**Easthampton High School 2014-15 Professional Development Plan and Crosswalk**

**Data Team Vision:** Easthampton High School will continue to work collaboratively to create a culture of rigor and collaborative inquiry based on data.

**Theory of Action:** Faculty, administrators and paraprofessionals will use the Using Data Process model (2008) and Universal Design for Learning to engage in regular inquiry about data in order to improve student learning on complex tasks and close the achievement gap school-wide and within each classroom.

**School-wide Student Learning Problems:**

How do we increase student exposure with complex tasks?

How do we provide access to active complex learning to each student?

How do we increase all student achievement on complex tasks?

**School-wide Goal:** Teachers will adjust the instructional core in order to increase access to and proficiency in complex learning for each student.

<table>
<thead>
<tr>
<th>EHS Professional Development Goals:</th>
<th>Statewide Professional Initiatives:</th>
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</thead>
<tbody>
<tr>
<td>1. Continue to increase use of data in daily practice with a focus on collective inquiry (focus on classroom data).</td>
<td><strong>Educator Evaluation System:</strong> All teachers must fully engage with the new Educator Evaluation System by establishing SLGs and PPGs as well as collecting evidence to demonstrate proficiency on the Educator Evaluation Teacher Rubric.</td>
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<td>2. Increase understanding of student learning problems by collectively using the data cycle.</td>
<td><strong>Level 1 Status:</strong> Easthampton High School should improve the achievement of high needs students and work to improve the number of students scoring advanced and/or moving up a category. Complex tasks are a common area of weakness across student scores.</td>
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<td>3. Increase teacher comfort and ability to collect evidence for the EES by integrating the standards, SLG and PPG into the school-wide professional development programming.</td>
<td><strong>Common Core/PARCC:</strong> Students will be required to engage in Complex Tasks on the new PARCC assessment.</td>
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<td>4. Increase exposure and access to complex learning by using inquiry initiatives.</td>
<td><strong>NEASC:</strong> Easthampton High School must begin preparing for the 2016 Accreditation Team and Self-Evaluation based on the Teaching and Learning Standards. (See key connections to standards below.)</td>
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<tr>
<td>5. Increase proficiency in complex learning for each and all students.</td>
<td><strong>DDMS:</strong> All teachers must implement district determined measures for all of their courses and use the data to inform instruction.</td>
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<tr>
<td>6. Establish a system for recognizing and integrating best practices for complex learning.</td>
<td><strong>Massachusetts Tiered System of Support (MTSS):</strong> Blueprint for school improvement through a targeted intervention system to ensure that each student can achieve.</td>
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<td>7. Move toward a culture of rigor with a clear expectations that in each classroom, each student can achieve complex learning.</td>
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Easthampton High School Professional Development 2014-15, Complex Learning
### District Goals

**Superintendent’s Goals**

**District Improvement Goal 1: Equity and Excellence**
- By the end of the 2014-2015 school year, develop a systemic approach to best practices in teaching and learning to meet the needs of all learners.

**District Improvement Goal 2: Data Driven Decisions**
- Collect, analyze, and use data district-wide to improve student learning.

**Principal’s Goals**

**School Improvement Goal 1: Data**
- All EHS staff will use data to implement and monitor targeted interventions that close achievement gaps and move students up performance hierarchies.

**School Improvement Goal 2: Instructional Core**
- All EHS staff will improve the instructional core in order to increase learning outcomes for all students.

### Standards for Teachers and Administrators

**Administrators:**
- Standard IV: Professional Culture

**Teachers:**
- Standard I: Curriculum, Planning and Assessment
- Standard II: Teaching All Students
- Standard IV: Professional Culture

### Educator Evaluation System Rubrics (DESE EES)

#### Principal’s Goals

**Standard 2: Curriculum:** The curriculum emphasizes depth of understanding and application of knowledge through: inquiry and problem-solving, higher order thinking, cross-disciplinary learning, authentic learning opportunities both in and out of school informed and ethical use of technology.

**Standard 3: Instruction:**
- Teachers’ instructional practices support the achievement of the school’s 21st-century learning expectations by: personalizing instruction; engaging students in cross-disciplinary learning; engaging students as active and self-directed learners; emphasizing inquiry, problem-solving, and higher order thinking; applying knowledge and skills to authentic tasks; engaging students in self-assessment and reflection; integrating technology.
- Teachers adjust their instructional practices to meet the needs of each student by: using formative assessment, especially during instructional time; strategically differentiating; purposefully organizing group learning activities; providing additional support and alternative strategies within the regular classroom.
- Teachers, individually and collaboratively, improve their instructional practices by: using student achievement data from a variety of formative and summative assessments; examining student work; using feedback from a variety of sources, including students, other teachers, supervisors, and parents; examining current research; engaging in professional discourse focused on instructional practice.
- Teachers, as adult learners and reflective practitioners, maintain expertise in their content area and in content-specific instructional practices.

**Support Standard 5: School Culture and Leadership:** In order to improve student learning through professional development, the principal and professional staff: engage in professional discourse for reflection, inquiry, and analysis of teaching and learning; use resources outside of the school to maintain currency with best practices; dedicate formal time to implement professional development; apply the skills, practices, and ideas gained in order to improve curriculum, instruction, and assessment.

### Guiding Documents

#### Conditions for School Effectiveness (DSAC)

**V. Student assessment:** The school uses a balanced system of formative and benchmark assessments.

**Analysis of assessment data:** Instructional staff analyzes assessment data to identify promising practices, determine enrichment and remediation needs, and assess needs for systems change.

**Use of assessment data:** Leaders and instructional staff use data for individual and organizational learning, not just external compliance. (See also CSE VII, PD and Structures for Collaboration.)

- Instructional staff works in teams to delve into the implications of data and to make changes to instructional practice. (See also CSE VII, PD and Structures for Collaboration.)
- Leaders use assessment data to target PD activities. (See also CSE VII, PD and Structures for Collaboration.)

**VII. Professional Development and Structures for Collaboration:** The school has structures for regular, frequent collaboration to improve implementation of the curriculum and instructional practice. Professional development and structures for collaboration are evaluated for their effect on raising student achievement.

- **Accessing PD:** All staff access relevant PD (both voluntary and required PD) that is tied to specific professional learning goals.
- **Time** is built into the school schedule for staff collaboration, and collaboration serves as PD.
- **Collaborative time** is focused on taking instruction/learning to the next level of development, and addressing the needs (health/behavior/family) of the whole child.
- **Systems and protocols** are in place to guide collaborative discussions.
**Research Based Models**

| Inquiry Cycle: | School-wide Inquiry: Complex Active Learning
|---------------|---------------------------------|
| **Using Data Process (Love, 2008)** | *For more details see Professional Development Calendar*
| 1. Building the Foundation | 1. **Building the Foundation:**
| 2. Identifying a Student Learning Problem | 2013-14 Professional Development began shift in culture and data use.
| 3. Verifying Causes | 2. **Data Team Identified Student Learning Problem:**
| 4. Generating Solutions | August 2014: training used to define and redefine learning problem based on 2013-14 data (Learning Walks, MCAS, AP, PSAT data)
| 5. Implementing, Monitoring, and Achieving Results | *Each and all students need more access to complex active learning.*

**Data Collection Methods:**

- Benchmark and high stakes results
- 3 Data Team Learning Walks (7 teachers, 2 administrators, DSAC members, 1-2 visitor teachers)
- Classroom data on Inquiry Work
- Pre/Formative/Post Assessments
- Observations by peers
- Student study groups and surveys
- District-Determined Measures

**Access for Each Student Model:**

**Universal Design for Learning**

*Universal Design for Learning is a set of principles for curriculum development that give all individuals equal opportunities to learn. UDL provides a blueprint for creating instructional goals, methods, materials, and assessments that work for everyone—not a single, one-size-fits-all solution but rather flexible approaches that can be customized and adjusted for individual needs.* (CAST) The principles are based on three primary brain networks necessary for learning.

**Department/Individual Teacher Inquiry**

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<tr>
<th>Departments</th>
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<tbody>
<tr>
<td>Team SLG and PPG goal work</td>
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<tr>
<td>Data Analysis of School-wide and Department Data</td>
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<td>Time: Department meetings</td>
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<tr>
<td>Small Group Inquiry Projects</td>
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<tr>
<td>District Determined Measures and Learning Goals</td>
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<tr>
<td>Professional Practice Goals</td>
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<tr>
<td>Time: PD Days, Department meetings and individual analysis</td>
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<th>Common Core Classroom Initiatives</th>
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<td>Complex Task Integration (PARCC)</td>
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<td>Math and ELA Anchor Standard integration through complex tasks</td>
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References:
The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry, Nancy B. Love (Editor), Katherine E. Stiles (Editor), Susan E. Mundry (Editor), Kathryn DiRanna (Editor)
CAST Universal Design for Learning: http://www.cast.org/about/index.html
National Center on Universal Design for Learning: http://www.udlcenter.org/
DESE Conditions for School Effectiveness
Characteristics of Standards-based Teaching and Learning: Continuum of Practice
EES Teacher and Administrator Rubrics
MA Common Core State Standards
NEASC Teaching and Learning Standards