

# Chatham Central Schools

## Professional Development Plan

### 2016-2017

#### Committee Members:

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Ruth Ann Burnell, Shawn Caldwell, Lucas Christensen, Jennifer DiIorio  
Chelsea Donovan, Nancy Doyle, Donna Eager, Holly Fiero, Barbara Fuss, Pati Lanphear,  
Kate Lynch, Will Richard, Lisa Toomey, Jodi Sullivan - Teacher Leader

#### **PROFESSIONAL DEVELOPMENT PLANNING TEAM**

1. If school teams are not represented on the district professional development team, describe briefly how the district plan will ensure that the needs of schools in the district are met.

First, the Professional Development Committee is comprised of teachers and teaching assistants from all three buildings. Additionally, there is representation from a variety of content areas and specialties. If school teams are not directly represented in that way, the Professional Development Teacher Leader meets monthly with all other teacher leaders and administration to ensure that communication and needs of everyone are shared and met. Various mechanisms for feedback exist and are available to all.

2. On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

On average, teachers participated in approximately 75 hours of professional development during the 2015-16 school year. These hours included superintendent's conference days, professional development full days and half-days, county-wide professional development, small group work days, and weekly meetings from September through April. Many teachers also participated in voluntary in-service, committee work, graduate study and/or

professional development embedded within the school day, which may have resulted in a higher number of professional development hours.

## **NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN**

\*See Attachment I for Needs Assessment Sources Used

1. Describe how the professional development plan is aligned with New York learning standards and assessments, student needs and is articulated within and across grade levels.
  - a. An analysis of the NYS School Report Card, and internal performance data indicates that students are meeting proficiency in multiple areas. With changes in levels of participation in 3-8 NYS Exams, we have identified an increased reliance on local and internal performance data. This data indicates a need for increased student differentiation and monitoring. We have identified concerns regarding achievement of economically disadvantaged students. We are also concerned that too few of our students are achieving mastery levels. While academic achievement is a top priority, we are also focusing on student behaviors and skills needed for students to succeed at personal optimal levels. While we will continue to focus on engagement, students need to monitor soft skills, wellness, and technology integration in addition to knowledge acquisition.
  
2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
  - a. This is the eighth year of a multi-year plan based on student learning needs. Through a needs assessment, essential questions, themes, and goals have been monitored, adjusted, and refined to remain relevant while addressing our highest prioritized needs. This year, the professional development committee refined the essential questions so that they aligned even more closely with district and Board of Education goals. We will continue to implement, monitor, reflect, and revise in order to sharpen our focus on best practice in delivery of professional development to maximize impact on student achievement and overall success. The committee utilized a comprehensive Professional Development Rubric from NYSED to self-assess, where we identified areas of strength and opportunities for improvement.
  
3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

- a. Through analysis of data, the following areas have been identified as areas of attention:
  - i. Fewer than desired students achieving mastery--all grades and areas
  - ii. Achievement of students with disabilities (too few below proficiency; too few below mastery)
  - iii. Achievement of economically disadvantaged students
  - iv. Fewer than desired students achieving optimal growth
  - v. Need for increased attention / PD regarding poverty and wellness
  - vi. Need for increased attention on effective technology integration

## **Attachments: Chatham CSD Professional Development Plan**

### **Attachment I: Needs Assessment Sources Used**

Indicate the sources you used and include any additional detail needed to identify the basis of your needs analysis.

- School Report Card
- BEDS data
- Student attendance rates
- Graduation and dropout rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- Longitudinal data
- Student/teacher ratios
- Teacher turnover rate
- Number of uncertified teachers
- Number of teachers teaching out-of-field
- Teacher proficiency data
- Teacher surveys
- Teacher self-assessment
- Other (specify):

### **Attachment II: Fiscal Resources**

Fiscal resources:

- Title I
- Title II Preparing, Training, & Recruiting High Quality Teachers & Principals

- IDEA Funding
- District Funds

### **Attachment III: Teacher Professional Development Guiding Questions**

1. What skills or strategies will I use to help students improve the “soft skills” and character traits necessary for successful attainment of their school and life goals?
2. How will I maximize available technology to engage all students so they will make progress toward individual goals?
3. What skills, strategies, research, resources, and collaboration will improve the wellness of ourselves and our students?

### **Attachment IV: Teaching Assistant Professional Development Theme**

- How can I improve my own skills, expertise, and education regarding:
  - Building and maintaining strong student connections
  - Effectively engaging students who struggle
  - Understanding the individual needs and differences of all students, including ENLs
  - Developing strong content knowledge
  - Technological Literacy
  - Digital Citizenship for myself and students
  - Improving the wellness of myself and students

### **Attachment V: Catalog of Professional Development (In-House Providers)**

CCSD Professional Development Group Providers:

### **Attachment VI: Catalog of Professional Development (Outside Providers)**

- American Speech Language and Hearing Association
- Association of Math Teachers of New York State
- Barbara Stevens, Certified Stress Management Facilitator
- Bard College Programs, Providers, and Professional Services
- Berkshire Farms Professionals and Services
- Brianna Murratti, Assistive Technology Specialist
- Bureau of Education and Research Programs, Providers, and Professional Services
- Capital Area School Development Association
- Capital Area Speech and Hearing Association
- Capital District English Supervisors
- Capital Region BOCES Programs, Providers, and Professional Services

- Career Cruising Programs, Providers, and Professional Services
- Cathy Welling, DASA Trainer
- Centers for Disease Control and Prevention
- Chatham Police Department/Fire Department/Emergency Responders
- Christi Wright, Guided Meditation
- The College Board AP Programs, Providers, and Professional Services
- Columbia County Community Healthcare Consortium
- Columbia County Health Department
- Columbia County Mental Health Association
- Columbia County Mental Health Center
- Columbia County Schools Administrators and Instructional Leaders
- Columbia County Sheriff's Department
- Columbia-Greene Hospital
- Debra Adams Cioppa, Handle With Care Cert. and Re-Cert.
- Donald Budmen, Esq., Sexual Harassment Training
- Dr. Carrol Curran, M.D., Risk Assessment
- Dr. Roberta Bennett, Psychiatrist and Neurobiologist
- Dr. Steve Barkley, Leadership
- Educators from Catholic Charities
- edWeb, LLC Professional Development Webinars and Online Programs
- Empire New York State Library Media Specialists
- Hudson-Mohawk Valley Area Mathematics Conference
- Incident Command System School Safety Training
- Jean Dahlgren, Art Department Chairperson Sage Colleges of Albany
- Jocelyn Morse, Licensed Zumba Trainor
- John Bruno, Strength and Conditioning, Health Education
- Judith Cox, Clinical Psychology
- Langui-systems Programs, Providers, and Professional Services
- The Leadership for Educational Achievement Foundation, Inc.
- LeeAnn Mertzluft, Director of OWL and BH-BL BOE Member
- Les Loomis, Results First Workshop
- Michael Stahl, Chair and Assistant Professor School Counseling, Sage College
- Millay Colony for the Arts Programs, Providers, and Professional Services
- Mobile Crisis Unit Programs, Providers, and Professional Services
- Music Department(s), North Colonie CSD, Guilderland CSD, East Greenbush CSD
- National Association for Music Education
- National Council of Supervisors of Mathematics
- National Council of Teachers of English
- National Council of Teachers of Mathematics
- New York Library Association
- New York State Association of Family & Consumer Sciences Educators
- New York State Association for Health, Phys, Ed, Recreation, and Dance
- New York State Association of Supervision and Curriculum Development

- New York State Athletic Association Programs, Providers, and Professional Services
- New York State Counseling Association
- New York State English Teachers
- New York State School Music Association
- New York State Speech Language and Hearing Association
- New York State United Teachers
- Northern Rivers Family Services
- Northeast Family Placement
- Northeast Parent and Child Society
- Northeastern Regional Information Center
- NYSSBA Programs, Providers, and Professional Services
- Omar Williams, Web and Graphic Design
- Project Lead the Way Programs, Providers, and Professional Services
- Questar III Programs, Providers, and Professional Services
- Railroad Crossfit, Fitness
- Speak for Yourself; Speaking of Speech Programs, Providers, and Professional Services
- STEM, Teacher Professional Development Opportunities
- St. Rose Department of Education
- SUNY Albany Department of Education
- Suicide Prevention Center of New York Programs, Providers, and Professional Services
- Texas Instruments, Representative for New York State
- Utica National Insurance Group, School Safety Loss Prevention