## 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.

| **EHS Professional Development Goals:** | **Statewide Professional Initiatives:** |
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| 1. Continue to increase use of data in daily practice with a focus on collective inquiry (focus on classroom data). 2. Increase understanding of student learning problems by collectively using the data cycle. 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. 4. Increase exposure and access to complex learning by using inquiry initiatives. 5. Increase proficiency in complex learning for each and all students. 6. Establish a system for recognizing and integrating best practices for complex learning. 7. Move toward a culture of rigor with a clear expectations that in each classroom, each student can achieve  complex learning. | **Educator Evaluation System:** 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.  **Level 1 Status:** 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.  **Common Core/PARCC:** Students will be required to engage in Complex Tasks on the new PARCC assessment.  **NEASC:** 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.)  **DDMS:** All teachers must implement district determined measures for all of their courses and use the data to inform instruction.  **Massachusetts Tiered System of Support (MTSS):** Blueprint for school improvement through a targeted intervention system to ensure that each student can achieve. |

### Guiding Documents

| **District Goals** | **Standards for Teachers and Administrators** | **Conditions for School Effectiveness (DSAC** |
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| **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. | **Educator Evaluation System Rubrics (DESE EES)**  **Administrators:**  Standard IV: Professional Culture  **Teachers:**  Standard I: Curriculum, Planning and Assessment  Standard II: Teaching All Students  Standard IV: Professional Culture  **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 21stcentury 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. | ***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. |

### Easthampton High School Professional Development Model

| **Research Based Models** | **School-wide Inquiry: Complex Active Learning**  *For more details see Professional Development Calendar* | **Department/Individual Teacher Inquiry** |
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| **Inquiry Cycle:**  **Using Data Process (Love, 2008)**   1. Building the Foundation 2. Identifying a Student Learning Problem 3. Verifying Causes 4. Generating Solutions 5. Implementing, Monitoring, and Achieving Results   **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. | 1. **Building the Foundation:** 2013-14 Professional Development began shift in culture and data use. 2. **Data Team Identified Student Learning Problem: August 2014:** training used to define and redefine learning problem based on 2013-14 data (Learning Walks, MCAS, AP, PSAT data) ***Each and all students need more access to complex active learning.*** 3. **Reviewing Causes: September-October 2014:** Redefine complex learning based on revised questions. Revisit complex learning and access for all students. What does that mean? What does it look like? Teachers begin group-based inquiry projects based on Universal Design for Learning and Assessment Rubrics from DESE Continuum of Practice. Learning Walk Team gathers data active complex learning. 4. **Generating Solutions:** 2013-14: Teachers completed small inquiry projects to begin formulating solutions. Data analyzed school year data (teacher, Learning Walk, student scores) to identify key areas of focus for 2014-15. **October-November 2014:** Teachers look at multiple shifts to the instructional core through collaborative inquiry based on Universal Design for Learning and the Assessment Rubrics from DESE Continuum of Practice. Teachers select an area of focus to study, test and evaluate in a collaborative inquiry process derived from the Data Team areas of focus and 2014-15 school-wide student learning problems. 5. **Implementing, Monitoring, and Achieving Results: October-March 2014-15:** Teachers (in differentiated groups based on UDL and Assessment Rubrics) implement, pre/formative/post assess for growth through a collaborative inquiry process. Teachers analyze collaboratively and adjust accordingly. Learning Walk Team gathers data on implementation of actions through 2 additional learning walks. **Processing, Interpreting, Using and Sharing for Best Practice (March-June)** 6. **March-June 2015:** Teachers work collaboratively to evaluate best practice and come to consensus on school-wide best practice to be further implemented. | **Departments**  Team SLG and PPG goal work  Data Analysis of School- wide and Department Data Time: Department meetings  **Individual/Small  Group Teacher Inquiry**  Small Group Inquiry Projects  District Determined Measures and Learning Goals  Professional Practice Goals Time: PD Days, Department meetings and individual analysis  **Common Core  Classroom Initiatives**  Complex Task Integration (PARCC)  Math and ELA Anchor Standard integration through complex tasks |

### References:

The Data Coach's Guide to Improving Learning for All Students: Unleashing the Power of Collaborative Inquiry, [Nancy B.](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&amp;field-author=Nancy%20B.%20Love&amp;search-alias=books&amp;sort=relevancerank) [Love](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_1?_encoding=UTF8&amp;field-author=Nancy%20B.%20Love&amp;search-alias=books&amp;sort=relevancerank) (Editor), [Katherine E. Stiles](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_2?_encoding=UTF8&amp;field-author=Katherine%20E.%20Stiles&amp;search-alias=books&amp;sort=relevancerank) (Editor), [Susan E. Mundry](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_3?_encoding=UTF8&amp;field-author=Susan%20E.%20Mundry&amp;search-alias=books&amp;sort=relevancerank) (Editor), [Kathryn DiRanna](http://www.amazon.com/s/ref%3Dntt_athr_dp_sr_4?_encoding=UTF8&amp;field-author=Kathryn%20DiRanna&amp;search-alias=books&amp;sort=relevancerank) (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