### Increasing Opportunities for Inter-District Sharing and Collaboration

**Focus Area:**
- District Priorities
- Formative Feedback
- Assessment Literacy
- Collaboration

**Presenters:**
- 5/28: Cathy Lawson (SEEM), Margaret Adams (Melrose), Patrick Daly (North Reading)
- 5/29: Kate Burnham (Wilmington), Nancy Milligan (Wakefield)

**District(s):**
- SEEM Collaborative Districts

**Best Practice Description:**
Seven districts in the SEEM Collaborative have come together to work collaboratively to tackle several initiatives and to share resources. We have created working groups over the past two years to develop scope and sequence materials, trimester and unit assessments for Mathematics grades K-8. We have also created opportunities for “job-alike” curriculum leaders (Grades 5-12) to come together to collaborate and share common assessments. This work has helped to facilitate the creation of DDMs and has been especially beneficial for those singleton courses in our districts as we have been able to create inter-district teams of teachers of similar courses to develop meaningful common assessments.

**Strategies:**
In order to work “smarter, not harder,” the participating SEEM districts focused on cross-district collaboration as our key lever. Introducing structured opportunities for networking, collaboration, and time to create quality products was a critical need for our districts. The use of technology whenever possible (Google Drive, Wikispaces) helped facilitate communication and sharing of the most current versions of the created documents. Dedicating time to these opportunities provided the structure for success; balancing summer, full days during the school year, and after-school opportunities for teachers. Finally, both educators and administrators from the representative districts were present for consistency and accountability.

**Who is involved?**
Curriculum Directors and Assistant Superintendents from the SEEM districts meet regularly to plan and coordinate the work with facilitation provided by the SEEM Director. Curriculum leaders and classroom teachers regularly participate in the scheduled professional meetings. Networking with ESE staff for training and guidance has also increased the credibility of the work.

**How is the work structured?**
District Administration, ESE partners, and curriculum leaders facilitate conversations and work sessions to provide the opportunities for teacher growth, task completion, and sharing. Work is collected and organized into digital folders that are vetted by district and teacher leaders before redistribution at the district and school levels. Each district then provides feedback on the piloting of the materials to the leaders. Revisions are made before the redistribution of the materials.

**Next steps?**
Gather feedback on 2013-14 common assessment materials; identify areas for revision and make appropriate changes; implement assessments; monitor common areas of need and explore opportunities for multi-district collaborative activities including professional development and support for educators and students.

**Contact Person**
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