SMITHFIELD
PUBLIC SCHOOLS

Collaborative professional learning leads to improvement

Focus on student work positively affects student achievement in Smithfield Public Schools

CHALLENGE

- Smithfield students struggled with writing as evidenced by PARCC data and teacher-reported anecdotal data.
- Smithfield had no core writing curriculum.
- Smithfield also had no process for understanding standards and choosing, implementing learning designs to meet instructional needs in mathematics and writing.
- Annual time for collaboration and professional learning was limited to two professional development days and 5.5 hours for teachers to engage in individual professional learning "on their own."

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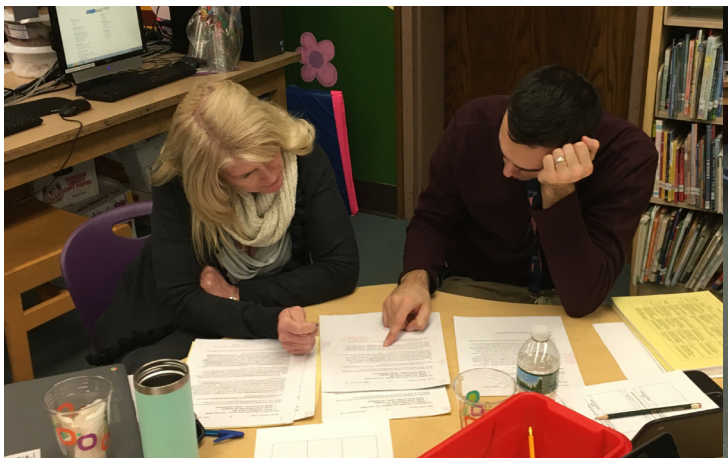
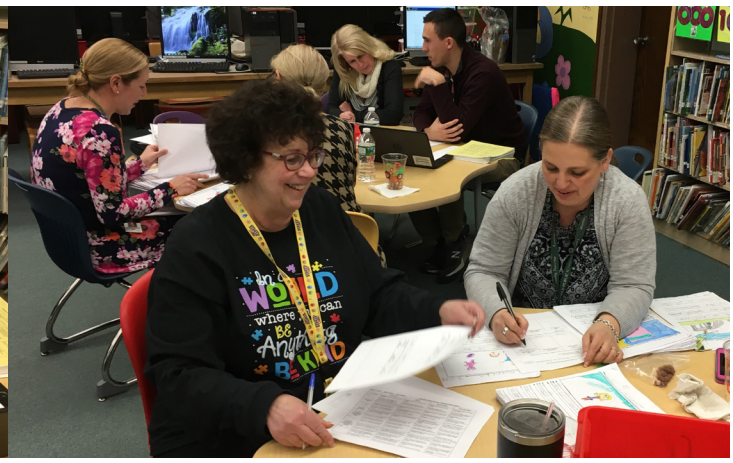
SOLUTION

- Staff meeting time was repurposed to provide time for grade-level teams to meet and collaboratively look at student data.
- Grade-level teams used the same Looking at Student Work protocol to structure collaborative meeting time, focus meetings on writing instruction tied to new curriculum and grade-level expectations, and target instructional steps for students based on their writing needs.
- Protocol provided a structure and replicable process, including a way to sort student artifacts, to document the outcomes of the collaborative conversation, identify next steps, and scale the process to other content areas or grades.
- Teachers implemented instructional steps for the whole class and small groups of students then discussed results with their teams.





IMPACT

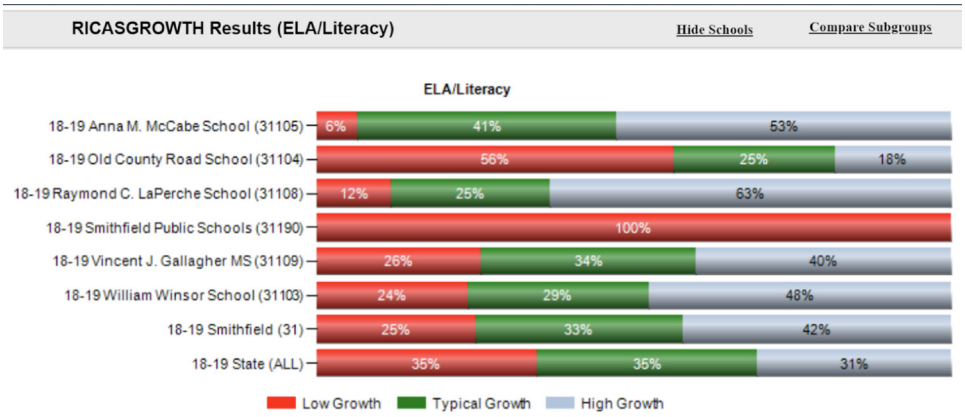
- **55 PD hours are available for this work.**

- **RICAS data by grade level showing Smithfield results compared to other districts in Rhode Island.**

RICAS: Rank compared to other districts in RI

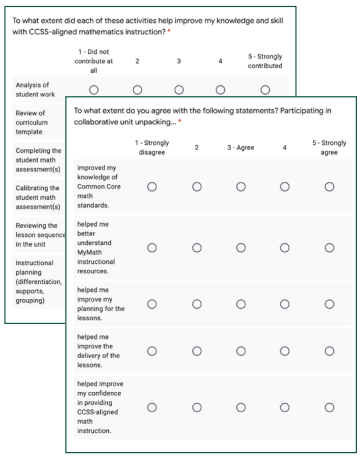
	Writing	Language	Reading
Grade 3	4th	10th	19th
Grade 4	1st	1st	10th
Grade 5	2nd	2nd	17th
Grade 6	7th	7th	13th
Grade 7	12th	9th	15th
Grade 8	3rd	3rd	11th

- **Percentage of students in the high growth category increased in the two intervention schools.**

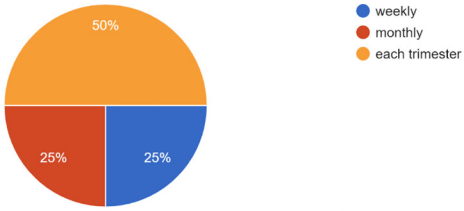


- **Teacher surveys: How did each aspect of the protocol improve your practice?**

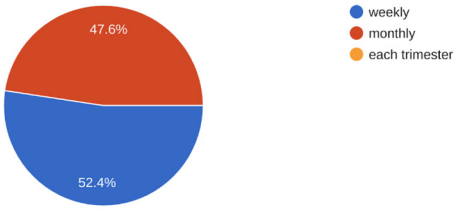
Elementary Math Unit Unpacking Trimester 2



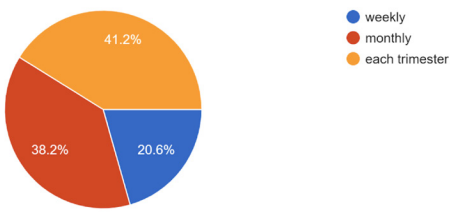
PDSA Pre-Survey LaPerche - Aug. 2018
How often do you collaboratively look at student work such as writing samples, math quick checks or reading responses?
16 responses



PDSA Post-Survey LaPerche - Feb. 2020
How often do you collaboratively look at student work such as writing samples, math quick checks or reading responses?
21 responses



PDSA Pre-Survey McCabe - Aug. 2018
How often do you collaboratively look at student work such as writing samples, math quick checks or reading responses?
34 responses



PDSA Post-Survey McCabe - Feb. 2020
How often do you collaboratively look at student work such as writing samples, math quick checks or reading responses?
14 responses