The Syms-Eaton Academy brought accessible education to Hampton, Virginia in 1635 as the first free public school in America. Later renamed Hampton Academy, it was destroyed by fire in 1862 during the Civil War but its spirit could not be demolished and it was rebuilt on the same site ten years later. Today Hampton High School is considered the direct descendant of the original academy and Hampton City Schools (HCS) is still backed by the original trust fund that has been intact since the 17th century.

HCS continues to provide exceptional education for 21,000 students in 35 schools with 1,530 expert teachers, and still integrates the traditional values of integrity, honor, and loyalty into its way of life.

In order to build a solid foundation for all students and schools, particularly those that struggle, HCS administrators and teachers are focused on greater proficiency in math and literacy, as well as on improving the quality of classroom observations.

SOLUTIONS

Former Hampton City Schools Coordinator of Professional Development Joan Davis has been a vibrant, remarkable administrator and she presently serves as an advisor to the district. She is a strong promoter of educator growth and development because she understands the impact teachers have on student success.

Joan immediately saw enormous potential in the following School Improvement Network resources address HCS needs:

Edivate

- With a professional library of over 3,000 videos on 125 topics, Edivate addresses HCS focal points with many programs, including Differentiated Student Instruction, Principles of Reading Instruction, Proficiency in Math, and Math Tasks: the Need for an Instructional Shift.

Observation 360

- Observation 360 combines with Edivate for observation solutions and an evaluation process to create personalized professional development and meaningful experiences for each HCS teacher.
Standards of Learning (SOLs)

Though Virginia is not a Common Core state, all students must pass similar content tests for SOLs. To sustain consistency, HCS is using Edivate’s large collection of instructional videos showing real teachers in their classrooms demonstrating lessons that include downloadable plans.

New Teacher Orientation

New teachers are asked to watch relevant Edivate programs illustrating district standards, policies, and goals to bring them into the HCS culture.

Professional Learning Communities (PLCs) and Collaborative Learning Teams (CLTs)

To address specific needs, teachers are encouraged to create PLCs and CLTs at the school level to share ideas and reduce feelings of teacher isolation. Edivate program segments give the groups direction and motivation.

Observations

Teachers were nervous when the district announced a new observation and evaluation process but have since found it to be beneficial as well as straightforward. Edivate programs have proven to be valuable tools for teachers who may be struggling.

Charles Baumgardner, a twenty-year veteran of education and a former teacher, is currently a Teacher Specialist in Social Studies. As a specialist, he works within the Virginia Department of Education writing and maintaining curriculum, modeling practices, and monitoring classrooms using Observation 360.

“Observation 360 is a straightforward, efficient product and I am very happy to have it. Because it is extremely intuitive and easy to navigate, it streamlines the entire process. I can type in comments, offer suggestions, and quickly send it off to the teacher. The ability to create our own observation templates is a huge plus.”

Charles Baumgardner
Teacher Specialist in Social Studies
Hampton City Schools, Virginia

Licensure Renewal

Virginia educator licenses are renewed every five years and require 180 professional development points. A certain number of these points can be accrued by completing one or more of the approved options that may include Edivate programs and the accompanying reflection questions.

District Teacher Development Plans

HCS teachers are contracted to complete 18 hours of development per school year in addition to those on the instructional staff calendar. Six of these hours can include watching relevant Edivate programs and completing the accompanying reflection questions.
misunderstand how learning consistency is impacted by challenges like parent availability, healthcare, nutrition, and transportation availability. Edivate programs such as Working with Students from the Culture of Poverty and Differentiated Instruction Applied create teacher awareness plus understanding.

Enthusiastic Teachers

HCS teachers really enjoy increasing their skills with Edivate’s user autonomy and wide range of topics. High usage numbers confirm that they are finding value in the on-demand resource

<table>
<thead>
<tr>
<th>Hampton City Schools, Virginia</th>
<th>March 2014 – April 2015</th>
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<tbody>
<tr>
<td>Registered Users</td>
<td>2,636</td>
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<tr>
<td>Collective Programs Viewed</td>
<td>5,444</td>
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<tr>
<td>Collective Segments Viewed</td>
<td>13,720</td>
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<tr>
<td>Collective Minutes Viewed</td>
<td>174,234</td>
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<tr>
<td>Average Minutes Viewed Per User</td>
<td>2,328</td>
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</tbody>
</table>

Student Achievement Research

Predictors of Success for Professional Development: Linking Student Achievement to School and Educator Successes through On-Demand, Online Professional Learning by Steven H. Shaha, PhD, DBA & Heather Ellsworth BS was published in 2013 by the Journal of Instructional Psychology and is an independent study of teacher use of on-demand, online learning showing that higher minutes per user resulted in greater than twelve times the student gains in math rates and twice the gains in reading rates than district averages.

Conclusions were that higher levels of teacher active use and engagement correlated with higher student achievement and accomplishment as shown by the graphs below:
“I’m always glad for opportunities to share my enthusiasm for Edivate and Observation 360. Partnering with School Improvement Network has been a wonderful experience because it supports our schools and teachers with quality resources, stays cutting edge with continuous product improvement, and maintains high quality service.”

Joan Davis
Professional Development Advisor
Former Coordinator of Professional Development
Hampton City Schools, Virginia

In collaboration with our community, Hampton City Schools ensures academic excellence for every child, every day, whatever it takes.

- Hampton City Schools Motto -

**CONCLUSION**

By adding Edivate and Observation 360 to its professional development program, Hampton City Schools is continuing its nearly 400 year-old tradition to supply excellent education in an environment that motivates all students to their highest potential.

**About School Improvement**

Founded in 1991 by teachers, School Improvement Network has spent decades researching and documenting the best practices in education. From this research, School Improvement Network has developed Edivate (formerly known as PD 360), a personalized professional learning solution for educators. Research shows that districts and schools that use the tools in Edivate produce better teachers and, as a result, experience dramatic increases in student achievement, driving up student proficiency by an average of 18 percent in a single year when compared to neighboring schools. School Improvement Network works with thousands of schools and districts in every state and around the world, and has visited over 3,500 classrooms to document best practices in action.

Learn more at schoolimprovement.com.

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Percent of Students Proficient or Advanced: Reading

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
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<tbody>
<tr>
<td>Higher Engagement Schools</td>
<td>63.5</td>
<td>67.2</td>
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<tr>
<td>Lower Engagement Schools</td>
<td>56.9</td>
<td>66.6</td>
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</table>

Percent of Students Proficient or Advanced: Math

<table>
<thead>
<tr>
<th></th>
<th>Pre</th>
<th>Post</th>
</tr>
</thead>
<tbody>
<tr>
<td>Higher Engagement Schools</td>
<td>62.7</td>
<td>69.5</td>
</tr>
<tr>
<td>Lower Engagement Schools</td>
<td>58.4</td>
<td>63.0</td>
</tr>
</tbody>
</table>

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