

Chatham Central Schools

Professional Development Plan

2018-2019

Committee Members:

Ruth Ann Burnell

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Kristine Mackowski- (CMS Fill-in Rep)

Donna Eager, 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 2017-18 school year. These hours included superintendent's conference days, professional development full days and half-days, countywide 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. We are seeing lower ELA scores in younger grades, but growth through out the following years. 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 as the enrollment is declining, but classified special education students are rising. We continue to have concerns regarding achievement of economically disadvantaged students. We will continue to create an environment that promotes intellectual and professional growth through the meaningful and purposeful use of technology as a tool, preparedness of new programming and standard and /or revision of current programs within and between content areas and grade levels and enhance communication and parent engagement within the school community. While academic achievement is a top priority for all students, we are also focusing on fostering a culture that promotes physical and psychological well being for our students through the creation of consistent, proactive, and responsive strategies which address our evolving student needs and enhancing communication and engagement within the school community.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
 - a. This is the tenth year of a multi-year plan based on student learning needs. Through a needs assessment and the monitoring, adjustment and refining of our current plan two main strands were identified. An instructional strand that creates an intellectual and professional environment and a wellness strand that offers physical and psychological well being in a culture of professional growth. This year, the professional development committee aligned these strands to connect 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 again utilized a Professional Development rubric to self-assess if we were making a impactful difference with highly effective indicators with our program.

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. Desire to increase the number of students achieving mastery--all grades and areas
 - ii. Achievement of students with disabilities, ELL, and economically disadvantaged students.
 - iii. Desire to increase the number of students achieving optimal growth
 - iv. Need for increased attention / PD regarding instruction and wellness
 - v. Need for increased attention on effective technology integration
 - vi. Need for increased attention to shifts in education

Attachments: 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
- 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
- EngageNY PD Rubric
- New Math Program K-8
- Chatham Mental Health Initiative
- Chatham's Technology Integration Initiative
- Other (specify):

Attachment II: Fiscal Resources

Fiscal resources:

- Title I
- Title II Preparing, Training, & Recruiting High Quality Teachers & Principal
- IDEA Funding

- District Funds

Attachment III: Teacher and Teaching Assistant Professional Development Strands

Instructional Strand - The school community will create an environment that promotes intellectual and professional growth through:

- The meaningful and purposeful use of Technology as a learning tool
- Preparedness of new programing and standards and/or the revision of current programs within or between content areas and grade levels
- Enhancing communication & parent engagement within the school community

Wellness Strand - The school community will create a culture that promotes physical and psychological well being and professional growth through:

- The creation of consistent, proactive, and responsive strategies which address evolving student needs.
- Enhancing communication & engagement within the school community

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

CCSD Professional Development Group Providers:

- District Administrators
- Building Administrators
- Guidance Counselors & Social Workers
- Teacher Leaders
- Team Leaders
- Professional Development Committee Members
- Chatham Academy Instructors
- School Resource Officer(s)
- CCSD School Nurses
- ENL Teachers/Specialists
- Teacher Coaches
- Mentor Committee Members
- Senior Team Members
- Technology Committee Members
- Teacher Mentors
- Administrative Interns
- Library Media Specialists
- Network and IT Specialists
- Instructional Technology Coach
- Psychology Coach & School Psychologists
- Related Service Providers from Advanced Therapy
- CCSD Speech Therapists

CCSD Professional Development Individual / Specialized Providers:

- Anita Lossow
- Chelsea Murphy
- Dr. Salvatore DeAngelo
- Connie Reichardt
- Donna Eager
- Irm Amos
- Jackie Mulica
- Jessica Decker
- Jill Chittenden
- Jim Flanagan
- Meghan Connelly

- Ashley Keegan
- Judi Matthews
- Justin Forrest
- Keara Lombardi
- Kim Cowles
- Kristine Mackowski
- Lucas Christensen
- Maria Hogencamp
- Mary Noelle Fabiano
- Michael Kullman
- Mike Stead
- Owen Poland
- Roberta Keller
- Sabrina Pravel
- Sara Murray
- Steve Silverman
- Theresa Rossi
- Tracy Fuller
- Tyler Cowherd
- Samantha McShane
- Michael Kullman
- Will Richard
- Cheryl Gauthier
- Jeff Artist
- Laurie Foster
- Michael Loomis
- Dawn Laguesse
- Valerie Persons
- Tyler Cowherd
- Michel Kullman
- Owen Poland
- Samantha Mcshane
- Jennifer Powell
- Judson Hoffman

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
- CASDA- Center for School Improvement at the University at Albany School of Education
- 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
- Greater Capital Region Teacher Center
- 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