St. Lawrence-Lewis BOCES Professional Development Plan 2018-2019

INTRODUCTION

The St. Lawrence-Lewis BOCES' Mission Statement is the impetus to the long-range Professional Development Plan 2018-2019.

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.

ISLLC Standards

Professional development offerings for administrators will be designed with the ISLLC Standards in mind

Facilitating the development, articulation, implementation, and stewardship of learning that is shared and supported by all stakeholders

- A. Collaboratively develop and implement a shared vision and vision
- B. Collect and use data to identify goals assess organizational effectiveness and promote organizational learning
- C. Create and implement plans to achieve goals
- D. Promote continuous and sustainable improvement
- E. Monitor and evaluate progress and revise plans

Advocating, nurturing, and sustaining a school culture and instructional program conductive to student learning and staff professional growth

- A. Nurture and sustain a culture of collaboration, trust, learning, and high expectations
- B. Create a comprehensive, rigorous, and coherent curricular program
- C. Create a personalized and motivating learning environment for students
- D. Supervise instruction
- E. Develop assessment and accountability systems to monitor student progress
- F. Develop the instructional and leadership capacity of staff
- G. Maximize time spent on quality instruction
- H. Promote the use of the most effective and appropriate technologies to support teaching and learning
- I. Monitor and evaluate the impact of the instructional program

Ensuring management of the organization, operation, and resources for a safe, efficient and effective learning environment

- A. Monitor and evaluate the management and operational systems
- B. Obtain, allocate, align, and efficiently utilize human, fiscal, and technological resources
- C. Promote and protect the welfare and safety of students and staff
- D. Develop the capacity for distributed leadership
- E. Ensure teacher and organizational time is focused to support quality instruction and student learning

Collaborating with faculty and community members, responding to diverse community interests and needs, and mobilizing community resources

- A. Collect and analyze data and information pertinent to the educational environment
- B. Promote understanding, appreciation, and use of the community's diverse cultural, social and intellectual resources
- C. Build and sustain positive relationships with families and caregivers
- D. Build and sustain productive relationship with community partners

Acting with integrity, fairness, and in an ethical manner

- A. Ensure a system of accountability for every student's academic and social success
- B. Model principles of self-awareness, reflective practices, transparency and ethical behavior
- C. Safeguard the values of democracy equity and diversity
- D. Consider and evaluate the potential moral and legal consequences of decision making
- E. Promote social justice and ensure that individual student needs inform all aspects of schooling

Understanding, responding to, and influencing the political social, economic legal and culture context

- A. Advocate for children, families and caregivers
- B. Act to influence local, district, state, and national decisions affecting student learning
- C. Assess, analyze, and anticipate emerging trends and initiatives in order to adapt leadership strategies

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	Dr. Jennifer Myers
Parent	Erin Woods
Administrator	Patti Fisher
Administrator	Katherine Lynch
Administrator	Jane Akins
Administrator	Emily McGregor
Higher Education Representative	Nicole Conant
Teacher	Markie Hooper
Teacher	Danielle Colterman
Teacher	Carrie Lake
Teacher	Heather Snell

The overall Professional Development Team will be facilitated by the Assistant Superintendent for Instruction. 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. High School Regents exams transitioning to new standards. District curriculum alignment and prioritization is lacking (Focus and LAP).

Goal: By June 30, 2019, 50% of districts will have an aligned and prioritized curriculum in at least two 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	July 2018- June 2019
Provide districts with training to identify curricular gaps as evidenced by NYS and local assessments.	Senior Supervisor of School Improvement and Instructional Coaches	July 2018- June 2019
Send team to NYS SCDN Frameworks training focusing on prioritizing curriculum.		September 2018
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide professional development to leaders on curriculum work - standards prioritization and pacing.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide support to all staff for literacy across all content areas.	Supervisor of Instruction (literacy)	July 2018- June 2019
Provide subject area specific content and pedagogy workshops.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide districts with professional development on the curriculum mapping process.	Senior Supervisor of School Improvement	July 2018- June 2019
Next Generation ELA and Math curriculum will continue to be specially designed to meet the individualized needs of student population served.	Director of Special Education, Special Education Supervisors and Instructional Coaches	July 2018- June 2019
Provide opportunities for teachers to deepen their understanding of subject specific content.	Senior Supervisor of School Improvement	July 2018- June 2019
Next Generation ELA and Math will continue to be specially designed to meet the needs of ELL students.	Senior Supervisor of School Improvement	July 2018- June 2019

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 2019, the 3-8 ELA and Math assessment results gaps between SLL BOCES average and NYS will be 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.	SSSI, SLSLRC, SIT	July 2018- June 2019
Provide Professional Development in varied formats: book studies and mini-online courses.	SSSI, SLSLRC, SIT, LS	
Provide Professional Development for individual curricular areas	SSSI, LS, SLSLRC, and SIT	July 2018- June 2019
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.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide continued Professional Development to support Project Based Learning.	Director of CTE/AE, CTE Supervisor of C&I	July 2018- June 2019
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, Supervisors of SE, SESIS, SSSI	July 2018- June 2019
Provide Professional Development for meeting NYS Teaching Standards	Senior Supervisor of School Improvement	July 2018- June 2019
Provide Professional Development on AIS/RTI programs, assessments and interventions	Title I Services SI and Title I Coordinator	September 2018 - June 2019
Professional Development to support coaching of literacy, math and instructional technology	SI and SIT	September 2018 - June 2019

Need 3: Students not engaged; graduation rates; students in crisis; high poverty-homelessness; VADIR data; DASA training; risk factors.

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.	Senior Supervisor for School Improvement	July 2018- June 2019
Provide professional development and provide opportunities for administrators to discuss and explore the Mental Health Standards. (Alignment of current programs)	Senior Supervisor for School Improvement	July 2018- June 2019
Provide professional development for strategies and suggestions for working with students from poverty.	Senior Supervisor for School Improvement, McKinney Vento Grant Director and Project Coordinator	July 2018- August 2019
Provide professional development for strategies and suggestions for working with students experiencing trauma, including Mindfulness.	Senior Supervisor for School Improvement, McKinney Vento Grant Director and Project Coordinator	July 2018- August 2019
McKinney-Vento trainings on education of homeless children and youth.	McKinney Vento Grant Director and Project Coordinator	July 2018- June 2019
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, P-TECH Assistant Coordinator, CTE Principals and Work-Based Learning Coordinator	July 2018- June 2019
Continue to enhance established behavior management special class programs that include mental health support	Director of SE, Supervisors of SE, Behavior Consultants	July 2018- June 2019
Provide professional development in the area of self regulation, stress management, and impulse control.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide professional development for behavior management.	Senior Supervisor of School Improvement	July 2018- June 2019
Provide districts and BOCES with training in the areas of Digital Citizenship and Online Safety.	Supervisor of Instructional Technology	July 2018- June 2019

Need 4: High % 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 2019.

Action/Tasks	Person(s) Responsible	Specific Time Frame
Continued calibration and training of administrators for teacher evaluations.	Senior Supervisor for School Improvement	July 2018- June 2019
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 Senior Supervisor for School Improvement	July 2018 - June 2019
Ongoing recruitment of out of area teachers and related service professionals through advertising and recruitment fairs.	Director of Special Education and Special Education Supervisors	July 2018- June 2019
Professional development will be provided for supporting the change process.	Senior Supervisor for School Improvement	July 2018- June 2019
Professional development will be provided for increasing and leveraging Professional Capital.	Senior Supervisor for School Improvement	July 2018- June 2019
Professional development will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Superintendent, Assistant Superintendent Instruction and Senior Supervisor for School Improvement	July 2018- June 2019

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.

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, 2018-2019

The St. Lawrence-Lewis BOCES Mentoring Model will offer support and guidance to all new instructional staff in the BOCES in order to retain quality staff, to improve their ability to meet the needs of all our students, and to assist them in achieving the high standards set by our New York State Board of Regents and State Education Department.

MENTORING COMMITTEE:

The Assistant Superintendent for Instruction and the St. Lawrence-Lewis BOCES Teachers Association president will collaborate on the creation of a Mentoring Committee, which will be comprised of at least one administrator from each division and one teacher from each division. A letter to solicit interest in serving on the Mentoring Committee will be authored jointly by the Assistant Superintendent for Instruction and the St. Lawrence-Lewis BOCES Teachers Association, and decisions regarding the final makeup of the Mentoring Committee will be made jointly.

Role of the Mentoring Committee:

The primary role of the Mentoring Committee is to monitor and evaluate the St. Lawrence-Lewis BOCES Mentoring Model on an ongoing basis, including such activities as

- *Updating and maintaining the Mentoring Plan annually.*
- Ensuring training opportunities for both Mentors and Mentees.
- Reporting on the status of the Mentoring Model to both the TEACHERS' ASSOCIATION and the St. Lawrence-Lewis BOCES Board of Education.
- Monitoring financial implications that impact the Mentoring Model.

The Mentoring Committee will give any recommendations for change connected to finances by March 1 each year to the Assistant Superintendent for Instruction; recommendations for modifying non-financial elements of the Mentoring Model will be given by May 1 each year to the Assistant Superintendent for Instruction. The Superintendent for Instruction will then share these recommendations with the District Superintendent and the Board of Education.

PROCEDURE FOR SELECTING MENTORS:

- The Mentor Application closely resembles a resume with relevant data on the teacher's professional experience, education and credentials. The Recommendation Form asks the reference to rate the teacher on organizational ability, leadership, commitment, communication and interpersonal skills, attitude towards professional growth and teaching skills in area of specialization. Prospective mentors submit three recommendations, one of which is by the individual's immediate BOCES supervisor.
- References made by the BOCES supervisor will reflect the teacher's Annual Professional Performance Review. The APPR addresses skills in the following areas: content knowledge, instructional preparation and delivery, student assessment, knowledge of student development, classroom management, collaboration and reflective practices.
- Completed **Mentor Applications** and **Recommendation Forms** will be forwarded to the Assistant Superintendent for Instruction, who will coordinate the assignation of Mentors to new teachers.
- The Assistant Superintendent for Instruction will forward the names of the Mentors to the District Superintendent, who makes a recommendation to the Board of Education for approval.

Upon approval by the Board of Education, the Personnel Department notifies the mentors of their acceptance. Every effort will be made to assign mentors as soon as possible.

CRITERIA FOR MENTOR SELECTION:

- Permanent or Professional Certification.
- Tenured.
- Mastery of Subject Matter.
- Excellent Teaching Abilities.
- Excellent Communication Skills.
- Pedagogical Skills.
- Enthusiasm for teaching.
- Available for all required training.
- Willingness to attend Mentor Training/Mentor Meetings.
- Willingness to make a one-year commitment to the program.

Role of the mentors:

The primary role of the mentor is to provide support and guidance to the new instructional staff member. Confidentiality is of the utmost importance, and mentors are not to provide information which will be used for evaluating or disciplining the mentee, unless there is a danger to students or staff. Mentors are required to observe and conference with their mentees regularly and to keep a log noting meeting times and dates.

Proposed activities of mentors:

- At the onset of the program, assist the mentee in completing a needs assessment and identifying goals and training activities.
- Model teaching techniques and coach the mentee's application of strategies.
- Visit the mentee's classroom to observe teaching, classroom management skills, and to become familiar with students. Reciprocate by opening the mentor's classroom to the mentee.
- Co-teach, collaborate on lesson plans and assessment strategies.
- Provide guidance in identifying professional growth activities.
- Facilitate positive networking opportunities by linking mentees with other successful teachers.
- Attend professional development activities specific to specialty area with the mentee.
- Help the mentee become familiar with school and BOCES procedures, policies and programs.
- Assist in the evaluation of the Mentor Teaching Internship Program.

Confidentiality:

Adherence to confidentiality is essential to the integrity of each mentor—mentee relationship and to the success of Mentor Teacher Internship Program as a whole. To ensure that confidentiality is respected, the following actions are proposed:

- Confidentiality will be emphasized throughout the program beginning with initial training and reiterated at subsequent program meetings.
- Mentor initiated discussions with the Coordinator concerning a mentee should be conducted with the prior knowledge of the mentee.
- Supervisors will be advised that activities and materials relating to the mentor-mentee program may not be used for evaluative purposes.

Preparation of the mentors:

First-year mentors are required to attend professional development specific to mentoring, such as Observation Techniques, Coaching, Feedback, Active Listening, Goal Setting, Reflective Questioning Techniques, the eight criteria of the APPR, and BOCES district policies.

Release time:

Any release time needed for meeting, training, observing, conferencing, planning, etc. will be arranged through the cooperative efforts of the appropriate BOCES supervisor/administrator, the mentor, the new teacher and the replacement teacher. If more time is required due to any identified needs, the mentor will discuss the need with the appropriate supervisor/administrator.

Procedures for Team Assignment adjustments:

Any adjustments to a mentor-mentee pairing will be addressed as soon as any concerns arise. The Assistant Superintendent for Instruction, as coordinator of the Mentoring initiative, will work with pairings to facilitate any concerns that may lend to a new assignment. Issues related to the need for a reassignment will be kept confidential.

Mentor Compensation

Mentors will be compensated \$800.00 per mentee per school year.

St. Lawrence-Lewis BOCES Mentoring Model revised 2016

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 detail needed to identify the basis of your needs analysis.

School Report Card
New York: The State of Learning (Chapter 655 Report)
BEDS data
The CAR Report
Special designation schools, 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

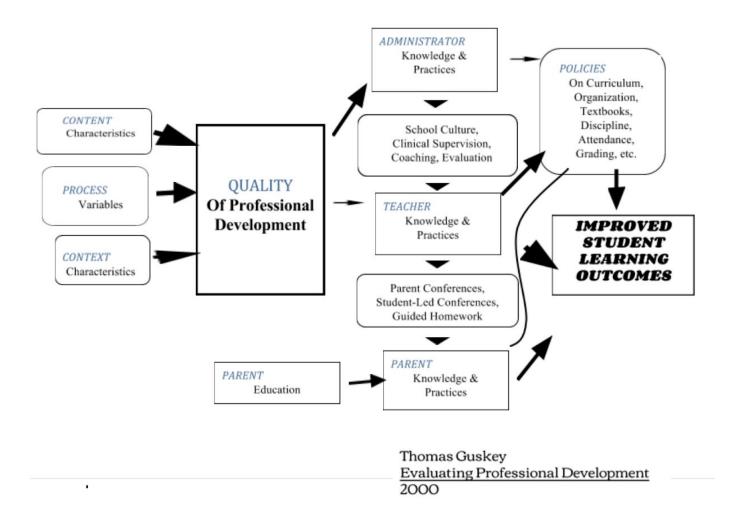
Professional development is more than conference days and workshops.....

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.



Appendix D

Potential Professional Development Providers

			Contact Info (email address or		
Company/Organization	Name (Iname, fname)	Focus (content area, scope of work, etc.)	website)	Physical Address	Date First Submitted
3 Marigolds	Morrill, Jenny	Mindfulness	marigoldconnection@gmail.com	PO Box 139 Colton, NY 13625	8-16
		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,			
A+ Educators	Various	Flipping the College and Career Ready Classroom	http://www.4aplus.com/	7227 North 16th Street, Suite 190, Phoenix AZ 85020	8-16
Adams, Ann	Adams, Ann	Poverty Training			8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Albany- Schoharie- Schenectady-Saratoga - Capital Region BOCES	+	support.	har the street to the	900 Watervliet-Shaker Road, Albany, NY 12205	8-16
American Association of School Librarians	+	school library managment, curriculum, technology	http://www.ala.org/aasl/	50 E Huron St., Chicago IL 60611	6-17
American Library Association	+	school library managment, curriculum, technology	http://www.ala.org	50 E Huron St., Chicago IL 60611	6-17
		Comprehensive and Sustained			
		Promoting Continual Improvement in Teacher and Leader Effectiveness			
		Leadership Learning Institute			
American Reading Company		Championing the Individual Needs of All Students	https://www.americanreading.com/	201 S. Gulph Rd., King of Prussia, PA 19406	8-16
		Apex Learning is the leading provider of blended and virtual learning	neeps.//www.americameaamg.com/	2013. Gulpir Rus, King Or Frussia, FA 19400	0.10
		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			
Apex Learning		skills to creating opportunities for advanced coursework.	http://www.apexlearning.com/	1215 Fourth Avenue, Suite 1500, Seattle, WA 98161	8-16
APL Associates	Anastasio, Jean & Perry, Davi	d Core Classroom Practices	aplassociates@twcny.rr.com	PO Box 250 Camillus, NY 13031	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all Career and			
Association for Career and Technical Education		Technical Subjects.		PO Box 758621, Baltimore, MD 21275-8621	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels		4702 N. D	0.46
Association for Supervision & Curriculum Development		and disciplines,.		1703 N Beauregard St, Alexandria, VA 22311-1714 Jefferson-Lewis BOCES, 20104 State Route 3,	8-16
Association of Educational Safety and Health Professionals	Warneck, John	School Management: Safety, Bussing, Drug and Alcohol Use Symptoms.		Watertown, NY 13601	8-16
Association of Mathematic Teacher of NYS	Hurst, Dave	Content, Curriculum and Pedagogy in Mathematics.		12 Hillview Terrace, Waterford, NY 12188	8-16
Bedley, Tim	Bedley, Tim	Student Centered Learning - Gallery Learning - Student Engagement	tbed63@gmail.com	38113 Murrieta Creek Drive Murrieta, CA 92562	8-16
Behavior Development Solutions, LLC	Eversole, Stephen	Social and Emotional Approaches to Behavioral Development	tbeu03@gmail.com	319 White Avenue, Middlebury, CT 06762	8-16
Betterlesson	Eversore, stephen	Science, PD and coaching	dan.costello@betterlesson.com	86 Sherman, St Cambridge MA 02140	8-16
betteriesson		Promoting effective coaching and continuous, personalized, competency-	dan.costello@betterlesson.com	80 Sherman, St Cambridge WA 02140	8-10
Bloomboard		based learning for educators.	https://schools.bloomboard.com/	430 Cowper Street, Suite 250, Palo Alto, CA 94301	8-16
Sicompourd		Facilitation of Subject Area Teacher to Teacher Sessions that focus on	neeps, y serioois, sicom sour accomp	iso competistreet, saite 250, 1 dio 7 itto, ext 5 iso1	0.10
Brasher Falls Central school	various	Curriculum Development and Instructional Design.		PO Box 307 Brasher Falls, NY 13613	8-16
Static Fails Central serior	various	BrightBytes improves the way millions of people around the world learn.		TO BOX 507 Brasiles Falls) NY 13015	0.10
		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,			
BrightBytes		staff, stakeholders and systems and drive learning outcomes	http://brightbytes.net/	490 2nd Street, #302, San Fancisco, CA 94107	8-16
Bruhn/Sarah		Instructional Rounds and Core Instructional Practices		65 Murdock Street, Somerville, MA 02145	8-16
Buck Institute for Education/Beryl Buck Institute		Project Based Learning		18 Commercial Blvd, Novato, CA 94949	8-16
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Canton Central School	various	Curriculum Development and Instructional Design.		99 State Street Canton, NY 13617	8-16
		Canvas is a cloud-native learning platform and learning management		6330 South 3000 East, Suite 700, Salt Lake City, Utah	
Canvas		system used by millions of students across the globe	https://www.canvaslms.com/	84121	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
I .	1	Instructional Technology, Assessment, Pedagogy across all grade levels		900 Waterviliet-Shaker Rd, Suite 102, Albany, NY	
Capital Region BOCES		and disciplines,.	l .	12205	8-16

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		Carnegie Learning provides comprehensive solutions to raise students'			
Carnegie Learning		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
Carriegie Learning		Castle Learning Online has focused on technology-based solutions for the	ittps://www.carriegielearrillig.com/	457 Grant Street, Suite 918, Pittsburgh, PA 15219	9-10
		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			
Castle Software		and high school teachers and students in all core areas.	http://corp.castlelearning.com/	50 Countryside Lane, Depew, NY 14043	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Cayuga-Onondaga BOCES		support.		1879 West Genesee Street Road, Auburn, NY 13021	8-16
CCSI (Coordinated Care Services, Inc.)	Gwendolyn Olton	Trauma Sensitive Schools	golton@ccsi.org	1099 Jay Street, Bldg. J, Rochester NY 14611	6-17
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
enter for Agricultural & Environment, Research and Training		Centris Group is committed to providing special education software and		3821 N Verifillion Street, Suite 3 Dariville, it 61832	0-10
		subject matter expertise to support special education professionals in			
Centris Group		achieving program compliance, best-practices, and efficiency	http://www.centrisgroup.com/	100 Merrick Rd, 418E Rockville Centre, NY 11570	8-16
ecinis dioup		Certica Solutions and Academic Benchmarks join forces to provide the	neep, y www.eenensg.oop.com	100 Memorray 1102 Rockville Centrey W 11370	0.10
		first EdTech Platform-as-a-Service: centralized data, content and		301 Edgewater Place, Suite I I 0, Wakefield.	
Certica		application functionality to power an integrated EdTech world.	http://www.certicasolutions.com/	Massachusetts, 01880	8-16
		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			
Chester Technical		and new, with service, sales and installation	http://ctslabs.com/	I 0 Whitewood Lane, No. Branford, CT 06471	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
CITI BOCES - Oswego BOCES		support.		179 County Route 64, Mexico, NY 13114	8-16
		Curriculum and content knowledge in Science, Technology, Engineering			
Clarkson University		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
Ciassilik		Facilitation of Subject Area Teacher to Teacher Sessions that focus on	intips.//www.classinate.net/	ividuison Avenue, Suite 7, Cirton, NJ 07011	8-10
Clifton Fine Central School	various	Curriculum Development and Instructional Design.		PO Box 75 Star Lake, NY 13690	8-16
Cilitati Fine Central Scribbi	various	Curriculum, Content Knowledge across all disciplines, Integration of		TO BOX 75 Star Editor IVI 15050	0.10
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Clinton-Essex-Warren Washington BOCES		support.		PO Box 455, Plattsburgh, NY 12901	8-16
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Colton Pierrepont Central School	various	Curriculum Development and Instructional Design.		4921 SH 56 Colton, NY 13625	8-16
	Tali Horowitz				
	thorowitz@commonsense.				
Common Sense Media	org	Digital Citizenship	https://www.commonsensemedia.org/		8-16
C		Standards aligned K-12 instructional software for greater student		202 C. L	0.46
Compass Learning	Theres the Calair later resting	achievement	https://compasslearning.com/	203 Colorado Street, Austin, Texas 78701	8-16
Cornell University	Theraputic Crisis Intervention Presenter	Therapeutic Crisis Intervention		Beebe Hall Ithaca, NY 14853	8-16
Cornell Onliversity	Presenter	Verbal Deescalation, Physicial Intervention for Students with Challenging		beebe Hall Itilaca, NY 14633	0-10
Cornell University's Theraputic Crisis Intervention		Behaviors	Alissa Medero ab358@cornell.edu	Beebe Hall, Cornell University, Ithaca NY 14853	6-17
Cornell Offiversity 5 Therapatic Crisis Intervention		Instructional Coaching	Alissa Wedero abssociationica	beese trail, cornell offiversity, talaca 141 14055	0 17
		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,	https://us.corwin.com/en-		_
Corwin - Jim Knight		and which teaching practices have the greatest impact in the classroom.	us/nam/consultant/jim-knight	2455 Teller Road, Thousand Oaks, California 91320	8-16
Craig, Dr. Susan		Trauma Sensitive Classrooms - Integrating Therapies	susancraig1689@gmail.com		6-17
		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			
Curriculum Associates		children.	http://www.curriculumassociates.com/	153 Rangeway Rd., No. Billerica, MA, 01862	8-16
Curriculum Associates		ciliuren.	incip.//www.curriculumassociates.com/	133 Nangeway Nu., NV. Dilletted, IVIA, U1002	8-10

	61 6.1	i-Ready Assessment/Instructional Software Implementation and Using		453 D D	1.10
Curriculum Associates	Schwartz, Gail	Data for Informed Instructional Decisions Workshops, Institute & Online Courses by Marcia Tate	gschwartz@cainc.com	153 Rangeway Road, N. Billerica, MA 01863	1-18
		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			
	Pruviance, Carol and Tate,	Instructional Strategies for Teaching			
Developing Minds Inc Marcia Tate	Marcia	the Common Core State Standards	http://www.developingmindsinc.com/	P.O. Box 82880, Conyers, Georgia, 30013	8-16
beveloping minus me. mareta race	Trial cia	We partner with districts to:	neep.// www.developing.nmasmereon/	1.6. 50x 62600, 60.1/c13, 6c61gla, 50615	0 10
		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-			
Discovery Education		based professional learning experiences	http://www.discoverveducation.com/	One Discovery Place, Silver Spring, MD 20910	8-16
Discovery Education		Areas of Expertise	Intep.//www.discoveryeducation.com/	One discovery Flace, Sliver Spring, WD 20510	8-10
		Teaching and learning in history classrooms			
		Teacher education and professional development			
		Adolescent literacy			
		Curriculum			
		Curriculum		826 South 48th Street, Apt #3, Philadelphia, PA	
Dr. Abby Reisman		Reading Like A Historian	http://scholar.gse.upenn.edu/reisman/		8-16
DI. ADDY REISHIAH		Reduing Like A Historian	http://www.molloy.	15145	8-10
		Differentiated Instruction for at Risk Learners, Co-teaching strategies for	edu/academics/undergraduate-		
		English Language Learners, Innovative & Successful Practices for the 21st	programs/education/education-faculty-	Molloy College 1000 Hempstead Avenue, Rockville	
Dr. Andrea Honigsfeld		Century	and-staff/andrea-honigsfeld	Centre, New York 11571-5002	8-16
5117 Marca Homgoreta		Curriculum, Content Knowledge across all disciplines, Integration of	una stanyanarea nomgsiela	dende, new ronk 113/1 3002	0 10
		Instructional Technology, Assessment, and Pedagogy across all grade			
Duprey/Becky L		levels in Mathematics.		480 County Route 4, Ogdensburg, NY 13669	8-16
Dupicy/ beekly E		Curriculum, Content Knowledge across all disciplines, Integration of		450 County Houte 4, Oguensburg, NY 15005	0 10
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Eastern Suffolk BOCES		support.		201 Sunrise Highway, Patchogue, NY 11772	8-16
LUSCOM SUITOIN BOOLES		We offer premium content through databases, e-books, journals and		201 Juni 15C Frightway, Fatchogue, NT 11772	0-10
		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,	https://www.shaan.aaa/.uhaua		
EBSCO		hospitals and medical institutions, corporations or government institutions.	https://www.ebsco.com/who-we- serve/schools	10 Estes Street, Ipswich, MA 01938	8-16
LUSCO			3C1 VC/3C11UUI3	TO ESTES STIECT, IPSWICH, IVIA 01330	0-10
		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		960 East Chaparral Drive Suit- 100 C	
Edgapuity		courses aligned to the rigor and high expectations of state, Common Core	http://www.adgop::tt:/	860 East Chaparral Drive, Suite 100, Scottsdale AZ	0.10
Edgenuity		and iNACOL standards and designed to inspire life-long learning.	http://www.edgenuity.com/	85250	8-16
Editor II C Blackboard Corner		December of Community Community		200 West Monroe Street, Suite 1250, Chicago, IL	0
Edline LLC, Blackboard Engage		Parent and Community Communication		60606-0290	8-16
l		Blended Learning, Online Courses, Formative Assessment, Individualized	h	600 West g3ro Street, Suite 300 -8200 Tower,	
Edmentum		Learning	http://www.edmentum.com/	Bloomington, MN 55437	8-16
L		eDoctrina, a multi-purpose curriculum mapping and assessment data	l ,,		
eDoctrina		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
				336 Harris Hill Road, Suite 301, Williamsville, NY	
eDoctrina Corporation		Formative and Summative Assessment, Data Driven Instruction		14221	8-16
Educational Leadership Institute SUNY Oswego		Leadership Development, Supervision Techniques, Establishing systems		7060 State Route 104 West, 402 Culkins Hall,	
	1	for effectiveness and efficiency	1	Oswego, NY 13126	8-16

		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Edwards Knox Central School	various	Curriculum Development and Instructional Design.		PO Box 630 Russell, NY 13684	8-16
edWeb.net		technology, libraries, curriculum	http://home.edweb.net/		6-17
Einstruction Turning Technologies		Formative and Summative Assessment, Data Driven Instruction	ncepyynomeicaweomeg	255 West Federal Street, Youngstown, OH 44503	8-16
Elisti detion Turning Technologies		Curriculum, Content Knowledge across all disciplines, Integration of		255 West redefai street, roungstown, on 44505	0 10
		Instructional Technology, Assessment, Pedagogy across all grade levels			
	Clifford N Crooks Service	and disciplines, Social/Emotional development and support, Behavioral			
Erie 1 BOCES	Center	support.		355 Harlem Road, West Seneca, NY 14224	8-16
	10	Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
	Seimaszko, B Instruction	and disciplines, Social/Emotional development and support, Behavioral			
Erie 2-Chautaugua-Cattaraugus BOCES	Support Service Division	support.		9520 Fredonia-Stockton Road, Fredonia, NY 14063	8-16
FastBridge Learning	Support Service Birision	FastBridge is an assessment system for K-12 students for RTI purposes	http://www.fastbridge.org/	SE. Suite 509. Minneapolis MN 55414	8-16
Tustonage cearning		an online school dedicated to personalized learning. Whether you live in	nctp.//www.rustbridge.org/	SE. Suite 303, Willineapolis Wile 33414	0 10
		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		2145 Metro Center Blvd., Suite 200, Orlando, FL	
Florida Virtual School		courses to succeed on their own time and schedules	https://www.flvs.net/	32835	8-16
iorida virtuai School		Professional Development	ittps://www.nvs.net/	32833	0-10
		Request More Info			
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		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,		2 W - 1 - 1 - 1 - 2 - 1 - 2 - 2 - 2 - 2 - 2	
SHOU CONTRACTOR		and beyond. Follett's Professional Development is more than just	http://	3 Westbrook Corporate Center, Suite 200 Westchester, IL 60154	8-16
Follett Corporation		pedagogy or technology -it's a merging of the two concepts.	http://www.follettlearning.com/	Westchester, IL 60154	8-10
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
Fig. 11. Fig. 11. of the BOOK		and disciplines, Social/Emotional development and support, Behavioral		20.0. 20.11.11.1	0.46
Franklin-Essex-Hamilton BOCES		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
		To partner with E1B to provide training to certified administrators			
Frontline Technologies		utilizing the online substitute placement service, AESOP.	http://www.frontlinek12.com	1400 Atwater Dr, Malvern, PA 19355	8-16
		flexible digital curriculum, customized curriculum, technology platform,			
Fuel Education		educational services	http://www.getfueled.com/	2300 Corporate Park Dr., Herndon, VA 20171	8-16
		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	http://www.cengage.		
		Refine and develop skills with eBooks from leading publishers like ASCD,	com/search/showresults.do?	27500 Drake Road, Farmington Hills, Michigan;	
Gale Cengage		ISTE, and Corwin.	N=197+4294917621	48331	8-16

		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			
		Readicide: How Schools Are killing Reading and What You Can Do About			
		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			
Callanhar Q Associator Inc. Walls Callanhar		Teaching Young Writers to Recognize Audience and Purpose	http:///	1222 La Limana Band Conta Ann. CA 02705	0.16
Gallagher & Associates, Inc Kelly Gallagher		Using Assessment to Drive Better Student Writing Curriculum, Content Knowledge across all disciplines, Integration of	http://www.kellygallagher.org/	1222 La Limonar Road, Santa Ana, CA 92705	8-16
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Genesee Valley BOCES		support.		80 Munson St, LeRoy, NY 14482	8-16
		Integration of Instructional Technology into Unit Design, engaging all			
Google Inc.		students, and student-centered learning.		1600 Amphitheatre Pkwy, Mountain View, CA 94043	8-16
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Gouveneur Central School	various	Curriculum Development and Instructional Design.		133 East Barney Street Gouverneur, NY 13642	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Greater Southern Tier BOCES General Fund		support.		9579 Vocational Drive, Painted Post, NY 14870	8-16
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Hammond Central School	various	Curriculum Development and Instructional Design.		PO Box 185 Hammond, NY 13646	8-16
		Pre-K readiness and writing, Pre-K literacy and math, K-5 handwriting,		806 W Diamond Ave., Suite 230, Gathersburg, MD	
Handwriting Without Tears	Olsen, Jan	and keyboarding instruction.		20878	8-16
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Harrisville Central School	various	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
		Curriculum, Content Knowledge across all disciplines, Integration of			
Heinemann Workshops		Instructional Technology, Assessment, and Pedagogy across all grade levels in literacy.		361 Hanover Street, Portsmouth, NY 03801-3912	8-16
mememanii workshops		Curriculum, Content Knowledge across all disciplines, Integration of	+	301 Hanover Street, Portsmouth, NY 03801-3912	8-16
		Instructional Technology, Assessment, Pedagogy across all grade levels			
	1				
		and disciplines Social/Emotional development and support Rehavioral			
Herkimer-Fulton-Hamilton-Otsego BOCFS		and disciplines, Social/Emotional development and support, Behavioral		352 Gros Boulevard, Herkimer, NY 13350	8-16
Herkimer-Fulton-Hamilton-Otsego BOCES		support.		352 Gros Boulevard, Herkimer, NY 13350	8-16
Herkimer-Fulton-Hamilton-Otsego BOCES Hermon DeKalb Central School	various			352 Gros Boulevard, Herkimer, NY 13350 709 East Dekalb Road Dekalb Jct., NY 13630	8-16 8-16
	various	support. Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
	various	support. Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.			
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Kolbeck, Lauren		Literacy	lkolbeck@gmail.com	161 Oakside Drive Smithtown, NY 11787	6-17
Krol, Linda	Krol, Linda	Poverty Training	lkrol@sllboces.org	, , , , , , , , , , , , , , , , , , , ,	8-16
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Lexia	Franks, Melissa	Lexia is a reading intervention program/software	http://www.lexialearning.com/	mfranks@lexialearning.com	8-16
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Madore/Blair F		mathematics		19 1/2 Cherry Street, Potsdam, NY 13676	8-16
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Malone Central School District	T	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 Harrus 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
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Mary Zdrojewski	Zdrojewski, Mary	library curriculum	mzdrojewski@scio.wnyric.org	247 N. Main Street, Apt. 1C, Wellsville, NY 14895	0-17
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Math and Movement	Susie Koonz	stretching, cross-body movements, and yoga	orders@mathandmovement.com	PO Box 4017, Ithaca, NY 14852 US	9-18
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		Information, Grades K-12			
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		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			
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Michael Grinder & Associates		Verbal and non-verbal communications.		16303 NE 259th Street, Battle Ground, WA 98604	8-16
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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	Outers	Working with students across the Autism Spectrum.	jinacaonaia@necc.01g	33 Turnpike Rd, Southborough, MA 01772	8-16
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New York Library Association	Johannesen, Jeremy	school library managment, curriculum, technology	http://www.nyla.org	6021 State Farm Road, Guilderland, NY 12084	
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North Country Library System	Bolton, Steve	libraries	sbolton@ncls.org	22072 County Route 190, Watertown, NY 13601	6-17
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Northern Zone Association for Counselors and Development		Social/Emotional development and support, Behavioral support.		PO Box 404, Canton, NY 13617	8-16
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NYS Association for Behavior Analysis, Inc.	Deliait, Killiberry	Social/Emotional development and support, Behavioral support.		1764 Route 9, Suite 913, Clifton Park, NY 12065	8-16
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1415 A550clation for freatth, FritySical Education, Recreation & Barree	+	Content, Curriculum and Pedagogy in the Phyiscal Education and Health as		Binghamton City School District, 98 Oak Street,	0 10
NYS Athletic Administrators' Association	Rozek, Christine	well as the Youth Development.		Binghamton, NY 13905	8-16
	cny crimocine	Curriculum, Content Knowledge across all disciplines, Integration of			3-10
		Instructional Technology, Assessment, Pedagogy across all grades and			
NYS Computer & Technology in Education(NYSCATE)	Carmalita Sietz	subjects.		8 Airport Park Blvd, Latham, NY 12110	8-16
This compater a realmointy in Education (Triserie)	Corridate Sietz	Comprehensive and Sustained professional development		O'AM pore rank bira, Edition, 111 12110	0 10
		Promoting Continual Improvement in Teacher and Leader Effectiveness			
		Leadership Learning Institute			
NYS Council of School Superintendents		Championing the Individual Needs of All Students		7 Elk Street, Third Floor, Albany, NY 12207-1002	8-16
·		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grades and			
NYS Educational Media Tech Association	Wilson, Kelly	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 12255	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grades and			
NYS Middle School Association	Ruest, Linda	subjects.		PO Box 1329, Lewiston, NY 14092	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grades and			
NYS Public High School Athletic Associaiton		subjects.		8 Airport Park Blvd, Latham, NY 12110	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, and Pedagogy across all grade			
NYS Reading Association	Kline, Lawrence	levels in literacy.		507 Bretts Way, Whiteboro, NY 13492	8-16
		Comprehensive and Sustained professional development			
		Promoting Continual Improvement in Teacher and Leader Effectiveness		24 Century Hill Drive, Suite 200, Latham, NY 12110-	
NYS School Board Association		Leadership Learning Institute		2125	8-16
NYS School Counselors Educational Foundation, Inc		Social/Emotional development and support, Behavioral support.		PO Box 217, Leicester, NY 14481	8-16

		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, and Pedagogy across all grade			
NYS School Music Association	Waterhouse, Jennifer	levels in music.		Carthage Central, NYS Rt 26, Carthage, NY 13619	8-16
		Research-based practical programs to assist educators in honing their			
		craft in topics including constivist teaching and learning, classroom			
		climate, discipline strategies, poverty's effect of students, strategies for			
		student engagement, 21st centruy skills for teachers, common core			
		learning standards, instructional supports for Eglish Language Learners,			
		classroom management, co-teaching, digity for all students act, guiding			
NYS Union of Teachers Education and Learning Trust	NYSUT - Various	struggling readers and more. Teaching Assistant Professional Development	eltmail@nysutmail.org	800 Troy-Schenectady Road, Latham, NY 12110	8-16
NYS Onion of Teachers Education and Learning Trust	NYSUT - Various	NYSCATE (New York State Computers and Technology in Education) is co-	eitmaii@nysutmaii.org	800 Troy-Schenectady Road, Latham, NY 12110	8-10
		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			
NYSCATE	Carmelita Seitz	supporting curriculum and pedagogy with technology.	carmalitaseiitz@gmail.com	40 Tracy Ave, Batavia, NY 14020	9-18
		Teacher and Paraprofessional Training on Collegaility, Effective Team		,	
NYSUT ELT		Building, Challenging Behaviors			6-17
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Ogdensburg City School	various	Curriculum Development and Instructional Design.		1100 State Street Ogdensburg, NY 13669	8-16
		- Engaging Academic Instruction - Better Classroom Management -			
OMC BOCES	Patrick Shaw	Positive Learning Communities -Developmentally Appropriate Instruction	pshaw@ocmboces.org	PO Box 4754, Syracuse, NY 13221	9-18
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Oneida-Madison-Herkimer BOCES	Kalies, Steven Dr	support.	 	PO Box 70, New Hartford, NY 13413	8-16
Onondaga-Cortland-Madison BOCES	Shaw, Patrick	Responsive Classroom, Problem Based Learning	pshaw@ocmboces.org		8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels and disciplines, Social/Emotional development and support, Behavioral			
Onondaga-Cortland-Madison BOCES		support.		PO Box 4754, Syracuse, NY 13221	8-16
Onondaga Cortaina Wadison BOCES	+	Curriculum, Content Knowledge across all disciplines, Integration of		1 0 BOX 4754, Syrucuse, NY 13221	0 10
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Oswego Boces	Vianese, Joseph	support.		PO Box 488, Mexico, NY 13114	8-16
PA Farrington Associates	Farrington, Polly	technology tools, libraries	polly@pafa.net	35 Fletcher Road, Albany, NY 12203	6-17
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Parishville Hopkinton Central School	various	Curriculum Development and Instructional Design.		PO Box 187 Parishville, NY 13672	8-16
		introduces the importance of play and lays the foundation for creating a			
Playworks	Neetu Agrawal	safe, healthy, and respectful environment for youth	https://www.playworks.org	380 Washington Street, Oakland, CA 94607	9-18
		Facilitation of Subject Area Teacher to Teacher Sessions that focus on			
Potsdam Central School	various	Curriculum Development and Instructional Design.		29 Leroy Street Potsdam, NY 13676	8-16
	Rudd, Andrew and Hedges,				
Productive Struggle	Laurie	Instructional Rounds, Planning instruction	andrew@productivestruggle.org	320 Myron Rd Syracuse, NY 13219	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
Benfanianal Benshi Association (National Commutation Association		Instructional Technology, Assessment, Pedagogy in the area of		45025 N 74-4 Chroat Cuite 100 Control la AZ 05254	8-16
Professional Beauty Association/National Cosmetology Association	+	Cosmetology. Curriculum, Content Knowledge across all disciplines, Integration of		15825 N 71st Street, Suite 100, Scottsdale, AZ 85254	0-10
		Instructional Technology, Assessment, Pedagogy in the area of		21 Corporate Drive, Suite 105, Clifton Park, NY	
Project Lead the Way Inc		Engineering.		12065	8-16
Project Lead the Way Inc	+	Curriculum, Content Knowledge across all disciplines, Integration of		12005	0 10
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Putnam/Northern- Westchester BOCES	Amicucci, Elneta	support.		200 BOCES Drive, Yorktown Heights, NY 10598-4399	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Questar III		support.		10 Empire State Blvd, Castleton, NY 12033	8-16
Read-Write and Connect	Leah Lebowitz - Mercantini	Readers and Writers Workshop			8-16

		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 Parallian Attition Community The Parallian Attitute Community The Parallian Attit			
		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			
Read-Write-Connect, Inc.	Mermelstein, Leah President	Leveling texts in reading		536 Grand Street #501, Hoboken, NY 07030	8-16
		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			
				26700 Woodward Avenue Dissertial Little Act	
Danding & Laurence Arts Contain Inc		Orton-Gillingham principles of instruction to reading, is language-based,	http://plan.ang/	36700 Woodward Avenue, Bloomfield Hills, MI	
Reading & Language Arts Centers Inc.	oggweiler, Alan	multisensory, structured, sequential, cumulative, cognitive, and flexible.	http://rlac.com/	48304 http://rlac.com/	8-16
		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			
Reading and Writing Project Network		Leveling texts in reading		18 Pelham Lane, Ridgefield, CT 06877	8-16
		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral		Room 319EB, 89 Washington Avenue, Albany, NY	
Regents Research Fund NYS Education Department D	Ounigan Christine	support.		12234	8-16
Regents Research Fund NTS Education Department	ourigan christine	Renaissance Learning is a world leader in cloud-based assessment,		12234	8-10
				2044 D	0.46
Renaissance Learning		teaching, and learning solutions	http://www.renaissance.com/	2911 Peach Street, Wisconsin Rapids, WI 54494	8-16
		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			
Right Reason Technologies		Achievement, eLearning and Professional Development.	http://www.rightreasontech.com/	3864 Adler Place, STE 200, Bethlehem, PA 18017	8-16
	Riter, Dr. Donna	Behaviors, working with difficult students	driter@rochester.rr.com	77 Washington Rd Pittsford, NY 14534	8-16
Roche, Amy		Reading and Literacy Instruction	amyeroche1@yahoo.com	36 Leroy St. Potsdam, NY 13676	6-17
noone, mig		Launching the Reading Workshop	a,crocncie yanoo.com	35 Ec. 07 St. 1 0t3ddin, 111 13070	0-17
		Launching the Writing Workshop			
		Mini-lessons in reading or writing			
		Conferences in reading or writing			
		Share Sessions in reading or writing			
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		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			
Roche/Amy E		Leveling texts in reading	amyeroche1@yahoo.com	36 LeRoy Street, Potsdam, NY 13676	8-16

		Curriculum, Content Knowledge across all disciplines, Integration of			
		Instructional Technology, Assessment, Pedagogy across all grade levels			
		and disciplines, Social/Emotional development and support, Behavioral			
Rockland Teachers' Center Institute		support.		65 Chapel Street, Garnerville, NY 10923	8-16
Rosetta Stone		Rosetta Stone is software to help learn a new language	http://www.rosettastone.com/	135 West Market Street, Harrisonburg, VA 2280	8-16
	Gomes, Kathy, Woods, Erin,	8-8-		3,	
	Lynden, Krysten, and				
RSE-TASC	Tavernier, Candy	Specially Designed Instruction, Literacy, PBIS, Transition	kathy.gomes@neric.org		8-16
Rubicon West, Inc.		Rubicon Atlas is curriculum mapping software	https://www.rubicon.com/	135 West Market Street, Harrisonburg, VA 22801	8-16
		Comprehensive and Sustained professional development	,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,		
		Promoting Continual Improvement in Teacher and Leader Effectiveness		Warren Hall, 275 Flex, Cornell University, Ithaca, NY	
Rural Schools Association		Leadership Learning		14853	8-16
		Comprehensive and Sustained professional development			
		Promoting Continual Improvement in Teacher and Leader Effectiveness		8 Airport Park Blvd, Albany, Airport Park, Latham, NY	
Saanys/School Administrators Association		Leadership Learning		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
Sura Meeks	Wiceld, Said	School to Home	Sara @ Sarameenspercom	1.6. 55X 3377, Gamestine, 12 32027	0.10
		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			
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		Find a Sales Representative			
		Free Programs and Giveaways			
		Guided Reading			
		Product Information			
		Reading is Fundamental			
		Request a Catalog			
Scholastic, Inc.		Scholastic Professional	http://www.scholastic.com/teachers/	524 Broadway, New York, NY 10012	8-16
		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			
School Improvement		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		32 West Center Street, Midvale, UT 84047	8-16
,		,	http://www.slj.		0.10
School Library Journal		school library managment, curriculum, technology	com/category/webcasts/		6-17
, , , , , , , , , , , , , , , , , , , ,			22, 22.1080. 17.1100.000.07	Monroe 2-Orleans BOCES SLS, 3625 Buffalo Road,	0 17
School Library System Association of NYS	Belair, Jim	Information literacy and library skills.		Rochester, NY 14624	8-16
School Elorary System Association of 1415	Delair, Jilli	mornidadi necidey dila library skills.	1	11001103001,111 17027	8-10

Creation of comprehensive learning plans and IEP goals for students with golden of the policy of the	interesting and believe the second control of the second control o						
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