.10, the social studies/civics department has also concentrated on improving cores in that Standard. They have begun creating common, grade-level, evidence-based prompts. Math picked items to revisit as bell work or at the end of the class that will be added to the next common assessment. Grade 7 common assessment 1, Grade 8 common assessment 1, Grade 7 Common Assessment, others created in Edcite.
What did you learn?	For ELA we learned that timing of administering the mini common assessments is crucial to fidelity of implementation. With administering the STAR and SRSD assessments, students are experiencing testing fatigue. For Math and Science we learned that we have to revisit the data and make sure teachers are finding ways to address areas of concern from the previous common assessments.
What are your next steps?	When PLCs resume, we will be analyzing the mini common assessments closely to monitor whether we are making gains on reaching our goals for the year.

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Claremont Academy	
Inquiry Question: How would the use of a structured protocol to generate and monitor tiered interventions for students that incorporate student feedback impact student achievement or teachers' targeted instruction?	
What Actions have you taken and/or what changes have you implemented?	
What Evidence have you collected?	We examined the attendance and SEL data collected by Panorama. We began work on a protocol for team meetings , working with the School Adjustment Counselor to make sure that our approach was focused and aligns with MTSS/DCAP process.
What Changes have you implemented?	A protocol was created to support facilitation of team meetings that focus on tiered supports for student success. The protocol will be embedded into each teams' running agenda. (Currently beta piloting with 2 teams) Coaches/admin will review running agendas and follow up as needed.
What did you learn?	• The use of this protocol will focus team discussions on reviewing data and create actionable steps to address student concerns. • The use of Panorama will support identifying, communicating, and monitoring tiered supports to impact student achievement.
What are your next steps?	• Present to staff and embed the protocol into all team running agendas. • Collect feedback from staff on the use of the protocol and consider adjustments as needed. • Review Panorama/CPS plans to assess student progress/growth.

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University Park Campus School – ACTION PLANNING

Inquiry Question: How will the use of CPS coaching improve student's sense of belonging? How will the use of grade-level instructional rounds improve teachers' ability to tailor instruction to different learner needs and improve student engagement?

Brief description of **Change** to be implemented:

Week/Month	Data/Evidence to be collected:	Who will collect and analyzed this data?	Expected completion data:
December, 2021	*CPS coaching data (Lagging skills inventory, intervention plans drafted for first students) *Grade level rounds/reflection sheet	CPS Facilitators (Middle and Secondary) Focused Instructional Coach PLCs	December 23, 2021
January, 2022	*Updates and check-in data on first CPS students. Grades/behavior observation of students. *Walk through data *2nd Round/Reflection Sheet	Admin FIC PLCs	

Worcester East Middle School: ACTION PLANNING

Inquiry Question: *What is the impact on student learning when teachers deliver lessons and resources that relate to students' backgrounds? How can we adjust our PLCs to make the most of our time together?*

Brief description of **Change** to be implemented:

Week/Month	Data/Evidence to be collected:	Who will collect and analyzed this data?	Expected completion data:
December 2021	CPT Minutes and Agendas; Lesson Plans	FICs and admin	12.21.21
January 2022	CPT Minutes and Agendas; Lesson Plans; Assessments with results.	FICS	1.31.22
February 2022	CPT Minutes and Agendas; Lesson Plans; Assessments with results Daily activities.	FICS	TBD

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