



*St. Lawrence-Lewis BOCES
Professional Development Plan
2023-2024*

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INTRODUCTION

The St. Lawrence-Lewis BOCES' Mission Statement is the impetus to the long-range Professional Development Plan.

Our Mission

The St. Lawrence-Lewis BOCES Mission is to provide quality, cost-effective programs and services characterized by leadership, innovation, creativity, and flexibility, to:

- Prepare students to become contributing members of their community,
- Initiate programs in response to emerging needs,
- Encourage the sharing of resources and expertise,
- Provide opportunities for professional growth,
- Include constituents in the decision-making process,
- Provide professional and technical assistance.

The Professional Development Plan focuses in on the skills, attitudes, and growth of the professional staff necessary to make the mission of St. Lawrence-Lewis BOCES a reality.

New York State Professional Development Standards

- Professional development design is based on data, is derived from the experience, expertise and needs of the recipients, reflects best practices in sustained job-embedded learning, and incorporates knowledge of how adults learn.
- Professional development expands all educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
- Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
- Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate to improve instruction and student achievement in a respectful and trusting environment.
- Professional development ensures that educators have the knowledge and skill to meet the diverse needs of all students.
- Professional development ensures that educators have the knowledge and skill to create safe, secure, supportive, and equitable learning environments for all students
- Professional development ensures that educators have the knowledge, skills, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.
- Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
- Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
- Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

New York State Teaching Standards and Elements

Professional development offerings for teachers will be designed with the New York State Teaching Standards in mind.

Standard 1: Knowledge of Students & Student Learning

- 1.1 Knowledge of child and adolescent development, including students' cognitive, language, social, emotional, and physical developmental levels
- 1.2 Knowledge of current, research-based knowledge of learning and language acquisition theories and processes
- 1.3 Knowledge of and responsive to diverse learning needs, interests, and experiences of all students
- 1.4 Knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning
- 1.5 Knowledge of and responsive to the economic, social, cultural, linguistic, family, and community factors that influences their students' learning
- 1.6 Knowledge and understanding of technological and information literacy and how they affect student learning

Standard 2: Knowledge of Content and Instructional Planning

- 2.1 Knowledge of the content they teach, including relationships among central concepts, tools of inquiry, and structures and current developments within their discipline[s]
- 2.2 Teachers understand how to connect concepts across disciplines and engage learners in critical and innovative thinking and collaborative problem solving related to real world contexts
- 2.3 Uses a broad range of instructional strategies to make subject matter accessible
- 2.4 Establishes goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement
- 2.5 Designs relevant instruction that connects students' prior understanding and experiences to new knowledge
- 2.6 Evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals

Standard 3: Instructional Practice

- 3.1 Uses research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning
- 3.2 Communicate clearly and accurately with students to maximize their understanding and learning
- 3.3 Set high expectations and create challenging learning experiences for students
- 3.4 Explores and uses a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students and promote achievement
- 3.5 Engage students in the development of multi-disciplinary skills, such as communication, collaboration, critical thinking, and use of technology
- 3.6 Monitors and assesses student progress, seeks and provides feedback, and adapts instruction to student needs

Standard 4: Learning Environment

- 4.1 Creates a mutually respectful, safe, and supportive learning environment that is inclusive of every student
- 4.2 Creates an intellectually challenging and stimulating learning environment
- 4.3 Manages the learning environment for the effective operation of the classroom
- 4.4 Organize and utilize available resources [e.g. physical space, time, people, technology] to create a safe and productive learning environment

Standard 5: Assessment for Student Learning

- 5.1 Design, select, and use a range of assessment tools and processes to measure and document student learning and growth
- 5.2 Understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction
- 5.3 Communicate information about various components of the assessment system
- 5.4 Reflect upon and evaluate the effectiveness of their comprehensive assessment system, make adjustments to it and plan instruction accordingly
- 5.5 Prepare students to understand the format and directions of assessment used and the criteria by which the students will be evaluated.

Standard 6: Professional Responsibilities and Collaboration

- 6.1 Upholds professional standards of practice and policy as related to students' rights and teachers' responsibilities
- 6.2 Engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning
- 6.3 Communicate and collaborate with families, guardians, and caregivers to enhance student development and success
- 6.4 Manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations
- 6.5 Understand and comply with relevant laws and policies as related to students' rights and teachers' responsibilities

Standard 7: Professional Growth

- 7.1 Reflect on their practice to improve instructional effectiveness and guide professional growth
- 7.2 Set goals for and engage in ongoing professional development needed to continuously improve teaching competencies
- 7.3 Communicate and collaborate with students, colleagues, other professionals, and the community to improve practice
- 7.4 Remain current in their knowledge of content and pedagogy by utilizing professional resources.

Professional Standards for Educational Leaders

STANDARD 1. MISSION, VISION, AND CORE VALUES

Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of each student.

Effective leaders:

- a) Develop an educational mission for the school to promote the academic success and well-being of each student.
- b) In collaboration with members of the school and the community and using relevant data, develop and promote a vision for the school on the successful learning and development of each child and on instructional and organizational practices that promote such success.
- c) Articulate, advocate, and cultivate core values that define the school's culture and stress the imperative of child-centered education; high expectations and student support; equity, inclusiveness, and social justice; openness, caring, and trust; and continuous improvement.
- d) Strategically develop, implement, and evaluate actions to achieve the vision for the school.
- e) Review the school's mission and vision and adjust them to changing expectations and opportunities for the school, and changing needs and situations of students.
- f) Develop shared understanding of and commitment to mission, vision, and core values within the school and the community.
- g) Model and pursue the school's mission, vision, and core values in all aspects of leadership.

STANDARD 2. ETHICS AND PROFESSIONAL NORMS

Effective educational leaders act ethically and according to professional norms to promote each student's academic success and well-being.

Effective leaders:

- a) Act ethically and professionally in personal conduct, relationships with others, decision-making, stewardship of the school's resources, and all aspects of school leadership.
- b) Act according to and promote the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, learning, and continuous improvement.
- c) Place children at the center of education and accept responsibility for each student's academic success and well-being.
- d) Safeguard and promote the values of democracy, individual freedom and responsibility, equity, social justice, community, and diversity.
- e) Lead with interpersonal and communication skill, social-emotional insight, and understanding of all students' and staff members' backgrounds and cultures.
- f) Provide moral direction for the school and promote ethical and professional behavior among faculty and staff.

STANDARD 3. EQUITY AND CULTURAL RESPONSIVENESS

Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote each student's academic success and well-being.

Effective leaders:

- a) Ensure that each student is treated fairly, respectfully, and with an understanding of each student's culture and context.
- b) Recognize, respect, and employ each student's strengths, diversity, and culture as assets for teaching and learning.
- c) Ensure that each student has equitable access to effective teachers, learning opportunities, academic and social support, and other resources necessary for success.
- d) Develop student policies and address student misconduct in a positive, fair, and unbiased manner.
- e) Confront and alter institutional biases of student marginalization, deficit-based schooling, and low expectations associated with race, class, culture and language, gender and sexual orientation, and disability or special status.
- f) Promote the preparation of students to live productively in and contribute to the diverse cultural contexts of a global society.
- g) Act with cultural competence and responsiveness in their interactions, decision making, and practice.
- h) Address matters of equity and cultural responsiveness in all aspects of leadership.

STANDARD 4. CURRICULUM, INSTRUCTION, AND ASSESSMENT

Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote each student's academic success and well-being.

Effective leaders:

- a) Implement coherent systems of curriculum, instruction, and assessment that promote the mission, vision, and core values of the school, embody high expectations for student learning, align with academic standards, and are culturally responsive.
- b) Align and focus systems of curriculum, instruction, and assessment within and across grade levels to promote student academic success, love of learning, the identities and habits of learners, and healthy sense of self.
- c) Promote instructional practice that is consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
- d) Ensure instructional practice that is intellectually challenging, authentic to student experiences, recognizes student strengths, and is differentiated and personalized.
- e) Promote the effective use of technology in the service of teaching and learning.
- f) Employ valid assessments that are consistent with knowledge of child learning and development and technical standards of measurement.
- g) Use assessment data appropriately and within technical limitations to monitor student progress and improve instruction.

STANDARD 5. COMMUNITY OF CARE AND SUPPORT FOR STUDENTS

Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of each student.

Effective leaders:

- a) Build and maintain a safe, caring, and healthy school environment that meets that the academic, social, emotional, and physical needs of each student.
- b) Create and sustain a school environment in which each student is known, accepted and valued, trusted and respected, cared for, and encouraged to be an active and responsible member of the school community.
- c) Provide coherent systems of academic and social supports, services, extracurricular activities, and accommodations to meet the range of learning needs of each student.
- d) Promote adult-student, student-peer, and school-community relationships that value and support academic learning and positive social and emotional development.
- e) Cultivate and reinforce student engagement in school and positive student conduct.
- f) Infuse the school's learning environment with the cultures and languages of the school's community.

STANDARD 6. PROFESSIONAL CAPACITY OF SCHOOL PERSONNEL

Effective educational leaders develop the professional capacity and practice of school personnel to promote each student's academic success and well-being.

Effective leaders:

- a) Recruit, hire, support, develop, and retain effective and caring teachers and other professional staff and form them into an educationally effective faculty.
- b) Plan for and manage staff turnover and succession, providing opportunities for effective induction and mentoring of new personnel.
- c) Develop teachers' and staff members' professional knowledge, skills, and practice through differentiated opportunities for learning and growth, guided by understanding of professional and adult learning and development.
- d) Foster continuous improvement of individual and collective instructional capacity to achieve outcomes envisioned for each student.
- e) Deliver actionable feedback about instruction and other professional practice through valid, research-anchored systems of supervision and evaluation to support the development of teachers' and staff members' knowledge, skills, and practice.
- f) Empower and motivate teachers and staff to the highest levels of professional practice and to continuous learning and improvement.
- g) Develop the capacity, opportunities, and support for teacher leadership and leadership from other members of the school community.
- h) Promote the personal and professional health, well-being, and work-life balance of staff.
- i) Tend to their own learning and effectiveness through reflection, study, and improvement, maintaining a healthy work-life balance.

STANDARD 7. PROFESSIONAL COMMUNITY FOR TEACHERS AND STAFF

Effective educational leaders foster a professional community of teachers and other professional staff to promote each student's academic success and well-being

Effective leaders:

- a) Develop workplace conditions for teachers and other professional staff that promote effective professional development, practice, and student learning.
- b) Empower and entrust teachers and staff with collective responsibility for meeting the academic, social, emotional, and physical needs of each student, pursuant to the mission, vision, and core values of the school.
- c) Establish and sustain a professional culture of engagement and commitment to shared vision, goals, and objectives pertaining to the education of the whole child; high expectations for professional work; ethical and equitable practice; trust and open communication; collaboration, collective efficacy, and continuous individual and organizational learning and improvement.
- d) Promote mutual accountability among teachers and other professional staff for each student's success and the effectiveness of the school as a whole.
- e) Develop and support open, productive, caring, and trusting working relationships among leaders, faculty, and staff to promote professional capacity and the improvement of practice.
- f) Design and implement job-embedded and other opportunities for professional learning collaboratively with faculty and staff.
- g) Provide opportunities for collaborative examination of practice, collegial feedback, and collective learning.
- h) Encourage faculty-initiated improvement of programs and practices.

STANDARD 8. MEANINGFUL ENGAGEMENT OF FAMILIES AND COMMUNITY

Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote each student's academic success and well-being.

Effective leaders:

- a) Are approachable, accessible, and welcoming to families and members of the community.
- b) Create and sustain positive, collaborative, and productive relationships with families and the community for the benefit of students.
- c) Engage in regular and open two-way communication with families and the community about the school, students, needs, problems, and accomplishments.
- d) Maintain a presence in the community to understand its strengths and needs, develop productive relationships, and engage its resources for the school.
- e) Create means for the school community to partner with families to support student learning in and out of school.

- f) Understand, value, and employ the community's cultural, social, intellectual, and political resources to promote student learning and school improvement.
- g) Develop and provide the school as a resource for families and the community.
- h) Advocate for the school and district, and for the importance of education and student needs and priorities to families and the community.
- i) Advocate publicly for the needs and priorities of students, families, and the community.
- j) Build and sustain productive partnerships with public and private sectors to promote school improvement and student learning.

STANDARD 9. OPERATIONS AND MANAGEMENT

Effective educational leaders manage school operations and resources to promote each student's academic success and well-being.

Effective leaders:

- a) Institute, manage, and monitor operations and administrative systems that promote the mission and vision of the school.
- b) Strategically manage staff resources, assigning and scheduling teachers and staff to roles and responsibilities that optimize their professional capacity to address each student's learning needs.
- c) Seek, acquire, and manage fiscal, physical, and other resources to support curriculum, instruction, and assessment; student learning community; professional capacity and community; and family and community engagement.
- d) Are responsible, ethical, and accountable stewards of the school's monetary and non-monetary resources, engaging in effective budgeting and accounting practices.
- e) Protect teachers' and other staff members' work and learning from disruption.
- f) Employ technology to improve the quality and efficiency of operations and management.
- g) Develop and maintain data and communication systems to deliver actionable information for classroom and school improvement.
- h) Know, comply with, and help the school community understand local, state, and federal laws, rights, policies, and regulations so as to promote student success.
- i) Develop and manage relationships with feeder and connecting schools for enrollment management and curricular and instructional articulation.
- j) Develop and manage productive relationships with the central office and school board.
- k) Develop and administer systems for fair and equitable management of conflict among students, faculty and staff, leaders, families, and community.
- l) Manage governance processes and internal and external politics toward achieving the school's mission and vision.

STANDARD 10. SCHOOL IMPROVEMENT

Effective educational leaders act as agents of continuous improvement to promote each student's academic success and well-being.

Effective leaders:

- a) Seek to make school more effective for each student, teachers and staff, families, and the community.
- b) Use methods of continuous improvement to achieve the vision, fulfill the mission, and promote the core values of the school.
- c) Prepare the school and the community for improvement, promoting readiness, an imperative for improvement, instilling mutual commitment and accountability, and developing the knowledge, skills, and motivation to succeed in improvement.
- d) Engage others in an ongoing process of evidence-based inquiry, learning, strategic goal setting, planning, implementation, and evaluation for continuous school and classroom improvement.
- e) Employ situationally-appropriate strategies for improvement, including transformational and incremental, adaptive approaches and attention to different phases of implementation.
- f) Assess and develop the capacity of staff to assess the value and applicability of emerging educational trends and the findings of research for the school and its improvement.
- g) Develop technically appropriate systems of data collection, management, analysis, and use, connecting as needed to the district office and external partners for support in planning, implementation, monitoring, feedback, and evaluation.
- h) Adopt a systems perspective and promote coherence among improvement efforts and all aspects of school organization, programs, and services.
- i) Manage uncertainty, risk, competing initiatives, and politics of change with courage and perseverance, providing support and encouragement, and openly communicating the need for, process for, and outcomes of improvement efforts.
- j) Develop and promote leadership among teachers and staff for inquiry, experimentation and innovation, and initiating and implementing improvement.

OVERVIEW OF PLANNING PROCESS

In developing our plan, a number of key factors were discussed. The BOCES serves not only internal staff but also the external staff of our component districts. This plan will reflect the process to be used within our internal decision making. However, whenever there are common areas for both BOCES and the component districts, collaboration will be advantageous.

Internally, the BOCES staff presents a multi-faceted organization. We serve Pre-K children through adults. Our curriculum is directly aligned with the New York State Standards but also extends into Career and Vocational areas. Our process must be one that allows for all departments to customize their needs while working within a common framework.

Professional Development Committee Membership

Each department of St. Lawrence-Lewis BOCES will be represented:

- Adult-Continuing Education
- Career-Technical Programs
- Instructional Resources
- Pathways Technology Early College High School
- Special Education

Superintendent/Designee	Thomas R. Burns/Darin Saiff
Curriculum Specialist/Facilitator	Johnathan Hirschey
Parent	Jacqueline Bill
Administrator	Rachel Atkins
Administrator	Cassidy Mattimore
Administrator	Lori Sheffield
Administrator	Kady Sharp
Higher Education Representative	Allen Grant, Ph. D.
Teacher	Dayle Payne
Teacher	Melinda Bixby
Teacher	Jerika Remington
Teacher	Desaree Backus
Teacher	Vicky Garrabrant

The overall Professional Development Team will be administered by the Assistant Superintendent for Instruction and facilitated by the Director of Instructional Resources. The group will decide as to the need for frequency once the process and model is well established.

I. Professional Development Planning Team

A BOCES team reviews and develops the Professional Development Plan. The Professional Development Planning Team has been actively involved in the following tasks:

- Data Analysis
- Prioritizing Needs
- Goal Setting
- Planning/Development Activities
- Plan Implementation
- Evaluation/Modifying Plan

II. Professional Development Plan Yearly Requirement and Compliance

The requirements of CR 100.2(dd) to have a professional development plan for the succeeding school year have been met.

The superintendent of the BOCES will certify to the commissioner that the requirements of the professional development plan for the succeeding school year have been met and are compiled and are applicable to the current school year.

The BOCES has complied with the professional development plan applicable to the current school year.

The team will submit to the board of education a recommended professional development plan by September 1. The board of education will evaluate the effectiveness of the plan and will adopt or recommend changes at a public meeting.

III. Content of the Plan

The plan focuses on improving student performance and teacher practice as identified through data analysis.

The following needs assessment sources were used to identify the professional development needs of the BOCES and its component districts:

- BOCES Report Card
- BEDS data
- Graduation rates
- State benchmarks for student performance
- Professional development needs assessment
- Staff Development Day feedback
- In service/Workshop evaluation/feedback
- Professional development needs assessment
- Instructional Rounds data
- BOCES 2015-16 Efficiency Study

Goals and Action Steps

Need 1: District and BOCES 3-8 NYS scores on 3-8 are not improving at the rates desired. 3-8 and High School Regents exams are transitioning to new standards. District curriculum alignment and prioritization is lacking (ESSA DCIP and SCIP).

Goal: By June 30, 2024, 75% of districts will have an aligned and prioritized curriculum for the new NYS Standards in at least three curricular areas as evidenced by written documents.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Provide districts and BOCES with training on the use of technologies for use in curriculum planning.	Supervisor of Instructional Technology (SIT)	July 2023- June 2024
Provide districts and BOCES an overview of the Rigorous Curriculum Design Process	Director of Instructional Resources (DIR) and Instructional Coaches (ICs)	
Coach districts and BOCES through the process of Standards Prioritization to identify priority and supporting standards.	DIR and ICs	
Create benchmark formative assessments that will drive curricular work.	DIR and ICs	
Provide districts with training to identify curricular gaps as evidenced by NYS and local assessments.	DIR and ICs	July 2023- June 2024
Send team to NYS SCDN Frameworks trainings to facilitate regional work with prioritizing curriculum.	DIR and ICs	July 2023- June 2024
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	DIR and Supervisor of Title 1 Services (ST1S)	July 2023- June 2024
Provide professional development to leaders on curriculum work - standards prioritization and pacing	DIR	July 2023- June 2024
Provide support to all staff for literacy across all content areas.	DIR, SIT, and ICs	July 2023- June 2024
Provide subject area specific content and pedagogy workshops.	DIR, SIT, ST1S, and ICs	July 2023- June 2024
Provide districts with professional development on the curriculum mapping process.	DIR, SIT, ST1S, and ICs	July 2023- June 2024
Next Generation ELA and Math curriculum will continue to be specially designed to meet the individualized needs of the student population served.	Director of Special Education (DSE), Special Education Principals (SEP) and ICs	July 2023- June 2024

Provide opportunities for teachers to deepen their understanding of subject specific content.	DIR, SIT, ST1S, and ICs	July 2023- June 2024
Next Generation ELA and Math will continue to be specially designed to meet the needs of ELL students.	DIR	July 2023- June 2024

Need 2: Lack of student engagement; low test scores compared to NYS; too much teacher talk; low level questions (need higher-order questions); tasks- lack rigor; low level of teacher scaffolding - gradual release to independence.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by June 2024, the 3-8 ELA and Math assessment results gaps between SLL BOCES average and NYS will be reduced by 20%.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Professional development will include the demonstration/modeling the use of technology as applicable.	DIR, SLSLRC, SIT	July 2023- June 2024
Provide Professional Development in varied formats: book studies and mini-online courses.	DIR, SLSLRC, SIT, LS	July 2023- June 2024
Provide Professional Development for individual curricular areas	DIR, LS, SLSLRC, and SIT	July 2023- June 2024
Provide Professional Development on evidenced-based instructional practices such as for student engagement, for increasing rigor in questioning and learning tasks, for teachers to use data to driven instruction, differentiated instruction, brain-based learning, mindfulness.	DIR	July 2023- June 2024
Provide continued Professional Development to support Project Based Learning.	Director of CTE/AE, CTE Supervisor of C&I	July 2023- June 2024
Provide special education teachers, professional staff, and teaching assistants with CTLE approved professional development through local BOCES opportunities, NYSUT ELT, RSE-TASC, and other approved providers.	Director of SE, Special Ed Principals, DIR, SESIS,	July 2023- June 2024
Provide Professional Development for meeting NYS Teaching Standards	DIR	July 2023- June 2024
Provide Professional Development on AIS/RTI programs, assessments and interventions	ST1S and DIR	September 2023 - June 2024

Professional Development to support coaching of literacy, math and instructional technology	DIR and SIT	July 2023- June 2024
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Need 3: Students not engaged; graduation rates; students in crisis; high poverty-homelessness; VADIR data; DASA training; risk factors. **DEI**

Goal: Social, emotional, academic barriers to learning are reduced in 80% of districts as evidenced by attendance records, VADIR incidents, and dropout rates.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Special education/counseling staff trained (recertified) in Crisis Intervention Techniques.	DIR	July 2023- June 2024
Provide professional development and provide opportunities for administrators to discuss and explore the Mental Health Standards. (Alignment of current programs)	DIR	July 2023- June 2024
Provide professional development for strategies and suggestions for working with students from poverty.	DIR, McKinney Vento Grant Director (MVGD)	July 2023- June 2024
Provide professional development for strategies and suggestions for working with students experiencing trauma, including Mindfulness and restorative practices.	DIR and MVGD	July 2023- June 2024
McKinney-Vento trainings on education of homeless children and youth.	MVGD	July 2023- June 2024
Refine student programs to more meaningfully engage students with a career counseling component; Multi-Occupations, Agricultural Studies and PACE.	Director of CTE/AE, CTE Supervisor of C&I, CTE Principals and Work-Based Learning Coordinator	July 2023- June 2024
Continue to enhance established behavior management special class programs that include mental health support	Director of SE, Special Ed Principals, Behavior Consultants	July 2023- June 2024
Provide professional development in the area of self-regulation, stress management, and impulse control.	DIR	July 2023- June 2024
Provide professional development for behavior management.	DIR	July 2023- June 2024
Provide districts and BOCES with training in the areas of Digital Citizenship and Online Safety.	SIT	July 2023- June 2024

Need 4: High percentage of new administrators and/or new to district; requests of Superintendents and Principals; lack of principal applicants; lack of district capacity; need to develop district leadership; lack of systems

Goal: Develop building & district staff capability for addressing learning needs of all district students by effective support, supervision and evaluation of teachers, school building leaders, and district leaders, by effective staff assignments, support, and mentoring, and by providing staff with opportunities for continuous professional development as measured by 100% of districts meeting 75% of the previous goals by June 2024.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Continued calibration and training of administrators for teacher evaluations in face to face, fully remote and hybrid environments.	DIR	July 2023- June 2024
Continued work with SUNY Potsdam TEAC committee to provide rich preservice opportunities and to encourage teacher candidates to remain local.	District Superintendent, Assistant Superintendent Instruction and DIR	July 2023- June 2024
Ongoing recruitment of out of area teachers and related service professionals through advertising and recruitment fairs.	Director of Special Education and Special Education Principals	July 2023- June 2024
Professional development will be provided for supporting the change process.	DIR	July 2023- June 2024
The Future Teacher Fellow program will help recruit and train future teachers.	Supervisor of Title I Services	July 2023- June 2024
Professional development will be provided for increasing and leveraging Professional Capital.	DIR	July 2023- June 2024
Professional development will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Superintendent, Assistant Superintendent Instruction and DIR	July 2023- June 2024

IV. Description of the Plan

All professional development is aligned with New York standards and assessments and meets the NYS Professional Development Standards. Future professional development will emphasize improved student outcomes with an emphasis on literacy and math. Common Core Learning Standards are being infused into all appropriate curriculum areas and more students will become involved and successful on the new state assessments.

Professional development opportunities currently existing are:

- Grade level and department planning time
- Faculty meetings
- Staff Development Days
- Technology/Standards support
- Mentoring program
- Teacher Center or BOCES workshops/trainings
- Peer collaboration and visitation
- Summer curriculum development
- Speakers/consultants invited to present or work with teachers on research based practices (e.g., vocabulary instruction, differentiated instruction, artists in residence)

The Professional Development Planning Team researched effective practices in professional development and meets to articulate and plan for professional development across grade levels.

Key ideas of effective professional development include:

- Ongoing, sustained professional development
- Adequately funded professional development
- Mentoring new teachers
- Data driven needs identified by student assessments
- Follow through provided on initiatives
- Focus in targeted areas
- Evaluate effectiveness
- Meeting identified needs
- Multi levels of training (awareness, in-depth, support of new skills)
- Integration of professional development into classroom practice
- Application to student /teacher needs
- Time allotment to be successful in professional development initiatives
- Enabling teachers to collaborate
- Based on current information, research, and data
- Result driven staff development will be driven by student results

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the

needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas

reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students

Data from ELL enrollment, assessments and identified needs will drive professional development specific to the needs of ELLs, co-teaching strategies, and integrating language and content instruction: 15% total hours ELL-specific Professional Development for all teachers and 50% total hours ELL-specific Professional Development for ENL/ESL teachers.

The BOCES will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

The district will measure the impact of professional development on student achievement on all New York State tests. Increasing the number of students meeting proficiency in ELA and Math will indicate that classroom instruction is effective and meeting the needs of our students. Principal observations and evaluations (formal evaluations and informal "walk-throughs") will identify the use of effective classroom practices.

V. Evaluation

A variety of needs assessments will be used to monitor the quality and effectiveness of each goal of the professional staff development program. From these assessments, gap analyses will determine adjustments relative to the overall and specific aspects of the staff development program. Professional development around the evaluation of professional development is intended to build the capacity of BOCES staff and participating districts by helping them gain introductory knowledge in evaluation and practitioner-friendly tools and templates. District teams will learn about connecting program objectives with measurable outcomes, monitoring implementation fidelity, gathering and analyzing preliminary data, and utilizing data for program improvement. The objectives of the proposed training series are:

- To provide a basic overview of planning for evaluations of professional development.
- To enhance participants' knowledge of why it is important to assess the fidelity of professional development program implementation.
- To support participants' use of high-quality data related to their professional development initiatives.

A spring/summer annual review will be conducted by the Professional Development Planning Team to discuss the evaluation data and to discuss any changes that need to be made to this plan. The plan will be updated from that meeting will be sent to the Board of Education for review and approval.

The BOCES District Professional Development Plan is created by a committee for the purpose of improving the quality of teaching and learning both within the BOCES and its component districts. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

St. Lawrence-Lewis BOCES Mentoring Model 2023-2024

PURPOSE: The Mentor Program is a joint effort of the St. Lawrence-Lewis BOCES Teachers' Association and the St. Lawrence-Lewis BOCES to meet the professional needs of teachers entering the teaching field. Both the SLLBOCES Teachers' Association and the SLL BOCES believe that the students and community will benefit from a program that provides support to teachers new to the teaching field.

OBJECTIVES:

1. Assist mentees in developing and refining their teaching skills.
2. Help mentees develop skills necessary to work effectively in the education field.
3. Encourage mentees to develop positive, collegial relationships.

ROLES:

MENTOR COMMITTEE: Consists of a SLLBOCES Teachers' Association members and the CTE and Special Education Director

- Will govern the program and selection of mentors

MENTOR: A tenured and experienced teacher who:

- Establishes a trustful relationship with an assigned mentee
- Develops a safe and confidential environment necessary for honest exchanges with the assigned mentee
- Provides an "open door policy" for the mentee to witness/discuss teaching
- Provides support and encouragement through a coaching philosophy
- Helps with curriculum needs, in-house procedures, classroom procedures and district policy

MENTEE: All first-year teachers. At the discretion of administration second and/or third year teachers may repeat the program.

PRINCIPALS: Will support the mentor program by providing time, resources and opportunities for the mentor and mentee to meet together in a professional setting of trust, learning and sharing. The principal will communicate with mentor committee as needed. In the event that a mentor assignment needs to be changed, a new mentor will be chosen.

Mentor Program Year 1
(1st Year Teacher)

Timeline	Tasks	Responsibility			
August	An Orientation Meeting will be scheduled for new staff that will address the following topics: <ul style="list-style-type: none"> ● Contractual Items -(sick time, business emergency days, sick bank, death leave, salary..) ● Medical/Health Insurance (health insurance, dental insurance, optical coverage, and medical reimbursement...) ● School issues (personal boundaries, computer use, cell phones, social media, professional expectations) ● Specific building procedures (length of day, substitutes, lesson plans, phones...) 	1st Year Teacher Administration Union Representative			
Opening Day	Mentors will meet with and attend opening day session with their mentee	Mentor 1st Year Teacher			
Monthly	Mentors will meet with 1st year teachers at least once per month.	Mentor 1st Year Teacher			
Throughout School Year	1st Year Teachers are expected to attend relevant trainings as suggested by their supervisors and/or mentor Possible training topics: <table style="width: 100%; border: none;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Effective Teaching ● Database usage ● School Forms </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Special Education ● Certification ● Lesson Plans </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> ● Classroom Management ● Instructional Strategies ● Union topics </td> </tr> </table>	<ul style="list-style-type: none"> ● Effective Teaching ● Database usage ● School Forms 	<ul style="list-style-type: none"> ● Special Education ● Certification ● Lesson Plans 	<ul style="list-style-type: none"> ● Classroom Management ● Instructional Strategies ● Union topics 	1st Year Teacher Mentor Supervisor Union Representative
<ul style="list-style-type: none"> ● Effective Teaching ● Database usage ● School Forms 	<ul style="list-style-type: none"> ● Special Education ● Certification ● Lesson Plans 	<ul style="list-style-type: none"> ● Classroom Management ● Instructional Strategies ● Union topics 			
October & November	Attend two training sessions sponsored by the SLLBOCES Teachers' Association	1st Year Teacher Mentor Coordinator Union Representative			

Mentor Program Year 1
(1st Year Teacher)

Timeline	Tasks	Responsibility
Monthly	Each Mentor and 1st Year Teacher will document meetings on MyLearningPlan: <ul style="list-style-type: none"> • Date of Meeting • Topic Discussed • Duration of the meeting 	Mentor 1st Year Teacher
Available upon Request	The Mentor and 1st Year Teacher will have 2 half day release days for observational purposes	Mentor 1st Year Teacher Supervisor
Throughout the School Year	The SLLBOCES Mentoring Program will solicit information from both 1st Year Teachers and Mentors that will be used to improve and plan future mentoring programs.	Mentor Coordinator Union Representative

Mentor Program Year 2
(2nd Year Teacher)

Timeline	Tasks	Responsibility
Beginning of School Year	The 2nd Year Teacher and mentor will review the Mentee's professional goals that were set by the teacher and the administrator. The Mentor will assist the 2nd Year Teacher in outlining activities/procedures for the school year that will assist the teacher in meeting these goals	Mentor 2nd Year Teacher
6 Times per School Year	The Mentor and 2nd Year Teacher will meet to discuss progress toward goals, success of procedures, classroom effectiveness, monitoring student progress and any other relevant issues. .	Mentor 2nd Year Teacher
6 Times per School Year	Each Mentor and 1st Year Teacher will document meetings on MyLearningPlan: <ul style="list-style-type: none"> • Date of Meeting • Topic Discussed • Duration of the meeting 	Mentor 2nd Year Teacher
November	Attend a training session sponsored by the SLLBOCES Teachers' Association	2nd Year Teacher Mentor Coordinator Union Representative

Mentor Program Year 3
(3rd Year Teacher)

Timeline	Tasks	Responsibility
Beginning of School Year	The 3rd Year Teacher and mentor will review the Mentee's professional goals that were set by the teacher and the administrator. The Mentor will assist the 2nd Year Teacher in outlining activities/procedures for the school year that will assist the teacher in meeting these goals	Mentor 3rd Year Teacher
4 Times per School Year	The Mentor and 3rd Year Teacher will meet to discuss progress toward goals, success of procedures, classroom effectiveness, monitoring student progress and any other relevant issues. .	Mentor 2nd Year Teacher
4 Times per School Year	Each Mentor and 3rd Year Teacher will document meetings on MyLearningPlan: <ul style="list-style-type: none"> ● Date of Meeting ● Topic Discussed ● Duration of the meeting 	Mentor 3rd Year Teacher

VII. Record Keeping

The district will maintain records of professional development successfully completed by all teachers and especially for certificate holders. These records will be kept electronically and retained by the BOCES for at least eight years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

The BOCES will maintain documentation of the implementation of the mentoring program described in the professional development plan. This information will be maintained by the BOCES for at least eight years from the date of completion of the mentoring activity and shall be available for review.

VIII. Annual Adoption

The plan has been reviewed and/or revised in accordance with the most current version of 100.2 (dd).

The plan or the annual update to the plan will be adopted at a public meeting by the Board of Education.

Appendix A

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
- _____ New York: The State of Learning (Chapter 655 Report)
- _____ BEDS data
- _____ The CAR Report
- _____ Special designation schools, Focus, Title I
- _____ Student attendance rates
- _____ Graduation and drop-out 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
- _____ NSDC Planning Tool Survey
- _____ Other (Specify)

Appendix B

Models for Professional Development Delivery

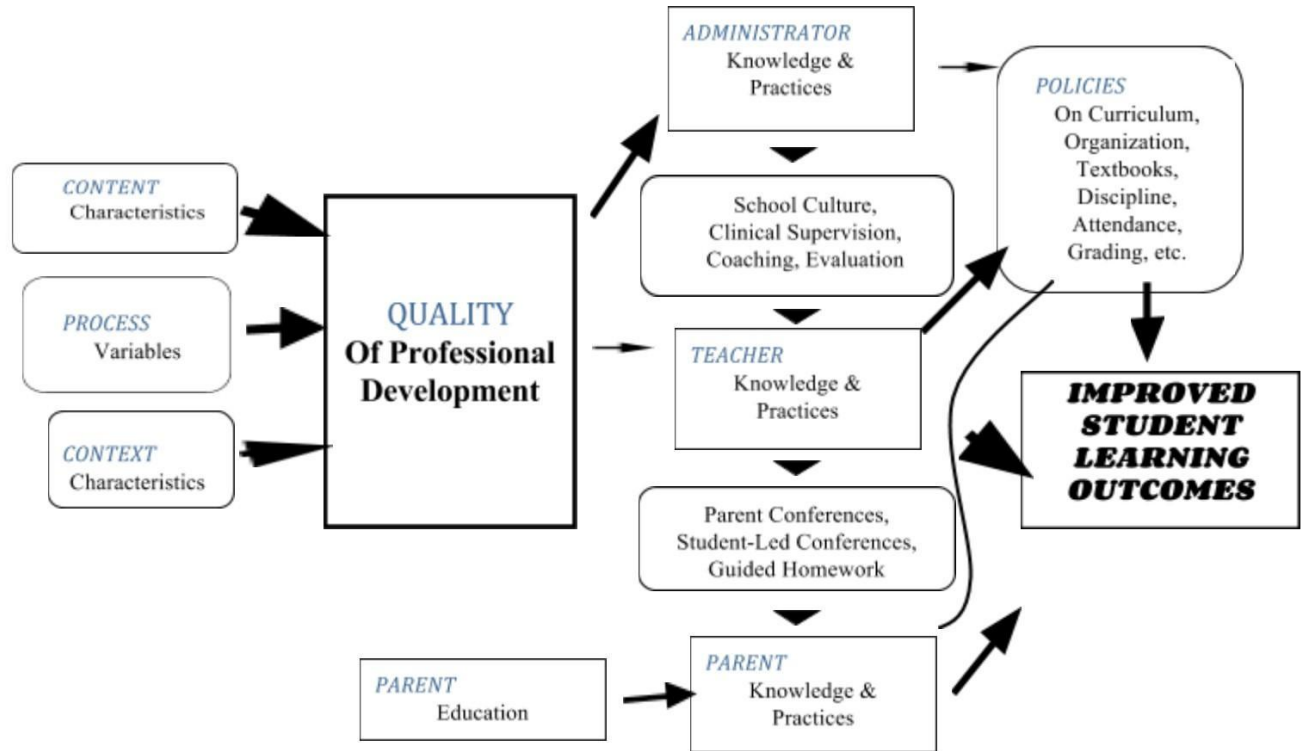
Professional development is more than conference days and workshops.....

Conference Days
Faculty Meetings
Workshops
Study Groups
Action Research
Collaborative Problem Solving Cadres
Case Studies
Distance Learning/Webinars
Coaching
Curriculum Review and Development
Examining Student Work
Mentoring
Online Courses
Conferences
Training of Trainers

Appendix C

Evaluation of Professional Development

Guskey's graphic organizer for professional development will support the process for designing, delivering and evaluating St. Lawrence-Lewis BOCES professional development.



Thomas Guskey
Evaluating Professional Development
2000

APPENDIX D

Potential Professional Development Providers

A.P.L. Associates	John Zafra	provide staff with a top-notch professional growth experience focusing on instructional and classroom management skills.	aplassociates@tcwvrr.com	PO Box 250, Camillus, NY 13031	9-18
A+ Educators	Various	Topics include but are not limited to: Training with Digital Technologies, Classroom Management Classroom Observation, Blended Learning, Project-based Learning Differentiated Instruction, Curriculum Mapping, Professional Learning Communities, Integration of Technology and Learning, 6 Traits Writing, Literacy Development, STEM, Response to Intervention, English Language Learners, Increasing Academic Achievement in the Content Areas, Common Core State Standards, Managing Student Devices in the Technologically Diverse Classroom, Teacher Evaluation, Peer to Peer Observation, Data Driven Continuous Improvement, iPads in the Classroom, iPads for Administrators, Speeding SPED Achievement, Instructional Coaching, Leadership in Challenging Times, Bullying SMART Notebook, Promethean ActivInspire, Reading Comprehension, Flipping the College and Career Ready Classroom	http://www.4aplus.com/	7227 North 16th Street, Suite 190, Phoenix AZ 85020	8-16
Abby Reisman, PhD	Abby Reisman, PhD	Focus on the design of document-based lessons in history	areisman@upenn.edu	Graduate School of Education University of Pennsylvania 3700 Walnut Street Philadelphia, PA 19104	
Abby Reisman, PhD	Abby Reisman, PhD	Focus on the design of document-based lessons in history	areisman@upenn.edu		
ACTEA	Rachelle Romoda	Program Collaboration Meetings, E-Admin and Instructional Staff Annual Conference as well as Regional Zone meetings and	romoda@acteainc.org	P.O. Box 13, Colton, NY 13625	
Advanced Learning Partnerships Inc.	Amos Fodchuk	Instructional Technology Leadership	amos@advancepartnerships.com	P.O. BOX 938 CARROTON, NC 27510	
Albany- Schoharie- Schenectady-Saratoga - Capital Region BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		900 Watervliet-Shaker Road, Albany, NY 12205	8-16
Albert, Marta	Albert, Marta	Practicing Presence by Lisa J. Lucas is filled with ideas, exercises, checklists, personal anecdotes and practices you can use to frame and establish a mindset that will enhance your focus and engagement in the classroom. Join Dr. Marta Albert and learn how to integrate this powerful and revolutionary idea's into your own professional and personal satisfaction. This online book study is appropriate for any grade level and professional connection to education.	albertmk@potdam.edu	6 Morningside Drive, Potsdam, NY 13676	
ALP Associates		Instructional Technology Leadership	aplassociates@tcwvrr.com		
American Association of School Librarians		school library management, curriculum, technology	http://www.ala.org/aasl/	50 E Huron St., Chicago IL 60611	6-17
American Heart Association - Sue Robinson	Sue Robinson	AED & CPR Training for CTE Instructional Staff	srobinson@silbooces.org	Northwest Tech, 1000 Park Street, Ogdensburg, NY 13669	
American Reading Company		Comprehensive and Sustained Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning Institute Championing the Individual Needs of All Students	https://www.americanreading.com/	201 S. Gulph Rd., King of Prussia, PA 19406	8-16
American Red Cross - Kimberley Clark	Kimberley Clark	AED & CPR Training for CTE Instructional Staff	kimberley.clark@silbooces.org	Seaway Tech, 7225 SH 56, Norwood, NY 13668	
American Red Cross - Richelle Cisco	Richelle Cisco	AED & CPR Training for CTE Instructional Staff	richelle.cisco@silbooces.org	Seaway Tech, 7225 SH 56, Norwood, NY 13668	
Amplify IT	Amplify IT	Knowledgeable staff who can assist you with technical changes to Google, helping your staff stay up to date and knowledgeable on improvements to the environment			9-18
Apex Learning		Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement® — is widely used for original credit, credit recovery, remediation, intervention, acceleration, and exam preparation. Schools across the country are successfully using Apex Learning digital curriculum to meet the needs of students from building foundational skills to creating opportunities for advanced coursework.	http://www.apexlearning.com/	1215 Fourth Avenue, Suite 1500, Seattle, WA 98161	8-16
Association for Career and Technical Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all Career and Technical Subjects.		PO Box 758621, Baltimore, MD 21275-8621	8-16
Association for Supervision & Curriculum Development		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines.		1703 N Beauregard St. Alexandria, VA 22311-1714	8-16
Association of Educational Safety and Health Professionals	Warneck, John	School Management: Safety, Bussing, Drug and Alcohol Use Symptoms.		Jefferson-Lewis BOCES, 20104 State Route 3, Watertown, NY 13601	8-16
Association of mathematic teacher of NYS	Hurst, Dave	Content, Curriculum and Pedagogy in mathematics.		12 Hillview Terrace, Watertown, NY 12188	8-10
Attachment & Trauma Network, Inc	Craig, Dr. Susan	Trauma Sensitive Classrooms - Integrating Therapies	susanrcraig1689@gmail.com	PO Box 79181 North Dartmouth, MA 02747	6-17
Bedley, Iim	Bedley, Iim	Student Centered Learning - Gallery Learning - Student Engagement	ibedley@gmail.com	35113 Murreleta Creek Drive Murreleta, CA 92562	8-16
Behavior Development Solutions, LLC	Eversole, Stephen	Social and Emotional Approaches to Behavioral Development		319 White Avenue, Middlebury, CT 06762	8-16
Belhaven Consulting Inc	Graham Fletcher	How to help your staff with classroom management and behavioral issues from structuring your room to methods for getting a class to simmer down	gffletchy@qmail.com	151 Antoinette Avenue McDonough, GA 30252	
Berkemeyer Consulting Group	Jack Berkemeyer	Helpful teacher tips on how to relate to young adolescents.	www.jackberkemeyer.com	P.O. Box 6179, Denver, CO	9-18
Berkemeyer Consulting Group	Jack Berkemeyer	helpful teacher tips on how to relate to young adolescents.	info@nissapubliassymposiums.com	PO Box 6179 Denver, Colorado 80206	
Berkemeyer Consulting Group	Jack Berkemeyer	helpful teacher tips on how to relate to young adolescents.	info@nissapubliassymposiums.com	PO Box 6179 Denver, Colorado 80206	
Bert Gordon	Bert Gordon	motivate reluctant readers and writers without exhausting themselves in the process	bertgordon47@gmail.com		
Beth Reynolds	Beth Reynolds	Notebook, Electable Software, Auto Tech, MindTap, Criminal Justice, Smart Draw Software, Cognito, Culinary Arts	bvreynolds@silbooces.org	41 West Main Street, Canton, NY 13617	
Betterness		Science, PD and coaching	dian.costello@betterness.com	86 Snelman, St Camrodge MA 02140	8-16
Bloomboard		Promoting effective coaching and continuous, personalized, competency-based learning for educators.	https://schools.bloomboard.com/	430 Cowper Street, Suite 250, Palo Alto, CA 94301	6-10
Brasher Falls Central school	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 307 Brasher Falls, NY 13613	8-16
BrightBytes		BrightBytes improves the way millions of people around the world learn. Their team of researchers and statisticians use in-depth analysis to power a business intelligence and decision support platform, called Clarity. Clarity makes this research educative, engaging, and actionable, giving educational leaders the data to make informed decisions about students, staff, stakeholders and systems and drive learning outcomes.	http://brightbytes.net/	490 2nd Street, #302, San Francisco, CA 94107	8-16
Brunn/Saran		Instructional Rounds and Core Instructional Practices		65 Murdoch Street, Somerville, MA 02145	8-16
Buck Institute for Education/beryl buck institute		Project based Learning		18 Commercial Blvd, Novato, CA 94949	8-16
Burnett, Jonathan	Jonathan Burnett	activities in your general music classes	jburnett@nrcsk12.org	995 County Route 49, Winthrop, NY 13697	9-18

Canton Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		99 State Street Canton, NY 13617	8-16
Canvas		Canvas is a cloud-native learning platform and learning management system used by millions of students across the globe	https://www.canvaslms.com/	6330 South 3000 East, Suite 700, Salt Lake City, Utah 84121	8-16
Capital Region BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines.		900 Watervliet-Shaker Rd, Suite 102, Albany, NY 12205	8-16
Carnegie Learning		Carnegie Learning provides comprehensive solutions to raise students' math knowledge through a combination of classroom activities, adaptive software, and teacher professional development	https://www.carnegielearning.com/	437 Grant Street, Suite 918, Pittsburgh, PA 15219	8-16
Carol Dahir Ed.D.	Carol Dahir Ed.D.	new standards for all Counseling Departments in New York State	cdahir@nyit.edu	New York Institute of Technology 1855 Broadway, New York, NY	
Carol Dahir Ed.D.	Carol Dahir Ed.D.	new standards for all Counseling Departments in New York State	cdahir@nyit.edu		
Castle Software		Castle Learning Online has focused on technology-based solutions for the classroom that combine 21st century technology with proven educational principles. Our mission is to help teachers and administrators like you to empower every student to reach his or her full academic potential. A supplement to classroom instruction, Castle Learning Online provides web-based review, testing and assessment tools for elementary, middle and high school teachers and students in all core areas.	http://corp.castlelearning.com/	50 Countryside Lane, Depew, NY 14043	8-16
Cathy Donahue	Cathy Donahue	tech tips and tools to help you in your classroom	cdonahue@mcs.k12.ny.us		
Cayuga-Onondaga BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		1879 West Genesee Street Road, Auburn, NY 13021	8-16
CCSI (Coordinated Care Services, Inc.)	Gwendolyn Oton	Trauma Sensitive Schools	goton@ccsi.org	1099 Jay Street, Bldg. J, Rochester NY 14611	8-17
Center for Agricultural & Environment, Research and Training		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in Agricultural Studies.		3821 N Vermilion Street, Suite 3 Danville, IL 61832	8-16
Centris Group		Centris Group is committed to providing special education software and subject matter expertise to support special education professionals in achieving program compliance, best-practices, and efficiency	http://www.centrisgroup.com/	100 Merrick Rd, 418E Rockville Centre, NY 11570	8-16
Certica		Certica Solutions and Academic Benchmarks join forces to provide the first EdTech Platform-as-a-Service: centralized data, content and application functionality to power an integrated EdTech world.	http://www.certicasolutions.com/	301 Edgewater Place, Suite 110, Wakefield, Massachusetts, 01880	8-16
Chester Technical		CTS is an authorized US reseller for SANS Language Lab products, SANS Inc. is the Exclusive Licensor of Sony Language Learning Software. We have 40+ years of experience and continue to support our customer's, old and new, with service, sales and installation	http://ctslabs.com/	10 Whitewood Lane, No. Branford, CT 06471	8-16
CITI BOCES - Oswego BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		179 County Route 64, Mexico, NY 13114	8-16
Clarkson University		Curriculum and content knowledge in Science, technology, Engineering and mathematics.		8 Clarkson Ave, Box 5830, Potsdam, NY 13699	8-16
Classlink		Classlink is a management system for cloud based software	https://www.classmate.net/	65 Main Street, Peyton Hall Rm 1001.45East Madison Avenue, Suite 7, Clifton, NJ 07011	8-16
Clifton Fine Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 75 Star Lake, NY 13690	8-16
Clinton-Essex-Warren Washington BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 455, Plattsburgh, NY 12901	8-16
Colton Pierrepont Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		4921 SH 56 Colton, NY 13625	8-16
Common Sense Media	Tali Horowitz thorowitz@commonsense.org	Digital Citizenship	https://www.commonsensemedia.org/	575 Madison Ave, New York, NY 10022	8-16
Company/Organization	Name (name, name)	Focus (content area, scope of work, etc.)	Website (email address or website)	Physical Address	Date First Submitted
Compass Learning		Standards aligned K-12 instructional software for greater student achievement.	https://compasslearning.com/	203 Colorado Street, Austin, Texas 78701	8-16
Cornell University	Therapeutic Crisis Intervention Presenter	Therapeutic Crisis Intervention		Beebe Hall Ithaca, NY 14853	8-16
Cornell University	TCI certified trainers	discussion, demonstration, and practice; and assessing, designing, delivering, and evaluating teacher training	ab358@cornell.edu	35 Thornwood Drive Suite 200, Ithaca, NY 14850	
Cornell University	TCI certified trainers	discussion, demonstration, and practice; and assessing, designing, delivering, and evaluating teacher training	ab358@cornell.edu	35 Thornwood Drive Suite 200, Ithaca, NY 14850	
Cornell University's Therapeutic Crisis Intervention		Verbal Deescalation, Physical Intervention for Students with Challenging Behaviors	Aiissa Medero ab358@cornell.edu	Beebe Hall, Cornell University, Ithaca NY 14853	8-17
Corwin - Jim Knight		Instructional Coaching Instructional Leadership Workshops High-Impact Instruction: This seminar provides an overview of high-yield teaching strategies built into the framework for great teaching, known as the Big Four. Specifically, participants will learn about the instructional areas of content planning, formative assessment, engaging instruction, and community building. Creating an Impact School: Learn how to focus your professional learning on easy-to-understand targets, how to accelerate professional learning, and which teaching practices have the greatest impact in the classroom.	https://us.corwin.com/en-us/nam/consultant/jim-knight	2455 Teller Road, Thousand Oaks, California 91320	8-16
CTE Technical Assistance Center	Connie Spohn & Mike Woods	Developing Quality Classroom Management, Best Tools for Teachers, ENL Emphasis, Developing a Remote Learner Lesson Using Explicit Instruction	mike@spnet.us & connie@spnet.us	1585 Route 146, Rexford, NY 12148-113	
Curriculum Associates		Curriculum Associates is a company committed to making classrooms better places for teachers and students. Our award-winning products, include i-Ready®, Ready®, BRIGANCE®, and other programs. They provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children.	http://www.curriculumassociates.com/	153 Rangeway Rd., No. Billerica, MA. 01862	8-16
Curriculum Associates	Schwartz, Gail	i-Ready Assessment/Instructional Software Implementation and Using Data for Informed Instructional Decisions	gschwartz@cainc.com	153 Rangeway Road, N. Billerica, MA 01863	1-18
Curriculum Associates	Schwartz, Gail	i-Ready Assessment/Instructional Software Implementation and Using Data for Informed Instructional Decisions	gschwartz@cainc.com	153 Rangeway Road, N. Billerica, MA 01863	1-18
Curriculum Associates	i-Ready	Introduction to using the i-Ready platform as well as generating reports that will inform instruction.	www.curriculumassociates.com	153 Rangeway Road North Billerica, MA 01862	9-18
CURRICULUM ASSOCIATES, LLC	Curriculum Associates	i-Ready Training	www.CurriculumAssociates.com	PO Box 4119, Woburn, MA 01888-4119	
CURRICULUM ASSOCIATES, LLC	Curriculum Associates	i-Ready Training	www.CurriculumAssociates.com	PO Box 4119, Woburn, MA 01888-4119	
Danielle Colterman	Danielle Colterman	Math for the Classroom	danielle.colterman@sliboces.org		
Dave Burgess Consulting, Inc	Dave Burgess	Teach like a Pirate, keynote	wendy@daveburgessconsulting.com	10894 Uvalde Ct. San Diego, CA 92124	
Dave Burgess Consulting, Inc	Dave Burgess	Teach like a Pirate, keynote	wendy@daveburgessconsulting.com	10894 Uvalde Ct. San Diego, CA 92124	
DeBerry, Trent	Trent DeBerry	develop a deeper understanding of the writing workshop	tdeberry@curriculumassociates.com	51 Obluse Rd Newtown, CT 06470	9-18
Dell Marketing and Research	Okal-Frink Jeremiah	Instructional Technology Leadership	jeremiah.frink@dell.com	1 Dell Way Round Rock, TX 78682	
Desk-Free, LLC	Ashley Uvaquan	experience strategies for engaging students with movement & play	ashley@deskfree.org	131 Fox Hollow Drive Hudson, NH 03051	9-18

Developing Minds Inc. - Marcia Tate	Pruviance, Carol and Tate, Marcia	Workshops, Institute & Online Courses by Marcia Tate Growing Dendrites Institute, Growing Dendrites: 20 Instructional Strategies that Engage the Brain." , Mathematics Worksheets Don't Grow Dendrites: , Preparing Your Child for Success in School and in Life: , 20 Ways to Increase Your Child's Brain Power, Reading and Language Arts Workshops Don't Grow Dendrites: , 20 Literacy Strategies that Engage the Brain, Science Worksheets Don't Grow Dendrites: , 20 Instructional Strategies that Engage the Brain, Shouting Won't Grow Dendrites: , 20 Techniques for Managing a Brain-compatible Classroom, "Sit & Get" Won't Grow Dendrites: , 20 Professional Development Strategies that Engage the Adult Brain, Social Studies Worksheets Don't Grow Dendrites: 20 Instructional, Strategies That Engage the Brain, Assessment: How Do We Know They're Learning? The Power of Positive Thinking, Teacher Expectations and Student Achievement (TESA), Worksheets Don't Grow Dendrites: , 20 Instructional Strategies that Engage the Brain, Worksheets Don't Grow Dendrites: , 20 Instructional Strategies for Teaching the Common Core State Standards	http://www.developingmindsinc.com/	P.O. Box 82680, Conyers, Georgia, 30013	8-16
Director, Cairn Guidance	Jessica Lawrence	Job Stress Relief Techniques, Worksite Wellness, Chair Yoga, Mindfulness, Work/Life Balance, Resiliency, Cancer, CPR/AED	jess@cairnguidance.com	PO Box 472, Morehead, KY 40351 US	
Director, Cairn Guidance	Jessica Lawrence	Job Stress Relief Techniques, Worksite Wellness, Chair Yoga, Mindfulness, Work/Life Balance, Resiliency, Cancer, CPR/AED	www.cairnguidance.com	PO Box 472, Morehead, KY 40351 US	
Discovery Education		We partner with districts to: Collaboratively design professional learning plans that provide continuous improvement in teachers' skills Support professional learning communities via access to the Discovery Educator Network (DEN) Address professional learning needs for both classroom teachers and district administrators Provide highly-trained and certified educators for all on-site and web-based professional learning experiences	http://www.discovereducation.com/	One Discovery Place, Silver Spring, MD 20910	8-16
Donna Riter	Donna Riter	Supporting individual and behavioral problems, needs, and alternative intervention strategies which work with students with social, emotional, and behavioral problems	driter@rochester.rr.com		
Donna Riter	Donna Riter	Increase their awareness of the characteristics, needs, and alternative intervention strategies which work with students social, emotional, and behavioral problems	driter@rochester.rr.com		
Dr. Abby Reisman		Areas of Expertise Teaching and learning in history classrooms Teacher education and professional development Adolescent literacy Curriculum Reading Like A Historian	http://scholar.gse.upenn.edu/reisman/	826 South 48th Street, Apt #3, Philadelphia, PA 19143	8-16
Dr. Andrea Honigsfeld		Differentiated Instruction for at Risk Learners, Co-teaching strategies for English Language Learners, Innovative & Successful Practices for the 21st Century	http://www.molloy.edu/academics/undergraduate-programs/education/education-faculty-and-staff/andrea-honigsfeld	Molloy College 1000 Hempstead Avenue, Rockville Centre, New York 11571-5002	8-16
Dr. Erika Barthelme and Emlyn Crocker	Dr. Erika Barthelme and Emlyn Crocker	discover outdoor teaching as a way to motivate students and teach science standards	ecrocker@stlawu.edu		
Dr. Erika Barthelme and Emlyn Crocker	Dr. Erika Barthelme and Emlyn Crocker	discover outdoor teaching as a way to motivate students and teach science standards	ecrocker@stlawu.edu		
Dr. Stephanie Affinito	Dr. Stephanie Affinito	Developing differentiated literacy interventions. This is an exciting series for any educator that wants to deepen their understanding of literacy interventions. Offer our students an in-class, Tier 2 or Special Ed and it can be a life saver for a teacher! Does the literacy intervention or strategy address the 60-90 minute of a day? Can it be a life saver for a teacher? Can it be a decision-making process. These impactful literacy interventions will make a difference for every educator.	stephanieaffinito@gmail.com	47 REVERE RD, Queensbury, NY 12804	
Dueck, Myron	Myron Dueck	Developed to allow students every opportunity to demonstrate their learning.	myrondueck@gmail.com	8075 Princeton-Summerland Rd, Summerland, BC Canada	9-18
Duprev, Becky	Becky Duprev	Examining the changes in the Next Generation Standards by discovering important considerations in their development, their alignment to Common Core Standards, reviewing available resources, and thinking about what this all means in the context of our classroom	duprevbl@potsdam.edu	480 County Route 4 Ogdensburg, New York 13669	9-18
Duprey/Becky L		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in Mathematics.		480 County Route 4, Ogdensburg, NY 13669	8-16
Eastern Suffolk BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		201 Sunrise Highway, Patchogue, NY 11772	8-16
EBSCO		We offer premium content through databases, e-books, journals and magazines, and more, as well as a versatile discovery tool for searching across all library resources. Our content and feature-rich technology platforms serve the needs of researchers at all levels, whether they access EBSCO products at academic institutions, schools, public libraries, hospitals and medical institutions, corporations or government institutions.	https://www.ebsco.com/who-we-serve/schools	10 Estes Street, Ipswich, MA 01938	8-16
Edgenuity		Edgenuity provides engaging online and blended learning education solutions that propel success for every student, empower every teacher to deliver more effective instruction, and enable schools and districts to meet their academic goals. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core and INACOL standards and designed to inspire life-long learning.	http://www.edgenuity.com/	860 East Chaparral Drive, Suite 100, Scottsdale AZ 85250	8-16
Edline LLC, Blackboard Engage		Parent and Community Communication		200 West Monroe Street, Suite 1250, Chicago, IL 60606-0290	8-16
Edmentum		Blended Learning, Online Courses, Formative Assessment, Individualized Learning	http://www.edmentum.com/	600 West 630 Street, Suite 300 -8200 Tower, Bloomington, MN 55437	8-16
eDoctrina		eDoctrina, a multi-purpose curriculum mapping and assessment data software that is being used by hundreds of schools throughout the U.S.	http://www.edoctrina.org/	317 Vulcan Street, Buffalo, NY 14207	8-16
eDoctrina Corporation		Formative and Summative Assessment, Data Driven Instruction		336 Harris Hill Road, Suite 301, Williamsville, NY 14221	8-16
Educational Leadership Institute SUNY Oswego		Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency		7060 State Route 104 West, 402 Culkins Hall, Oswego, NY 13126	8-16
Edwards Knox Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.	http://www.edweb.net	PO Box 630 Russell, NY 13684	8-16
edweb.net		technology, libraries, curriculum	http://www.edweb.net		8-17
Enstruction Turning Technologies		Formative and Summative Assessment, Data Driven instruction		255 West Federal Street, Youngstown, OH 44503	8-16
Erie 1 BOCES	Clifford N Crooks Service Center	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		355 Harlem Road, West Seneca, NY 14224	8-16

Erie 2-Chautauqua-Cattaraugus BOCES	Seimaszko, B Instruction Support Service Division	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		9520 Fredonia-Stockton Road, Fredonia, NY 14063	8-16
FastBridge Learning		FastBridge is an assessment system for K-12 students for RTI purposes	http://www.fastbridge.org/	SE, Suite 509, Minneapolis MN 55414	8-16
Ferrara Fiorenza PC	Michael Dodd	Never Settle for Second Best! Workplace Harassment	mldodd@ferraralrm.com	5010 Campuswood Drive, East Syracuse, NY 13057	
Ferrara Fiorenza PC	Michael Dodd	Never Settle for Second Best! Workplace Harassment	mldodd@ferraralrm.com	5010 Campuswood Drive, East Syracuse, NY 13057	
Ferrara Law Firm	Michael Dodd	Conducting Probation and Sex Offender Assessment/Prevention Requirements for In-state and Out-of-state Professional	https://ferraralrm.com/attorneys/	5010 Campuswood Dr., East Syracuse, NY 13057	9-18
Florida Virtual School		an online school dedicated to personalized learning. Whether you live in Florida or beyond, you can access more than 150 courses with us, from Algebra to AP Art History and everything in between. Our courses are real—just like the certified teachers who teach them. Public, private, and homeschool students from Kindergarten through 12th grade use our courses to succeed on their own time and schedules.	https://www.flvs.net/	2145 Metro Center Blvd., Suite 200, Orlando, FL 32835	8-16
Follett Corporation		Professional Development Request More Info As an educator, you're a lifelong learner. Follett is proud to offer a range of Professional Development services. Designed for educators of all types, our Professional Development courses show how to make the most of Follett technology and products. Get hands-on experience and hear real-life examples that you can take back with you to the classroom, library, and beyond. Follett's Professional Development is more than just pedagogy or technology - it's a merging of the two concepts.	http://www.folletlearning.com/	3 Westbrook Corporate Center, Suite 200 Westchester, IL 60154	8-16
Franklin-Essex-Hamilton BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 28, Huskie Lane, Malone, NY 12953	8-16
Frederic Remington Art Museum		US History. Using primary sources.		303 Washington St, Ogdensburg, NY 13669	8-16
Frontline Technologies		To partner with E1B to provide training to certified administrators utilizing the online substitute placement service, AESOP.	http://www.frontlinek12.com	1400 Atwater Dr, Malvern, PA 19355	8-16
Fuel Education		flexible digital curriculum, customized curriculum, technology platform, educational services	http://www.fueliea.com/	2300 Corporate Park Dr., Herndon, VA 20171	8-16
Fundations Presenter	Fundations Presenter	Using our evidence-based, research-informed, leveled, and differentiated literacy and language arts resources, teachers can meet the needs of all learners and provide a rich, engaging, and differentiated learning environment. Our resources include leveled and differentiated reading materials, writing prompts, and differentiated writing assignments. Using questioning to guide student learning and mastery, and	CSarkeesian@wilsonlanguage.co LFreeman@wilsonlanguage.com	47 OLD WEBSTER ROAD, Oxford, MA 01540	
Futures Health	Michael Neiman	Reflections on Speech-Language Services and Our Contribution to Effective Transition Plans	mneiman@futureshealth.com		
Futures Health	Michael Neiman	Reflections on Speech-Language Services and Our Contribution to Effective Transition Plans	mneiman@futureshealth.com		
Gale Cengage		A Passion for Libraries Toggle A Passion for Libraries Content Gale, a part of Cengage Learning, believes the library is the heart of its community, driving meaningful and measurable outcomes for individual users and groups. Gale is a partner to libraries and businesses looking to deliver educational content, tools and services to support entrepreneurship, encourage self-directed learning, aid in research and instruction, and provide enlightening experiences. Gale has been a leading provider of research and education resources to libraries for 60 years and is committed to supporting the continued innovation and evolution of libraries and their users. Classroom in Context (CLIC) Transform your resources into interactive classroom content with digital curriculum tools. Gale In Context Deliver the most-studied topics to middle and high school students with engaging online resources. Professional Development Resources Refine and develop skills with eBooks from leading publishers like ASCD, ISTE, and Corwin.	http://www.cengage.com/search/showresults.do?N=197+4294917621	27500 Drake Road, Farmington Hills, Michigan; 48331	8-16
Gallaqher & Associates, Inc. - Kelly Gallaqher		The topics for most of his events focus on literacy education for grades 4-12 and address: Motivation Motivating Adolescent Readers Motivating Adolescent Writers Reading The Common Core Reading Standards: Good News/Bad News Readicide: How Schools Are Killing Reading and What You Can Do About It Moving Students Into Deeper Reading Reading Like a Writer The Value of Close Reading Reaching Deeper Reading Comprehension Through Student Collaboration Using Metaphor to Deepen Comprehension Leading Students to Meaningful Reflection How to Model Deeper Reading With Your Students Reading the World Deepening Comprehension Through Understanding the Author's Audience and Purpose How to Plan a Deeper Reading Lesson Writing The Common Core Writing Standards: Good News/Bad News Strategies to Get All Students Up and Writing The Value of Using Writing Models in the Classroom Writing Like a Reader Teaching Writing in the Age of Google Moving Students Beyond Fake School Writing Teaching Young Writers to Recognize Audience and Purpose Using Assessment to Drive Better Student Writing	http://www.kellvallaqher.org/	1222 La Limonar Road, Santa Ana, CA 92705	8-16
Genesee Valley BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		80 Munson St, LeRoy, NY 14482	8-16
Google Inc.		Integration of instructional technology into Unit Design, engaging all students, and student-centered learning.		1600 Amphitheatre Pkwy, Mountain View, CA 94043	8-16
Gouverneur Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		133 East Barney Street Gouverneur, NY 13642	8-16

Greater Southern Tier BOCES General Fund		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		9579 Vocational Drive, Painted Post, NY 14870	8-16
Hammond Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 185 Hammond, NY 13646	8-16
Handwriting Without Tears	Olsen, Jan	Pre-K readiness and writing, Pre-K literacy and math, K-5 handwriting, and keyboarding instruction.		806 W Diamond Ave., Suite 230, Gathersburg, MD 20878	8-16
Harrisville Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		14371 Pirate Lane Harrisville, NY 13648	8-16
Hayes/Victoria O.	Hayes/Victoria O.	Classroom culture, discipline, supporting paraprofessionals.		87 Longshore Road, Canton, NY 13617	8-16
Heinemann Workshops		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in literacy.		361 Hanover Street, Portsmouth, NY 03801-3912	8-16
Herkimer-Fulton-Hamilton-Otsego BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		352 Gros Boulevard, Herkimer, NY 13350	8-16
Hermon DeKalb Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		709 East Dekalb Road Dekalb Jct., NY 13630	8-16
Heuvelton Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 375 Heuvelton, NY 13654	8-16
Horacio Sanchez		Promoting Success for ALL Students Self-regulation is the one mental process that overrides obstacles that hinder planning, attention, learning, memory, and the coping skills required for students to achieve immediate goals and obtain long-term success. Without the skill to self-regulate, students will succumb to the whim of every thought, distraction, emotion, and desire. The lack of self-regulation is the root of many of the behavioral and academic issues education faces today. The development of self-control enables students to transcend life's obstacles and engage in new skills that promote academic success (Inzlicht, Bartholow, & Hirsh, 2015). Therefore, educators need to know how to promote self-regulation in order to maximize student achievement. Come learn the key steps identified by neuroscience to promote self-regulation. The steps identified in the research have been found to help students placed at-risk by life's circumstances to experience life success.	hsanchez@resiliencyinc.com or resiliency@gmail.com	506 Braden Drive, Durham, NC 27713	
Houghton Mifflin Harcourt		HMH creates engaging, dynamic and effective educational content and experiences from early childhood to K-12 and beyond the classroom, serving more than 50 million students in more than 150 countries. Available through multiple media, our content meets the needs of students, teachers, parents and lifelong learners, no matter where and how they learn.	http://www.hmhco.com/	222 Berkeley Street, Boston, Massachusetts 02116	8-16
IBM	Aioto, Nicole	Analytics, Cloud, Commerce, IT Infrastructure, MobileFirst, Security, Watson	http://www.ibm.com/	nicole.aioto@us.ibm.com	8-16
Inclusive Education	Julie Causton	Addressing the needs of students with and without disabilities in inclusive schools that lead to dramatic achievement.	jcauston@svr.edu	150 Huntington Hall, Syracuse, NY 13244	9-18
Inclusive Schooning	Julie Causton/Kate MacLeod	Special education - co-teaching	315-726-3556	7704 Berkshire Parkway, Manlius, NY 13104	6-17
Infinite Horizons	Kryza, Kathleen	Integrated Co-teaching	kkryza@ime.com	11609 Rolling Meadow Drive, Great Falls, VA 22066	6-17
InfoBase Learning		Infobase Publishing is one of America's leading providers of supplemental educational materials to the school and	http://www.infobaselearning.com/	31 West 3111 Street, 1111 Floor, New York, New York	8-16
Institute for Learner Centered Education	Don Mesibov	develop programs, curriculum, assessments or initiatives to benefit all student within a learner centered framework	demesibov@gmail.com	414 Bagdad Road, Potsdam, NY 13676	
Institute for Learner Centered Education	Don Mesibov	develop programs, curriculum, assessments or initiatives to benefit all student within a learner centered framework	demesibov@gmail.com	414 Bagdad Road, Potsdam, NY 13676	
Institute for Learning Centered Education	Mesibov, Donaid	Learner Centered initiatives- engagement and student centered learning, constructivism.		414 Bagdad Road, Potsdam, NY 13676	8-16
Institute for Learning Centered Education	Don Mesibov	develop programs, curriculum, assessments or initiatives to benefit all student within a learner centered framework	demesibov@gmail.com	414 Bagdad Rd, Potsdam, NY 13676	9-18
Institute for Research in Science Teaching (IRST); Fredonia, Michael Jabot	Jabot, Michael	The Institute for Research in Science Teaching (IRST) does PD work with teachers P-12 around the use on inquiry-based science instruction and its impact on teacher and student learning.	http://www.fredonia.edu/org/irst/index.htm	State University of New York at Fredonia, 21 Houghton Hall, Fredonia, NY 14063	8-16
Interactive Media		Interactive Media Publishing (I-Media) creates interactive educational products that are engaging, meet the needs of various learning styles, produce the desired outcomes, measure and record that learning has occurred, and are all digital so they are easy to update. We have a diverse background in the types of media development projects we have undertaken. Hundreds of projects have been completed on time and within budget for academic, industrial, commercial, government organizations, and associations. Thousands of students across the country and around the world have utilized instructional materials generated by Interactive Media Publishing. We publish all forms of media - print, digital, video, audio, and interactive.	http://www.interactivemediapub.com/	111 E. 1st St., Phoenix, Oregon 97535	8-16
Internation Institute for Restorative Practices (IRRP)		Day one of the workshop will be "Introduction to Restorative Practices." Participants will learn how to set high expectations while being supportive. They will practice how to provide direct feedback and how to ask questions that foster accountability, while also learning the most effective methods to resolve common conflicts. Day two of the workshop will be "Using Circles Effectively." In this training participants will learn how to apply those concepts in practical ways. Learning the different types of circles, building relationships, create norms and rituals.	www.irrp.edu	531 Main St. Bethlehem PA 18018	11-19
International Center for Leadership in Education	Dr. Bill Daggett	Systemwide Improvement, Planning, Leadership Development, Curriculum Design and Assessment, Data, and Instructional Strategies promoting Rigor and Relevance.	www.leadered.com	1587 Route 146, Rexford, NY 12148	8-16
International Center for Leadership in Education	Sherry St. Clair	Improving Student Engagement in an Online Learning Platform	info@retroctoearn.com	1587 Route 146, Rexford, NY 12148	
International Literacy Association		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in literacy.		PO Box 8189, Newark, DE 19714-8139	8-16
International Society for Technology in Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grades and subjects.		180 W 8th Ave, Ste 300, Eugene, OR 97401	8-16
Ironworker's International Union	Blaliman, Thomas & Joshua	OSHA 10 Training for CTE students and staff at Southwest Tech Center	DThomas@iwintl.org & JDallman@iwintl.org	21 Little York Road, Gouverneur, NY 13642	
iSafe		i-SAFE's mission is to make identity management and compliance with privacy laws simple. We secure children's privacy through education and services protecting the use of personal information, while helping schools and commercial providers of sites, services and apps to engage their customers responsibly and in compliance with Federal laws.	http://www.isafe.org/	189 El Camino Real, Suite 201, Carlsbad, CA 92009	8-16
James Levine & Associates, P.C.	Jim Levine	address about Trauma Informed Instruction: Mental Health and Behavioral Issues that Surround Today's Youth	JLevine@jameslevineassoc.com	8 College Street, Suite 6, South Hadley, Massachusetts	9-18
Jan DeWaters	Jan DeWaters	resource recovery using anaerobic digestion to produce energy and fertilizer from food and other organic waste	jdewater@clarkson.edu		
Jan DeWaters	Jan DeWaters	resource recovery using anaerobic digestion to produce energy and fertilizer from food and other organic waste	jdewater@clarkson.edu		

Madison-Oneida BOCES Madore/Blair F		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support, Curriculum development, assessment, instructional strategies in mathematics		4937 Spring Road, PO Box 168, Verona, NY 13478 19 1/2 Cherry Street, P.O.Sdam, NY 13676	8-16 8-16
Madrid Waddington Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 67 Madrid, NY 13660	8-16
Magellan Foundations / School Administrators Association of NYS		Leadership Development, Supervision techniques, Establishing systems for effectiveness and efficiency		8 Airport Park Blvd, Latham, NY 12110	8-16
Malone Central School District		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 847, Malone, NY 12953	8-16
Marilyn Trainor	Trainor, Marilyn	DTSDE District Led Reviews and development of DCIP and SCEPS	trainorm@aol.com	436 Harris Drive, Watertown NY 13601	8-16
Maru Consulting	Marilyn Trainor	OEE - DTSDE District Led Reviews, Development of DCIPs and SCEPS, instructional planning and support, school improvement standards	Trainorm@aol.com	436 Harris Drive, Watertown NY 13601	6-17
Mary Marcinko	Mary Marcinko	Art in the Classroom/Standards	mmarcinko@codensburk12.org		
Mary Zdrojewski	Zdrojewski, Mary	Library curriculum	mzdrojewski@scio.wnyric.org	247 N. Main Street, Apt. 1C, Weilsville, NY 14895	6-17
Marzano Research Laboratory		Marzano PD and Coaching - Learning Sciences International combines instructional strategies grounded in deep research with advanced web-based technology. We provide research-based professional development, customized initiatives, personalized e-learning, on-site training, research services, and supplementary resources to teachers, leaders, schools, and districts.		555 N Morton St, Bloomington, IN 47404	8-16
Massena Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		84 Nightengale Avenue Massena, NY 13662	8-16
Math and Movement	Susie Koonz	approach to teaching math that incorporates physical exercise, stretching, cross-body movements, and yoga	cdists@mathandmovement.com	PO Box 4017, Ithaca, NY 14852 US	9-18
Math and Movement	Susie Koonz	approach to teaching math that incorporates physical exercise, stretching, cross-body movements, and yoga	cdists@mathandmovement.com	PO Box 4017, Ithaca, NY 14852 US	9-18
Maximize Learning Inc. - LeAnn Nickelsen		1. Differentiation: Building Success for All, Grades K-12 2. Engage with the Common Core State Standards, K-12 3. Diving Into Deeper Learning, Grades 4-12 4. Teaching With Poverty in Mind, Grades K-12 5. SavvyVocab: Making Words Their Own, Grades K-12 6. Differentiating Classrooms: The Tiered Approach, Grades K-12 7. Assessment Over- Easy Please, Grades K-12 8. Super Highway: Understanding the Adolescent Brain, Grades 6-12 9. Make Processing A Priority: Differentiated Ways to Process Information, Grades K-12 10. Differentiating Classrooms, K-12 11. Got Memory Rules? Grades K-12 12. Brain-Smart Foods that Maximize Learning, Grades K-12, PARENTS 13. Breaking the Content-Area Reading Code for Successful Comprehension, Grades 4-8 14. The Lesson Plan Lifesaver (Brain-Based and Highly Differentiated), Grades K-12 15. Right Words = Write Well (Word Choice), Grades 4-8 16. Calming the Raging Storms of Stress, Grades K-12, PARENTS 17. Raising Resilient Children, Grades K-12, PARENTS 18. Low Prep or High Prep Differentiated Strategies: You Choose! Grades K-12 19. Successful Summarizing Strategies, Grades 4-12 20. Bump Up the Questioning, Grades 4-8 Keynotes: Maximizing the Mind, DARE to Engage the Brain, Journey	http://www.maximizelearninginc.com/	2723 Bonar Hall Path, Duluth, GA 30097	8-16
Mcauliffe/Kenneth		Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency, and Data Driven Schools, strategic planning		40Woodcock Lane, York ME 03909	8-16
McGraw Hill		Publisher and provider of education resources	http://www.mheducation.com/	8787 Union Place, Columbus OH 43240	8-16
Mediatex	Chan, Harry / Schuster, John	library automation, cataloging	harry@orbioniche.com	PO Box 1107, Champlain, NY 12919	6-17
Mendler, Allen	Dr. Allen Mendler	training in the areas of classroom management, discipline, school culture, school leadership and student engagement	alimendler@gmail.com	PO Box 20487, Rochester, NY 14602	9-18
Mentoring Minds		Formative and Summative Assessment, Data Driven Instruction, Differentiated Instruction, Effective Technology Integration, Bullying and Prevention, Response to Intervention.		1 Interanational Place, Suite 1400, Boston, MA 02110	8-16
Mermelstein, Lea	Mermelstein, Lea	Instructional independent reading	leamermelstein@earthlink.net	536 Grand Street #501 Hoboken, NJ 07030	8-16
Michael Grinoer & Associates		verbal and non-verbal communications.		15303 NE 259th Street, Battle Ground, WA 98604	8-16
Minutari Schools		Minutari Schools	training@minutarischools.org	1260 43rd Street, Suite B, Emeryville CA 94608	6-17
Monroe 1 BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		41 O'Connor Road, Fairport, NY 14450	8-16
Monroe 2 Orleans BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		3599 Big Ridge Road, Spencerport, NY 14559	8-16
Morristown Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 217 Morristown, NY 13664	8-16
Mr. Len Mackey	Mr. Len Mackey	Self-Care, Mindfulness and Meditation	len@songofthespheres.com		
My Learning Plan		Our Mission brings that Vision to life as we provide state-of-the art, integrated online systems that enable educators to easily plan, manage, evaluate, and report on all forms of professional learning and all components of the processes for educator evaluation and appraisal.	https://www.mylearningplan.com	8586 Potter Park Drive, Sarasota, FL 34238	8-16
NASSAU BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		71 Clifton Road, PO Box CS 9195, Garden City, NY 11530-4757	8-16
National Association for Media Literacy Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in Media Literacy.		10 Laurel Hill Drive, Cherry Hill, NJ 08003	8-16
National Association of School Psychologists		Social/Emotional development and support, Behavioral support. Identification and working with students with disabilities.		4340 East West Highway, Suite 402, Bethesda, MD 20814	8-16
National Council for Social Studies		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in Social Studies.		8555 16th Street, Suite 500, Silver Spring, MD 20910	8-16
National Council of Teacher of Mathematics		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in mathematics.		1906 Association Drive, Reston, VA 20191	8-16

NCS Pearson - Pearson Digital Learning		Pearson NCS promotes increased student achievement through a broad spectrum of education solutions supporting Assessment, Reporting, Diagnosing, and Prescription. Accountability has increased the need for data collection solutions that combine paper-based, online, and handheld interactive response pad assessment delivery. Our data collection hardware, testing software, and services enable teachers and administrators to identify student learning needs and achievement gaps, and address school improvement requirements throughout the organization. Our proven education solutions include OMR (optical mark read) and image scanners, test answer sheets, test scoring machines as well as a full complement of assessment software for paper-based, online, and interactive response pad test generation and delivery. Our brands include Prosper™ assessment system, Classroom Performance System (CPS), and OpScan® and EZData™ scanners	http://www.k12pearson.com/teach_learn_cycle/DL/dglling.html	3075 West Rav Road, Chandler, AZ 85226	8-16
Never Enough Time	Retherford, Dana	DTSDE District Led Reviews and development of LCIP and SLEPS	dananetherford@gmail.com	186 Sunrise Drive, Plattsburgh, NY 12901	8-16
Never Enough Time, Inc.	Retherford, Dana	Instructional Planning and Support.		186 Sunrise Drive, Plattsburgh, NY 12901	8-16
New England Center for Children	Bethany McNamara	Build skills and expertise on the topic of Autism - CALM verbal and physical intervention training	bmcnamara@necc.org	33 Turnpike Rd., Southborough MA 01772	6-17
New England Center for Children (NECC)	MacDonald, Jackie and Others	CALM Intervention and Curriculum Training	jmacdonald@necc.org	33 Turnpike Rd, Southborough, MA 01772	8-16
New England Center for Children Inc		working with students across the Autism Spectrum.		33 Turnpike Road, Southborough, MA 01772	6-16
New York Library Association	Johannesen, Jeremy	school library management, curriculum, technology	http://www.nyla.org	6021 State Farm Road, Guilford, NY 12084	6-17
New York Library Association Section of School Libraries		Literacy Development - Research and Primary Sources.		6021 State Farm Road, Guilford, NY 12084	8-16
North Country Library System	Bolton, Steve	libraries	stbolton@ncis.org	22072 County Route 190, Watertown, NY 13601	6-17
North Country Prenatal/Perinatal Council	Anne Gamo	Youth Mental Health First Aid	agarno@ncppc.org	200 Washington Street, Suite 300, Watertown NY 13601	6-17
Northern New York Library Network	Hammond, John	libraries	johnd@nynln.org	6721 US HWY 11, Potsdam, NY 13676	6-17
Northern Zone Association for Counselors and Development		Social/emotional development and support, behavioral support.		PO Box 404, Canton, NY 13617	8-16
Norwood Norfolk Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 194 Norwood, NY 13668	8-16
NWEA		Our research-based assessments, professional development, personalized service, technical support, and alliances with researchers and community groups have global recognition - See more at: https://www.nwea.org/#sthash.X173Gvbk.dnuf	https://www.nwea.org/	121 NW Everett Street, Portland, Oregon 97209	8-16
NYS AGRICULTURE IN THE CLASSROOM	Katie Carpenter	set up and care for Tower Gardens in your classroom to extend the growing season to produce food through the entire school year	kse45@cornell.edu	New York Agriculture in the Classroom, Department of Horticulture, Cornell University, Ithaca, NY 14853	9-18
NYS AGRICULTURE IN THE CLASSROOM	Bowling, Jennifer and Raymond	set up and care for tower gardens in your classroom to extend the growing season to produce food through the entire school year	kse45@cornell.edu	Horticulture@CornellUniversity.Ithaca.NY.14853	9-18
NYS Association Career & Technical ED	Dehart, Kimberly	Curriculum, Content Knowledge across all disciplines, integration of instructional technology, Assessment, Pedagogy across all Career and Technical Subjects.		1204 Sandra Court, Schenectady, NY 12303-3304	8-16
NYS Association for Behavior Analysis, Inc.		Social/Emotional development and support, behavioral support.		1764 Route 9, Suite 913, Clinton Park, NY 12063	6-16
NYS Association for Health, Physical Education, Recreation & Dance		Content, Curriculum and Pedagogy in the Physical Education and Health as well as the Youth Development.		111 North Ann St, Little Falls, NY 13360	6-10
NYS Athletic Administrators' Association	Rozek, Christine	Content, Curriculum and Pedagogy in the Physical Education and Health as well as the Youth Development.		Binghamton City School District, 98 Oak Street, Binghamton, NY 13905	8-16
NYS Computer & Technology in Education (NYSCATE)	Carmelita Seitz	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grades and subjects.		8 Airport Park Blvd, Latham, NY 12110	8-16
NYS Council of School Superintendents		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning Institute Championing the Individual Needs of All Students		7 Elk Street, Third Floor, Albany, NY 12207-1002	8-16
NYS Educational Media Tech Association	Wilson, Kelly	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grades and subjects.		SLL BOCES, ESC, 40 West Main St, Canton, NY 13617	8-16
NYS Higher Education Service Corp		Curriculum design for Advanced Placement online courses.		99 Washington Ave, Albany, NY 12235	6-16
NYS Middle School Association	Ruest, Linda	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grades and subjects.		PO Box 1329, Lewiston, NY 14092	8-16
NYS Public High School Athletic Association		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grades and subjects.		8 Airport Park Blvd, Latham, NY 12110	8-16
NYS Reading Association	Kline, Lawrence	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in literacy.		507 Bretts Way, Whiteboro, NY 13492	8-16
NYS School Board Association		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning Institute		24 Century Hill Drive, Suite 200, Latham, NY 12110-2125	8-16
NYS School Counselors' Educational Foundation, Inc		Social/Emotional development and support, behavioral support.		PO Box 217, Leicester, NY 14461	6-16
NYS School Music Association	Waterhouse, Jennifer	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in music.		Carthage Central, NYS Rt 26, Carthage, NY 13619	8-16
NYS Union of Teachers Education and Learning Trust	NYSUT - Various	Research-based practical programs to assist educators in honing their craft in topics including constructivist teaching and learning, classroom climate, discipline strategies, poverty's effect of students, strategies for student engagement, 21st century skills for teachers, common core learning standards, instructional supports for English Language Learners, classroom management, co-teaching, digital for all students act, guiding struggling readers and more. Teaching Assistant Professional Development	eltmail@nysutmail.org	800 Troy-Schenectady Road, Latham, NY 12110	8-16
NYSCATE	Carmelita Seitz	NYSCATE (New York State Computers and Technology in Education) is co-sponsoring another Learning Summit for the SLL BOCES region. The BOCES is very excited to once again offer this opportunity. Sessions will include GSuite tools, coding, robotics and many other ideas for supporting curriculum and pedagogy with technology.	carmelitaseitz@gmail.com	40 Tracy Ave, Batavia, NY 14020	9-18
NYSCATE	Carmelita Seitz	Research-based practical programs to assist educators in honing their craft in topics including constructivist teaching and learning, classroom climate, discipline strategies, poverty's effect of students, strategies for student engagement, 21st century skills for teachers, common core learning standards, instructional supports for English Language Learners, classroom management, co-teaching, digital for all students act, guiding struggling readers and more. Teaching Assistant Professional Development	carmelitaseitz@gmail.com	40 Tracy Ave, Batavia, NY 14020	9-18
NYSCATE NYSUT ELI		teacher and paraprofessional training on Collegiality, Effective team building, Challenging Behaviors		40 Tracy Ave, Batavia, NY 14020	6-17
OCM BOCES	Patrick Shaw	Responsive Classroom	pshaw@ocmboces.org		
Oadensburg City School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		1100 State Street Oadensburg, NY 13669	8-16

Okal-Frink Jeremiah	Okal-Frink Jeremiah	Instructional Technology Leadership	jeremiah.frink@deil.com		
OMC BOCES	Patrick Shaw	- Engaging Academic Instruction - Better Classroom Management - Positive Learning Communities - Developmentally Appropriate Instruction	pshaw@ocmboces.org	PO Box 4754, Syracuse, NY 13221	9-18
OMC BOCES	Patrick Shaw	- Engaging Academic Instruction - Better Classroom Management - Positive Learning Communities - Developmentally Appropriate Instruction	pshaw@ocmboces.org	PO Box 4754, Syracuse, NY 13221	9-18
Oneida-Madison-Herkimer BOCES	Kalies, Steven Dr	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 70, New Hartford, NY 13413	8-16
Onondaga-Cortland-Madison BOCES	Shaw, Patrick	Responsive Classroom, Problem Based Learning	psnaw@ocmboces.org	6620 Thompson Rd Syracuse, NY 13211	8-10
Onondaga-Cortland-Madison BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 4754, Syracuse, NY 13221	8-16
Oswego Boces	Vianese, Joseph	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		PO Box 488, Mexico, NY 13114	8-16
PA Farrington Associates	Farrington, Polly	technology tools, libraries	polly@pala.net	50 Fletcher Road, Albany, NY 12205	6-17
Parishville Hopkinton Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		PO Box 187 Parishville, NY 13672	8-16
Patrick Shaw	Patrick Shaw	Responsive Classroom	pshaw@ocmboces.org		
Playworks	Neetu Agrawal	introduces the importance of play and lays the foundation for creating a safe, healthy, and respectful environment for youth	https://www.playworks.org	380 Washington Street, Oakland, CA 94607	9-18
Playworks	Neetu Agrawal	introduces the importance of play and lays the foundation for creating a safe, healthy, and respectful environment for youth	https://www.playworks.org	380 Washington Street, Oakland, CA 94607	9-18
Positivity Project	Todd Kaiser			85 McKenzie Rd. E Pinehurst, NC 28374	
Positivity Project	Todd Kaiser			85 McKenzie Rd. E Pinehurst, NC 28374	
Potsdam Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design		29 Leroy Street Potsdam, NY 13676	8-16
Premiere Speakers Bureau	AJ Julani	With 15 years of experience in the field of education, I have worked with hundreds of teachers and administrators to help them improve their instruction and the way that their students learn. I have been successful in helping teachers to have a positive impact on their students and in their classrooms. My success has come from providing all the right learning experiences for all students, whether in-person, or in blended or virtual learning environments.	jeanne@premierespeakers.com	109 International Drive, Suite 300, Franklin, TN 37067	
Productive Struggle	Rudd, Andrew and Hedges, Laurie	Instructional Rounds, Planning instruction	andrew@productivestruggle.org	320 Myron Rd Syracuse, NY 13219	8-16
Productive Struggle	Laurie L. Hedges	Connect the Instructional Core and Task Predicts performance to task design	laurie@productivestruggle.org	320 Myron Rd, Syracuse, NY 13219	
Productive Struggle	Laurie L. Hedges	Connect the Instructional Core and Task Predicts performance to task design	laurie@productivestruggle.org	320 Myron Rd, Syracuse, NY 13219	
Professional Beauty Association/National Cosmetology Association		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in the area of Cosmetology.		15825 N 71st Street, Suite 100, Scottsdale, AZ 85254	8-16
Project Based Learning	Marty Sugerik	encourage students to think critically and apply academic, technical and workplace know-how to solve problems	marty.sugerik@sreb.org		
Project Lead the Way Inc		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy in the area of Engineering.		21 Corporate Drive, Suite 105, Clifton Park, NY 12065	8-16
Project on Restorative Justice at Skidmore College	Duke Fisher	Restorative Justice	Duke.Fisher-mediator.trainer@gmail.com	815 N Broadway, Saratoga Springs, NY 12866	
Project on Restorative Justice at Skidmore College	Kevin Johnson	Restorative Justice	Kevin.Johnson-kcjohnson1382@gmail.com	815 N Broadway, Saratoga Springs, NY 12866	
Project on Restorative Justice at Skidmore College	Duke Fisher	Restorative Justice	Duke.Fisher-mediator.trainer@gmail.com		
Project on Restorative Justice at Skidmore College	Kevin Johnson	Restorative Justice	Kevin.Johnson-kcjohnson1382@gmail.com		
Putnam/Northern- Westchester BOCES	Amicucci, Elneta	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		200 BOCES Drive, Yorktown Heights, NY 10598-4399	8-16
Questar III		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		10 Empire State Blvd, Castleton, NY 12033	8-16
Rachelle Amo	Rachelle Amo	Phonics	amo.rachelle@gmail.com	165 Acco Drive, Ogdensburg NY 13669	
Ralph Rolhacker - Keynote	Ralph Rolhacker - Keynote	Restorative Justice	rolhacker@yahoo.com		
Read-write and Connect	Lean Lebowitz - mercanturi	readers and writers workshop			6-10
Read-Write-Connect, Inc.	Mermelstein, Leah President	Literacy Development - • Launching the Reading Workshop • Launching the Writing Workshop • Mini-lessons in reading or writing • Conferences in reading or writing • Share Sessions in reading or writing • Small Group Work in reading or writing • Comprehension strategies • Qualities of writing and using these qualities of writing to assess, plan and teach • Using literature in the Writing Workshop (Craft) • The Reading/Writing Connection • Balanced Literacy Components (Shared reading, Interactive writing, Read Aloud, Write Aloud) • Planning units of study • Planning a yearlong curriculum calendar. • Creating consistent curriculum across different grade levels • Leveling texts in reading		536 Grand Street #501, Hoboken, NY 07030	8-16
Reading & Language Arts Centers Inc.	Toggeweiler, Alan	Phonics First® is RLAC's nationally accredited Orton-Gillingham course used to teach literacy. Our dynamic and interactive Professional Development courses and workshops give special and general education teachers the knowledge and expertise to implement evidence-based strategies that improve student achievement. Phonics First® employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.	http://rlac.com/	36700 Woodward Avenue, Bloomfield Hills, MI 48304 http://rlac.com/	8-16
Reading and Writing Project LLC - Hunter College	Lauren Kolbeck Szulc	literacy for the classroom	kolbeck@gmail.com	695 Park Ave New York, NY	

Reading and Writing Project Network		<ul style="list-style-type: none"> • Launching the Reading Workshop • Launching the Writing Workshop • Mini-lessons in reading or writing • Conferences in reading or writing • Share Sessions in reading or writing • Small Group Work in reading or writing • Comprehension strategies • Qualities of writing and using these qualities of writing to assess, plan and teach • Using literature in the Writing Workshop (Craft) • The Reading/Writing Connection • Balanced Literacy Components (Shared reading, Interactive writing, Read Aloud, Write Aloud) • Planning units of study • Planning a yearlong curriculum calendar. • Creating consistent curriculum across different grade levels • Leveling texts in reading 		18 Pelham Lane, Ridgefield, CT 06877	8-16
Reddick, Debbie	Debbie Reddick	When you start with the Benchmark Assessment Kit 1 (Grades K-2), they will have the opportunity to learn where to start when benchmarking a student.	reddick1122@gmail.com	256 Rock Island St, Gouverneur, New York, 13642	9-18
Regents Research Fund NYS Education Department	Dunigan Christine	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		Room 319EB, 89 Washington Avenue, Albany, NY 12234	8-16
Reisman, Abby	Abby Reisman, PHD	social studies teachers will focus on the design of document-based lessons in history	areisman@ose.ubcn.edu	3700 Walnut Street, Room 401, Philadelphia, PA 19104	9-18
Renaissance Learning		Renaissance Learning is a world leader in cloud-based assessment, teaching, and learning solutions	http://www.renaissance.com/	2911 Peach Street, Wisconsin Rapids, WI 54494	8-16
Right Reason Technologies		RightPath™ is an integrated student success system that provides solutions to meet the needs of individual students while empowering educators with the tools they need. Six exceptional platforms seamlessly combine to provide customizable solutions in the areas of Student Achievement, eLearning and Professional Development.	http://www.rightreasontech.com/	3864 Adler Place, STE 200, Bethlehem, PA 18017	8-16
Riter, Dr. Donna	Riter, Dr. Donna	Behaviors, working with difficult students	driter@rochester.rr.com	77 Washington Rd Pittsford, NY 14534	6-16
Riter, Dr. Donna	Donna Riter	Practical behavioral knowledge and skills that will enable them to avoid and de-escalate crisis situations without the need for physical intervention	driter@rochester.rr.com	77 Washington Road, Pittsford, NY 14534	9-18
Roche, Amy		Reading and Literacy Instruction	amyroche1@yahoo.com	36 Leroy St. Potsdam, NY 13676	6-17
Roche, Amy	Amy Roche	methods for supporting students' oral language to lift the level of their informational writing.	amyroche1@gmail.com	36 Leroy Street, Potsdam, NY	9-18
Roche/Amy E		<ul style="list-style-type: none"> • Launching the Reading Workshop • Launching the Writing Workshop • Mini-lessons in reading or writing • Conferences in reading or writing • Share Sessions in reading or writing • Small Group Work in reading or writing • Comprehension strategies • Qualities of writing and using these qualities of writing to assess, plan and teach • Using literature in the Writing Workshop (Craft) • The Reading/Writing Connection • Balanced Literacy Components (Shared reading, Interactive writing, Read Aloud, Write Aloud) • Planning units of study • Planning a yearlong curriculum calendar. • Creating consistent curriculum across different grade levels • Leveling texts in reading 	amyroche1@yahoo.com	36 LeRoy Street, Potsdam, NY 13676	8-16
Rockland Teachers' Center Institute		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support.		65 Chapel Street, Garnerville, NY 10923	8-16
Rosemary Wakker	Rosemary Wakker	Mentoring program for new teachers	rewakker@gmail.com		
Rosemary Wakker	Rosemary Wakker	Mentoring program for new teachers	rewakker@gmail.com		
Rosemond, John	John Rosemond	Assess a wide range of individual differences and understand how they affect learning. How is it that even when a teacher does the right thing, a student or students will sometimes continue doing the wrong things?	https://www.rosemond.com	420 Craven Street, New Bern, NC 28560	9-18
Rosetta Stone		Rosetta Stone is software to help learn a new language	http://www.rosetailstone.com/	135 West Market Street, Harrisonburg, VA 22801	8-16
RSE-TASC	Gomes, Kathy, Woods, Erin, Lynden, Krysten, and Tavernier, Candy	Specialty Designed Instruction, Literacy, PBIS, Transition	kathy.gomes@nerc.org		8-16
RSTASC	Joseph Otter	PBIS training -			9-18
Rubicon West, Inc.		Rubicon Atlas is curriculum mapping software	https://www.rubicon.com/	135 West Market Street, Harrisonburg, VA 22801	8-16
Rural Schools Association		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning		Warren Hall, 275 Flex, Cornell University, Ithaca, NY 14853	8-16
Saanys/School Administrators Association		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning		8 Airport Park Blvd, Albany, Airport Park, Latham, NY 12110	8-16
Sara Meeks	Meeks, Sara	Occupational and Physical Therapy Professional Development	sara@sarameekspt.com	P.O. BOX 5577, Gainesville, FL 32627	8-16

Scholastic, Inc.		School to Home Reading Club (Book Clubs) Book Fairs Teacher Resources Book Lists Book Wizard Teacher Magazine Lesson Plans New Books New Teachers Scholastic News Online Strategies and Ideas Student Activities Daily Teacher Blogs Videos Whiteboard Resources Products & Services Author Visit Program Classroom Books Classroom Magazines Find a Sales Representative Free Programs and Giveaways Guided Reading Product Information Reading is Fundamental Request a Catalog Scholastic Professional	http://www.scholastic.com/teachers/	524 Broadway, New York, NY 10012	8-16
School Improvement		School Improvement Network is a professional learning provider for educators. We're driven by a single-minded cause: to help 100% of teachers become more effective, so that 100% of students are college and career ready. Everything we do supports personalized learning opportunities for educators, resulting in improved teacher effectiveness and dramatically higher student achievement. Our products help schools and districts achieve their goals all while saving time, money and, most importantly, increasing student achievement.	http://www.schoolimprovement.com/	32 West Center Street, Midvale UT 84047	8-16
School Improvement Network, LLC		Lesson planning, teacher observation, professional development	http://www.sii.com/categories/webcasts/	32 West Center Street, Midvale, UT 84047	8-16
School Library Journal		School library management, curriculum, technology			6-17
School Library System Association of NYS	Belair, Jim	Information literacy and library skills.		Monroe 2-Orleans BOCES SLS, 3625 Buffalo Road, Rochester, NY 14624	8-16
Schooloogy		Visually familiar to users of Facebook[1] and other popular social networking websites, the service includes attendance records, online gradebook, tests and quizzes, and homework dropboxes. The social media interface facilitates collaboration among a class, a group, or a school.[3] Schoology can be integrated with existing school reporting and information systems[4] and also provides the added security, filters and support that school districts may require.[4] Schoology is offered to educators free of charge. Revenue is generated with a fee-based Enterprise product that includes premium add-ons such as customized branding, advanced analytics, single sign on (SSO), and data integration with existing student information systems (SIS).[9] Native mobile applications are available for iOS, Android, and Kindle devices. Product enhancements have included text message notifications, integrations with Google Drive, Dropbox, Evernote, IMS Global learning tools interoperability (LTI), a shared resources library, mastery analytics and a question importer for tests and quizzes.	https://www.schooloogy.com/	115 W. 30th St. Suite 602, New York, NY 10001	8-16
Schuster, DonnaIyn	DonnaIyn Schuster	professional development session for Music, Visual and Media Arts Educators	d_schuster@yahoo.com	1527 Kennedy Rd. St. Johnsville, N.Y.13452	9-18
Scientific Learning		Fast Forward - A radically different online reading intervention that targets foundational phonemic awareness, language, memory, attention, processing and sequencing skills. Reading Assistant - The only online reading program that "listens" to students as they read out loud, intervenes when they struggle, and automatically scores students' oral reading.	https://www.scilearn.com/	300 Frank Ogawa Plaza, Suite 600, Oakland, CA	8-16
SharonDraper.com	Draper, Sharon M	National Teacher of the Year - Teaching of Writing and Children's Author	www.sharondraper.com	PO Box 3655 Cincinnati, OH 45236	9-18
SharonDraper.com	Draper, Sharon M	National Teacher of the Year - Teaching of Writing and Children's Author	www.sharondraper.com	PO Box 3655 Cincinnati, OH 45236	9-18
Shmoop		Over 100,000 Courses, Test Prep Resources, and Learning Guides	http://www.shmoop.com/	PO Box 0935 Los Altos, CA 94023	8-16
Silver Strong & Associates, LLC		The Thoughtful Classroom™—a renowned professional development program dedicated to the goal of "Making Students as Important as Standards." More recently, Dr. Silver has collaborated with Matthew J. Perini (SSA's Director of Publishing & Content Development) and hundreds of educators from across the country to develop The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF)—a comprehensive system for observing, evaluating, and refining classroom practice.	http://www.thoughtfulclassroom.com/	3 Tice Road, Suite #2, Franklin Lakes, New Jersey 07414	8-16
Skills Global - Solutions for Behavioral Health	Kathleen Peiaez	Creation of comprehensive learning plans and IEP goals for students with developmental disabilities	k.peiaez@skillsglobal.com	8733 Aranel Ave. Suite 102, Woodland Hills, CA	6-17
Solution Tree	Mattos, Matt, Maria Nielsen	RTI and Professional Learning Communities	brant.drummeyer@solution-tree.com	555 N Morton St Bloomington IN 47404	8-16
Southern Regional Education Board	Bottoms, Dr. Gene. (he is no longer with them...retired)	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral support		592 10th St., N.W. Atlanta, GA 30318-5776	8-16
Southern Regional Education Board	Dave Leavitt	IGET Centers and High Schools that Work Project Based Learning, Technology Centers That Work, High Schools That Work	dave.leavitt@gmail.com	592 Tenth Street, NW, Atlanta, Georgia 30318-5776	9-18
Southern Regional Education Board	Martv Sugenk	Project Based Learning, Technology Centers That Work, High Schools That Work	martv.sugenk@sreb.org	592 Tenth Street, NW, Atlanta, Georgia 30318-5776	9-18
Southern Regional Educational Board	Chuck Boyd	Career Pathways Review, Curriculum, Tech Centers That Work, High Schools That Work	chuck.boyd@sreb.org	592 Tenth Street, NW, Atlanta, Georgia 30318-5776	9-18
St. Clair, Tyler	Tyler St. Clair	to continue to develop earth and physical science teacher understanding of the New York State Science Learning Standards	stclair1@potsdam.edu	49 Market Street, Apt 2 Potsdam, NY	9-18

St. Lawrence County Music Educators Association	Havnes, Jennifer	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in music.		Gouverneur Central School, 133 East Barney Road, Gouverneur, NY 13642	8-16
St. Lawrence University	Principal's Academy- Dr. William Collins	Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency	wcollins@stlawu.edu	23 Romoda Dr. Canton, Ny 13617	8-16
St. Lawrence University	Gisele El Khoury	World Language Strategies	Gisele El Khoury <gelkhoury@stlawu.edu>		
Staff and Curriculum Development Network	Hedges, Laurie	Curriculum development, assessment, instructional strategies.		Herkimer-Fulton-Hamilton-Ostego BOCES, 352 Gros Blvd, Herkimer, NY 13350	8-16
Staff Development Associates	Olefson, Jeff	Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency, Working with Paraprofessionals		PO Box 418, Westtown, NY 10998	8-16
Stimulus Publications	Mueller, Michael	Rationale for Assessing Functional Skills: Developmental and Language Assessment over usage; ABLLS normative data	mmueller@stimuluspublications.com	AFLS Online, 2470 Windy Hill Rd, Ste 300, Marietta GA 30067	11-19
Study Island		Study Island's high-impact, high-value K-12 learning programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. Paired with an intuitive, real-time data dashboard, educators can easily track student progress and differentiate instruction to continually drive student achievement. What's Included: Standards-based lessons and activities Actionable, real-time data Instant feedback and built-in remediation Technology-enhanced item types Teacher resources Benchmarking (sold separately) And more!	http://www.studyisland.com/	PO BOX 674019, Dallas, TX 75267-4019	8-16
SUNY Albany	Sprind, Melissa	Speech and Language Therapy Training		1400 Washington Ave, Albany, NY 12222	8-16
SUNY Oswego ELI - School of Education		Curriculum development, assessment, instructional strategies.		7060 State Road 104, 302 Park Hall, Oswego, NY 13126	8-16
SUNY Plattsburgh	College Auxiliary Services	Curriculum development, assessment, instructional strategies.		Clinton Hall - 101 Broad Street, Plattsburgh, NY 12901	8-16
SUNY Potsdam	Dr. Victoria Klawitter, Dr. Blair Madore, and Becky Duprey	Curriculum development, assessment, instructional strategies in mathematics			8-16
SUNY Potsdam	St. Clair, Tyler and Cummings, Melissa	Science Standards and Next Generation Science Standards	stclait@potsdam.edu	302 Satterlee Hall, State University of New York Potsdam, NY 13676	6-17
SUNY Potsdam	Tyler L. St. Clair, Ph.D.	Science in the Classroom/standards	stclait@potsdam.edu		
SUNY Potsdam School of Education and Professional Studies	Elliott, Bill/jean	Curriculum development, assessment, instructional strategies.		Satterlee Hall 113, Potsdam, NY 13676	8-16
SUNY Research Foundation		Curriculum development, assessment, instructional strategies.		Rammond Hall 510, 44 Pierrepont Avenue, Potsdam, NY 13676	8-16
SUNY Research Foundation - Albany University		Curriculum development, assessment, instructional strategies.		1400 Washington Avenue, Albany, NY 12222	8-16
Sustainable Education Solutions, LLC	Dr. Robert Dillon	As participants read through their building, through the use of technology to support instructional shifts in the classroom.	rdillon25@gmail.com	7286 Bruno, Richmond Heights, MO 63143	
Teacher Education Student Association Center for School		New Teacher Development		111 Satterlee Hall, Potsdam, NY 13676	8-16
Teachers College, Columbia University Reading and Writing Project		Literacy Development - Reader's and Writer's Workshop.		525 W 120th St, Internal Mailbox 77, New York NY 10027	8-16
Teachers' Desk Consultants	Ginger Thomas	Strategies for teaching assistants and teaching critical thinking.	thomas		9-18
The College Board		Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.	https://www.collegeboard.org	The College Board National Office, 250 Vesey Street, New York, NY 10281	8-16
The People Project	Erin Coveil	Professional development, and support to build relationships and support academic success	scieduc@peopleproject@gmail.com	69 Lawrence Avenue, Potsdam, NY 13676	9-18
The Positivity Project	Kaiser, Todd	Equip educators with knowledge, resources, and confidence to teach positive psychology's 24 character strengths	tkaiser@potsdam.k12.ny.us	66 McKenzie Rd. E., Pineturst, NC 28374	9-18
The Positivity Project	Erwin, Mike	Equip educators with knowledge, resources, and confidence to teach positive psychology's 24 character strengths		66 McKenzie Rd. E., Pineturst, NC 28374	9-18
The Principals' Academy	Susan Todd	Year-long leadership experience dedicated to the professional development, improvement, and support of North Country principals and aspiring principals.	setodd@stlawu.edu	St. Lawrence University, 20 Atwood Hall Canton, NY 13617	9-18
Therapeutic Crisis Intervention	Michael E. Thomas, II	Facilitate skill transfer and maintenance; an effective format for presenting TIC materials using the model of discussion, demonstration, and practice; and assessing, delivering, and evaluating teacher training	MichaelEThomas2@aol.com and	6000 University Center Blvd, Hall 1101, New York City, NY 10019	9-18
The Reading League	Beverly-Cary, Heidi	Helps schools, districts, and states implement the science of reading, and provide the high-quality research and evidence-based decisions about assessment, data analysis, instructional materials, lesson planning, and curriculum development, assessment, instructional strategies.	heid@thereadingleague.org	103 Wyoming Street, Second Floor - Syracuse, NY 13204	
Tomkins-Saratoga BOCES		Curriculum development, assessment, instructional strategies.		505 Warren Road, Tonawanda, NY 14260	6-10
Trent I. DeBerry	Trent I. DeBerry	Learn how to implement The Positivity Project in classrooms and school wide	jeff.bryan@posproject.org		
Trent I. DeBerry	Trent I. DeBerry	Learn how to implement The Positivity Project in classrooms and school wide	jeff.bryan@posproject.org		
Tricia Husul	Tricia Husul	Math in the Classroom	thusul@e1b.org		
Tricia Husul	Tricia Husul	Math in the Classroom	thusul@e1b.org		
US GAMES	Brandon Herwick and Nick Kline	Physical Education resources for my and support current strategies to ensure student learning in a positive learning environment	nkline@usgames.com	PO Box 7726, DALLAS, TX 75209	
US GAMES	Brandon Herwick and Nick Kline	Physical Education resources for my and support current strategies to ensure student learning in a positive learning environment	nkline@usgames.com	PO Box 7726, DALLAS, TX 75209	
Vicky Garrabrant	Vicky Garrabrant	Learning Support, Learning, Mentoring, Effective Teaching Strategies and Implementation, Project Based Learning, and Online Learning Support	vgarrabrant@silbooces.org	40 West Main Street, Canton, NY 13617	
Wakker, Rosemary	Wakker, Rosemary	Teacher Mentoring	rewakker@gmail.com	39 Bancroft Road Edwards, NY 13635	8-16
Washington-Saratoga BOCES		Curriculum development, assessment, instructional strategies.		1153 Burgoyne Avenue, Fort Edward, NY 12626	8-16
Waterford		We make tools that grow the reach and impact of great teachers. We encourage and contribute to research around integrating technology and early learning. We use technology to personalize each child's learning experience. Because every child deserves a great start	http://www.waterford.org/	590 East 9400 South, Sandy UT 84093	8-16
Wayne-Finger Lakes BOCES		Curriculum development, assessment, instructional strategies.		Eisenhower BKD, 131 Drumlin Court, Newark, NY 14513	8-16
Wears, Katie	Katie Wears	Providing literacy staff development to schools	wearskm@gmail.com	403 Union Avenue Mamaroneck, NY 10543	9-18
Webster CSD	Aniquist, Greg	Social Studies content/pedagogy	greg_aniquist@websterschools.org	81 Blackwell Lane Henrietta, NY 14467	8-16

