

Chatham Central Schools

Professional Development Plan

2020-2021

Committee Members:

Ruth Ann Burnell

Lucas Christensen

Rebecca Milano

Barbara Fuss

Kate Lynch

Karin Baldauf

Michael Stead

Brett Fortran

Justin Forrest

Sandy Fischer

Kristy Wagner

Kristine Mackowski

Kate Jarrard

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 composed 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 2019-20 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. With the switch to remote learning many teachers took advantage of the numerous opportunities for professional development during this time.

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. Both sets data indicate 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 the achievement of economically disadvantaged students and the poverty rate in our school. The committee again utilized a Professional Development rubric to self-assess if we were making an impactful difference with highly effective indicators with our program.

With this unprecedented end of the year switch to remote learning we are still committed to continuing to create an environment that promotes intellectual and professional growth by providing staff with the tools and resources to build capacity for resilience and thrive in a possible blended learning scenario. While academic achievement is a top priority for all students, we are also focusing on not only fostering a culture that meets the social-emotional needs of our staff and our students, but building empathy and relationships within our school community. We realize the needs of our staff and students will be challenging, but we are working to craft professional development opportunities to share and learn from one another during these unprecedented changes to our educational system.

2. Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.
 - a. This is the twelfth 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 we decided to continue to help staff build capacity for instruction and wellness. Because of this resilience emerged for the PD focus this year. The guiding threads still include instruction, wellness but this year we added relationships. For instruction whether it is remote or in person we will focus on engaging students to become active learners. Wellness is similar to last year as we will continue to work on meeting the social and emotional needs of our students and staff through the lens of the CASEL Social Emotional Competencies. And new this year as a thread, but always an important part of the work we do, is building and leveraging relationships inside and outside the classroom. We will be continuing fostering relationships and learning through the K-12 teams and this year use the Capstone Skills to help weave the threads of professional development together. We will continue to implement, monitor, reflect,

and revise in order to sharpen our focus on best practice in the delivery of professional development to maximize impact on student achievement and overall success. This will be especially true this year with the ambiguity and possible blend of online and in person education for our students. Proactive and reactive targeted PD throughout the year will be essential.

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:

- Desire to increase the number of students achieving mastery--all grades and areas
- Achievement of students with disabilities, ELL, and economically disadvantaged students.
- Desire to increase the number of students achieving optimal growth
- Desire to connect and collaborate K-12 through meaningful dialog and projects
- Desire to engage students to become active learners
- Desire for purposeful integration of Capstone skills to enhance student growth and success
- Need for creating opportunities of awe to spark interest and curiosity in our learners
- Need for preparedness of new or revision of current curriculum to meet the needs of all students
- Desire for the meaningful and purposeful use of technology to enhance active participation and remote learning
- The creation and integration of consistent, proactive, and responsive programs and strategies which address the SEL needs of all of our students and staff
- Desire for building relationships with students, families and each other
- Need for leveraging relationships to maximize student success

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 details 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
- Chatham's Mental Health Initiative
- Chatham's Innovation Initiative
- [NYS SEL Guidelines](#)
- Chatham Capstone Skills
- 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 Theme and Guiding Questions

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:

- Dr. Salvatore DeAngelo
- Connie Reichardt
- Donna Eager
- Karen Donovan
- Jackie Mulica
- Jessica Decker
- Jill Chittenden
- Jim Flanagan

- District Administrators
- 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
- Brittney Jory
- Valerie Persons
- Tyler Cowherd
- Kate Jarrard
- Owen Poland
- Samantha Mcshane
- Jennifer Powell
- Judson Hoffman
- School Resource Officer

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 Mertzlufft, 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

Useful Link

- [CASEL SEL Resource](#)