

Chatham Central Schools
Professional Development Plan
2011-2012

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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.

Although each school does not have its own professional development team, members of each building participate on the district-wide committee. The committee is composed of teachers, administrators, and teaching assistants. Over time, the committee will use input from Instructional Study Teams and various district committees in development of the Professional Development Plan. In the spring of 2010, the committee surveyed the staff to ensure that professional development needs can be met. The staff survey was expanded and re-administered in the spring of 2011. This expanded survey will be used as baseline data and will be updated and re-administered each spring.

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 will participate in between 45 and 50 hours of professional development each year. These include superintendent's conference days, professional development half-days, and weekly meetings from October through May. Many teachers will also participate in in-service, committee work, graduate study and/or professional development embedded within the school day, which will result in a higher level of hours.

NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

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.

An analysis of the NYS School Report Card and data collected for Race to the Top indicates that in the past the majority of our students have comfortably met the learning standards. As the cut scores are raised to reflect higher standards we do have increased numbers of students failing to meet expectations, particularly in math and writing-based assessments. We have identified concerns with the achievement of economically disadvantaged students and students with disabilities. We are also concerned that too few of our students are achieving levels of excellence. Newer more rigorous requirements are also raising concerns with average students, who previously met standards easily but who are now experiencing difficulty. For this reason, we have selected as our professional development theme, "*College and Career Readiness in the 21st Century—Maximizing the Potential of All Students.*" Activities planned throughout the year will be driven by this theme.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.

This plan is the third of a multi-year plan based on student learning needs. In the first year, we introduced workshops based on student learning needs as identified through analysis of student data. In the second year, we refined our analysis, focusing on performance concerns in specific skill areas, especially writing. We also expanded our offerings, and we expanded the opportunities for faculty groups with specific needs to pursue specialized staff development. In 2010-2011 the cut points on the NYS assessments have been raised, the Common Core Standards have been adopted, and the assessments are being revised to become more challenging, producing data that causes us to be concerned about the performance of our average students, those who previously met standards easily. In 2011-2012, year three of the plan, we are concerned with raising the performance of all students, rather than focusing merely on either extreme of the achievement spectrum. As we go forward, we will continue to collect and analyze new types of student data, measuring the impact of our professional development activities. This analysis will guide our activities in future years.

In addition, we are sharpening our focus on best practice in delivery of professional development that impacts student achievement. We have conducted self-evaluation based on the NYS Professional Development Standards and on the Bernhardt Evaluation Guide for Professional Development. Our analysis indicates that we have made great strides in the past two years, but that in order to move to the highest levels of delivery we need to focus mindfully on specific process goals as a part of our plan.

3. Identify how the data used supports the goals, objectives, strategies and activities in the professional development plan.

Through an analysis of data, the following areas have been identified for attention:

- Achievement of Students with Disabilities—all subjects
- Achievement of Economically Disadvantaged Students—all subjects
- Fewer than Desired Students Achieving Excellence (level 4)—all subjects
- Fewer than desired Students Achieving Standards as Measured by New Cut Points
- All Student Subgroups—Performance Discrepancies on Mathematics Testing
- All Student Subgroups—Performance Discrepancies on Writing-Intensive Tests

Chatham Central School District School District 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
- New York: The State of Learning (Chapter 655 Report)
- BEDS data
- The CAR report
- Special designation schools, SURR, Title I
- Student attendance rates
- Graduation and dropout rates
- Student performance results disaggregated by ethnicity, gender, SES, and other special needs
- State benchmarks for student performance
- TIMSS report
- Student aspirations
- Other student surveys
- 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
- Curriculum surveys
- Community employment opportunities
- Other (specify):
Race to the Top Data, District Measures of Excellence, Bernhardt Professional Development Scale, NYS Professional Development Standards

Chatham Central School District School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing--Process

Process Deficiency

Review of Bernhardt Scale and teacher surveys indicates need to connect professional development more directly to classroom practice and take steps to ensure implementation of strategies learned through professional development.

Review of NYS Professional Development Standards indicates need for greater use of technology to enhance and broaden professional development offerings.

Review of Bernhardt Scale and NYS Professional Development Standards indicates need to enhance collaboration.

Review of teaching assistant surveys indicates need to develop more targeted and appropriate professional development to meet specific needs of TA's.

Review of teacher surveys and activity evaluations from 2010-2011 indicates support for multi-part professional development activities.

District Process Objectives

1. Strengthen Connections and Follow-Through of Workshop Activities and Topics.
2. Utilize technology to expand opportunities for delivery of professional development and to provide opportunities for collaboration.
3. Develop specific targeted plan for Teaching Assistant professional development.

Chatham Central School District School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Student Performance Deficiency (2009-2010 Results)	Teacher Content/ Practice Need(s)	District Objectives
ELA 3-8 Students with Disabilities did not meet AYP.	Strategies for Improving Achievement of Students with Disabilities	1. Provide strategies for teachers to improve the Achievement of SWD's.
Discrepancies occur for all subgroups in the % of students achieving standards and of those achieving excellence on writing intensive tests.	Strategies for Improving Instruction in Writing Across the Curriculum for All Students	2. Provide strategies for teachers to improve the ability of students to write across subject areas.
Fewer than 5% of students achieved level 4 in ELA in grades 6-8, and math in grade 8. The % of students receiving 85 or greater on the regents ranged from 9% to 43%, with most below 20%.	Strategies to Challenge Highly Able Students	3. Provide strategies for teachers to challenge highly able students.
Race to the Top Baseline Data indicates results for math are below state standard at every level.	Strategies to Improve Instruction in Mathematics for All Students	4. Provide strategies for teachers to improve the mathematics achievement of students.
Teacher Professional Development Survey indicates lack of familiarity with recently adopted Common Core Standards.	Strategies to align instruction with Common Core Standards	5. Provide strategies for teachers to implement instruction and assessment based on the common core standards.

Chatham Central School District School District Professional Development Plan
Attachment II: Needs Assessment Prioritizing

Student Performance Deficiency (2009-2010 Results)	Teacher Content/ Practice Need(s)	District Objectives
Teacher Professional Development Survey indicates lack of understanding of 21 st Century skills and means of teaching them.	Strategies to align instruction with 21 st Century skills, including project based learning.	6. Provide strategies for teachers to implement instruction and assessment based on the 21 st century instructional model.
Teacher Professional Development Survey indicates inconsistency in technology integration and focus on “how to” use technology instead of learning through technology.	Increase use of instructional technology for learning and collaboration.	7. Support the use of technology tools available in the district to increase learning and collaboration among students and among teachers.
Review of regulations indicates mandated training.	Mandated Training	8. Provide professional development to meet NYS and federal mandates.

Chatham Central School District School District Professional
Development Plan

Attachment III: District Resources

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal resources:

- Title I
- Title II A Preparing, Training, & Recruiting High Quality Teachers & Principals
- Title II D Enhancing Education Through Technology
- IDEA Funding
- District Funds

Staff resources:

- Instructional Study Team Leaders
- Professional Development Committee
- Administrative Team
- Technology Support Staff
- Technology Integration Teacher
- Exemplary Teachers

Providers:

- Institutions of Higher Education
- Teacher Resource Centers
- BOCES (e.g., SCDN, SETRC, BETAC)
- Private Consultants
- CCSD Staff

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Process Objective # 1: Strengthen Connections and Follow-Through of Workshop Activities and Topics.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Utilize Chatham Academy to follow up on and extend conference day experiences.	Professional Development Committee	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates
Connect workshops in year-long professional development initiative that includes implementation component.	Professional Development Committee	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys
Encourage follow-up emails to presenters and providers by participants.	Professional Development Committee	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys
Encourage and support participation in webinars and on-line professional learning activities.	Professional Development Committee Technology Support Teacher	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates
Establish chat rooms and blogs for sharing related to professional development topics.	Professional Development Committee	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Process Objective # 2: Utilize technology to expand opportunities for delivery of professional development and to provide opportunities for collaboration.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Shift focus from learning specific applications to use of technology for professional learning.	Professional Development Committee Technology Committee Technology Support Teacher	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates
Encourage and support participation in webinars and on-line professional learning activities by advertising offerings and providing “how to” support.	Professional Development Committee Technology Support Teacher	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates
Establish chat rooms and blogs for sharing related to professional development topics.	Professional Development Committee	Ongoing	Professional Development Activity Evaluations Teacher & TA Surveys Participation Rates

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Process Objective # 3: Develop specific targeted plan for Teaching Assistant professional development.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Develop and administer separate TA Professional Development Professional Development Survey as a part of 2011-2012 planning.	Professional Development Committee	Spring 2011	Survey Results
Convene a representative group of TA's to plan TA activities for 2011-2012.	Superintendent	Spring 2011	Professional Development Activity Evaluations TA Surveys Participation Rates

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __1__: Provide strategies for teachers to improve the achievement of students with disabilities.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to SWD's in year-long initiative. (See Attachment VII)	Superintendent Director of Student Services Professional Development Committee	Conference Days	Student results Faculty and staff input Project-Based Lesson Review
Provide Co-Teaching training and coaching for teachers new to program	Director of Student Services Professional Development Committee	Summer 2011 Ongoing 2011-2012	Student results Faculty and staff input
Regularly scheduled staff meetings about special education topics	Director of Student Services Special Education Staff	Ongoing—at least 4 per year	Student results Faculty and staff input
Turnkey training of regular education teachers by special education teachers	Special Ed Staff Regular Ed Staff Principals Instructional Study Team & Grade level Leaders	Monday Meetings, Common Planning	Student results Faculty and staff input
General information sessions on topics specific to SWD's	Superintendent Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __2__: Provide strategies for teachers to improve the writing of students across subject areas.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to teaching writing in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Release Days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on strategies for teaching writing across content areas	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input
Opportunities for peer or instructional coaching	Superintendent Professional Development Committee	Ongoing	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __3__: Provide strategies for teachers to challenge highly able students.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to teaching highly able students in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on strategies for teaching highly able students—tiered lessons, curriculum compacting, etc.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __4__: Provide strategies for teachers to improve the mathematics achievement of students.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to teaching of mathematics in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Release Days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on strategies for teaching mathematics across content areas	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __5__: Provide strategies for teachers to implement instruction and assessment based on the common core standards.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to teaching and assessing of the common core standards in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Release Days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on strategies for teaching and assessing the common core standards.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __6__: Provide strategies for teachers to implement instruction and assessment based on the 21st century instructional model.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to teaching and assessing based on the 21 st century instructional model in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Release days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on strategies for teaching and assessing based on the 21 st century instructional model.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input
Include topics relative to project-based learning in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee	Conference Days Release Days	Student results Faculty and staff input Project-Based Lesson Review
Workshops on project-based learning.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # 7: Support the use of technology tools available in the district to increase learning and collaboration among students and among teachers.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Include topics relative to technology based instruction in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Technology Integration Teacher	Conference Days	Student results Faculty and staff input Project-Based Lesson Review
Workshops on technology based instruction.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input
Include topics relative to grade level technology benchmarks in year-long initiative. (See Attachment VII)	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Monday Meetings	Student results Faculty and staff input Project-Based Lesson Review
Workshops on developing and maintaining a teacher website.	Superintendent Director of Student Services Professional Development Committee	Conference Days Chatham Academy Webinars & Online	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment IV: Implementation Plan

Objective # __8__: Provide professional development to meet NYS and federal mandates.

<u>Strategy(ies)/Activity(ies)</u>	<u>Who</u>	<u>Timeframe</u>	<u>Performance Measure/ Data Source</u>
Workshops and/or Online Training on School Safety / Right to Know	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Monday Meetings	Student results Faculty and staff input
Workshops and/or Online Training on Mandated Topics	Superintendent Professional Development Committee Principals Instructional Study Team & Grade level Leaders	Conference Days Monday Meetings	Student results Faculty and staff input

Chatham Central School District School District Professional Development Plan
Attachment V: Evaluation Plan

District Objectives

Indicators of Progress

Process 1. Strengthen Connections and Follow-Through of Workshop Activities and Topics.

Ratings on Professional Development Activity Evaluations
 Ratings on Teacher & TA Surveys
 Participation Rates

Process 2. Utilize technology to expand opportunities for delivery of professional development and to provide opportunities for collaboration.

Ratings on Professional Development Activity Evaluations
 Ratings on Teacher & TA Surveys
 Participation Rates

Process 3. Develop specific targeted plan for Teaching Assistant professional development.

Ratings on Professional Development Activity Evaluations
 Ratings on TA Surveys
 Participation Rates

1. Provide strategies for teachers to improve the Achievement of SWD's.

Assessment Results
 Race to the Top Data
 Lesson Plans
 Project-Based Unit

2. Provide strategies for teachers to improve the writing of students across subject areas.

Assessment Results
 Race to the Top Data
 Lesson Plans
 Project-Based Unit

3. Provide strategies for teachers to challenge highly able students.

Assessment Results
 Measures of Excellence
 Lesson Plans
 Project-Based Unit

Chatham Central School District School District Professional Development Plan
Attachment V: Evaluation Plan

District Objectives

Indicators of Progress

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| 4. Provide strategies for teachers to improve the mathematics achievement of students. | Assessment Results
Measures of Excellence
Lesson Plans
Project-Based Unit |
| 5. Provide strategies for teachers to implement instruction and assessment based on the common core standards. | Assessment Results
Race to the Top Data
Lesson Plans
Project-Based Unit |
| 6. Provide strategies for teachers to implement instruction and assessment based on the 21 st century instructional model. | Assessment Results
Race to the Top Data
Measures of Excellence
Lesson Plans
Project-Based Unit |
| 7. Support the use of technology tools available in the district to increase learning and collaboration among students and among teachers. | Lesson Plans/ APPR
Help Desk Requests
Technology Integration Teacher Records
Grade 8 Assessment |
| 8. Provide professional development to meet NYS and federal mandates | Enrollment Records |

**Chatham Central School District School District Professional Development Plan
Attachment VI: Workshop Topics by Strand**

<p style="text-align: center;"><u>Students with Disabilities</u></p> <p>Specific Disabilities Autism Spectrum ADD/ADHD Literacy Based Modifying Lessons, Assignments, & Assessments Co-Teaching Strategies Lesser Known Disabilities/Terminology—i.e. Executive Function, Non- Verbal Learning Disabilities, etc.</p>	<p style="text-align: center;"><u>Highly Able Students</u></p> <p>Identifying Highly Able Students Curriculum Compacting Strategies for Meeting the Needs of Highly Able students in the Regular Classroom Resources for Challenging Highly Able Students</p>	<p style="text-align: center;"><u>Struggling Students</u></p> <p>Classroom Level Interventions PRIM Manual as a Resource Resources for Providing Interventions in the Classroom Assessing the Effectiveness of Classroom Interventions Data Collection for Response to Intervention</p>
<p style="text-align: center;"><u>Differentiation</u></p> <p>Tiered Lessons Classroom Centers Effective Grouping Practices Gender-Based Learning Differences Multiple Learning Styles Classroom Management in a Differentiated Classroom Daily 5</p>	<p style="text-align: center;"><u>Project-Based Learning</u></p> <p>Essential Questions Backward Design Classroom Management in a Project Based Classroom Designing Effective Group Activities</p>	<p style="text-align: center;"><u>21st Century Learning</u></p> <p>Definition/Unpacking 21st Century Skills Effective Questioning Techniques Scaffolding for Understanding</p>
<p style="text-align: center;"><u>Assessment</u></p> <p>Formative Vs. Summative Assessment Best Assessment Practices Developing Rubrics Assessing 21st Century Skills Best Grading Practices</p>	<p style="text-align: center;"><u>Writing</u></p> <p>6 Trait Writing 4 Square Writing Working with Reluctant Writers Effective Revision Writing in the Content Areas</p>	<p style="text-align: center;"><u>Mathematics</u></p> <p>Singapore Math Teaching for Understanding Problem-Solving Numeracy</p>
<p style="text-align: center;"><u>Common Core Standards</u></p> <p>Unpacking the Common Core Standards Assessing the Common Core standards Integrating Test Prep into Classroom Instruction</p>	<p style="text-align: center;"><u>Technology</u></p> <p>Web-Based Research Problem-Solving Basic Computer Problems Use of the Smart Board Dreamweaver Teacher Web Google Apps Blogging Electronic Classrooms</p>	<p style="text-align: center;"><u>Mandates</u></p> <p>Right to Know/Blood Borne Pathogens School Safety Plan Anti-Bullying Sexual Harassment FERPA Appropriate Professional Use of Social Media Internet Safety Fire Prevention</p>

Chatham Central School District School District Professional Development Plan Attachment VII: Year-Long Professional Development Initiative

INTRODUCTION

The intent of this initiative is to explicitly connect the various workshop topics on conference days to classroom practice. The design is for each teacher to choose a unit or project typically taught in the spring of the year. They will spend the year receiving training on various topics. At the end of each day, the final session will have the presenters supporting the teachers as they apply the day's learning to their unit/project. The Chatham Academy will offer professional book studies and/or colloquia type workshops to support and extend the topics presented on the conference days. This effort will be supported in Monday meetings as the teachers address issues of curriculum delivery and student expectations through Instructional Study and Grade Level Team discussions. (In order to extend the 2010-2011 initiative of allowing specific targeted professional development for departments or groups, groups may apply to use one session on any conference day for a department specific activity.)

The groups for the small group sessions will be arranged as follows:

GROUP	MEMBERSHIP	FOCUS
5-12 English Language Arts	Department Members, 1 MS & 1 HS Co-Teaching Sp Ed Teacher	Subject Area Instruction
5-12 Math	Department Members, 1 MS & 1 HS Co-Teaching Sp Ed Teacher	Subject Area Instruction
5-12 Social Studies	Department Members	Subject Area Instruction
5-12 Science	Department Members	Subject Area Instruction
Grades K-2	Grade Level Teachers	Mathematics
Grades 3-4	Grade Level Teachers, Co-Teaching Sp Ed Teachers (2)	Literacy & Writing
K-12 Art & Music	Department Members	Subject Area Instruction
K-12 Technology, Family & Consumer Science, Business	Department Members	Subject Area Instruction
K-12 Physical Education & Health	Department Members	Fitness & Wellness
7-12 Languages Other than English	Department Members	Subject Area Instruction
K-12 Guidance, Social Work, & Psychology	Department Members	Guidance for College & Career Planning
K-12 Special Ed Teachers	Department Members & Service Providers except co-teachers	21 st Century Skills & Project-Based Learning for Students with Disabilities

**Chatham Central School District School District Professional Development Plan
Attachment VII: Year-Long Professional Development Initiative**

TIMELINE	EVENT	PROGRAM
Opening Day	Keynote	Teaching & Learning in the 21 st Century
September 26- October 7	Release Days—	Introduction to Project Based Learning <ul style="list-style-type: none"> • Small Group Work Sessions • Strands: Project-Based Learning, 21st Century Skills, Common Core Standards, Writing, Mathematics
October 11	Full Conference Day	Developing a Project Based Unit <ul style="list-style-type: none"> • 2 Sessions Workshops, 1 Session—Outline a Unit or Project • Strands: Project-Based Learning, 21st Century Skills, Common Core Standards
November 8	Full Conference Day	Differentiation <ul style="list-style-type: none"> • 2 Sessions Workshops, 1 Session—Differentiating a Unit or Project • Strands: Students with Disabilities, Highly Able students, Struggling Students, Differentiation
January 4- January 18	Release Days	Assessment <ul style="list-style-type: none"> • Small Group Work Sessions • Strand: Assessment
February 9	Half Day	Writing and Literacy <ul style="list-style-type: none"> • 1 Session Workshops, 1 Session-Infusing Literacy and/or Writing into Unit or Project • Strands: Writing, Common Core standards
March 22	Half Day	Technology <ul style="list-style-type: none"> • 1 Session Workshops, 1 Session-Infusing Technology into Unit or Project • Strand: Technology

Chatham Central School District School District Professional Development Plan **Attachment VIII: Teaching Assistant Professional Development Plan**

This plan reflects a comprehensive approach to professional development for teaching assistants (TA's) that takes into account the following:

- Specific TA roles and responsibilities working with students
- Potential TA participation and impact within 21st century learning instructional model
- Practical factors that impact TA's ability to effectively support and interact with teachers
- District long range goals and initiatives
- Input from TA Professional Development Survey

The plan was developed with the input of a committee of TA's, representing a variety of roles, experience levels and building placements.

PART 1—ORIENTATION

Beginning with this school year, newly hired TA's will participate in an annual District-wide orientation. In 2011-2012, all TA's will participate in this activity. Topics will include:

- Roles and Responsibilities within the Classroom
- Roles and Responsibilities outside the Classroom—Serving as a Member of the Professional Staff
- Establishing an Effective Relationship with Classroom Teachers
- Online Networking Tools—*My Learning Plan*
- Etiquette for Staff Members who Have Children in the School District

PART 2—MONDAY INSTRUCTIONAL STUDY TEAM (IST) MEETINGS

While TA participation in District and Building/Grade Level meetings is productive and useful, IST meetings do not typically focus on TA responsibilities or their needs. While a number of the TA's have taken the initiative to try and make their IST experience meaningful, this is not the most effective use of their professional time. Beginning in 2011-2012, TA's will have their own meetings on IST Mondays (twice each month).

- TA's will be split into two groups—Middle/High School and Elementary.
- Meetings will be facilitated by volunteers.
- Each meeting will consist of sharing around a pre-determined topic. TA's will share tips and strategies they have found helpful and then will share areas that are challenging and solicit advice from their colleagues.
- A small number of TA's have assignments that make their participation on a particular IST meaningful. With supervisory approval, such TA's will remain on those IST's instead of attending these meetings.
- Occasionally an IST will discuss a topic that is important for specific TA's. With supervisory approval, a TA may attend such meetings instead of the TA activity.

**Chatham Central School District School District Professional Development Plan
Attachment VIII: Teaching Assistant Professional Development Plan**

Topics for TA IST Meetings—

1. Transition—Sharing Information about Specific Students
2. Effective Communication with Teachers—Strategies, Feedback, Vehicles/Media
3. Student Organization—Being Prepared for Class
4. Motivating the Disengaged Student—Part 1
5. Best Practices for Use of Technology
6. Working with Struggling and/or Reluctant Readers
7. Student Organization—Time Management
8. Working with Students who Struggle with Math
9. Behavior Management—Part 1
10. Working with Struggling and/or Reluctant Writers
11. Student Organization—Recording and Completing Assignments
12. Motivating the Disengaged Student—Part 2
13. Use of Specific Technology Applications—Part 1
14. Behavior Management—Part 2
15. Use of Specific Technology Applications—Part 1

PART 3—CONFERENCE DAYS

TIMELINE	EVENT	PROGRAM
October 11	Full Conference Day 3 Sessions	Unpacking the Common Core Standards ELA Math Common Core State Standards for History/ Social Studies, Science, and Technical Subjects
November 8	Full Conference Day 3 Sessions	Differentiation Multiple Learning Styles Gender-Based Learning Differences Classroom Management in a Differentiated Classroom Effective Questioning Techniques Working with Fractions Topics in Algebra
February 9	Half Day 2 Sessions	Literacy, Writing, and Assessment Working with Reluctant Writers Gathering & Interpreting Information and Writing without Plagiarizing Best Assessment Practices Administering Running Records Formative Assessment
March 22	Half Day 2 Sessions	Technology Web-Based Research Use of Smart Board Google Apps

TA's are strongly encouraged to participate in Chatham Academy offerings.