

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

August 29, 2018

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 conducive 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 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

August 29, 2018

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

August 29, 2018

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

August 29, 2018

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 assignment 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.*

August 29, 2018

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 lead 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

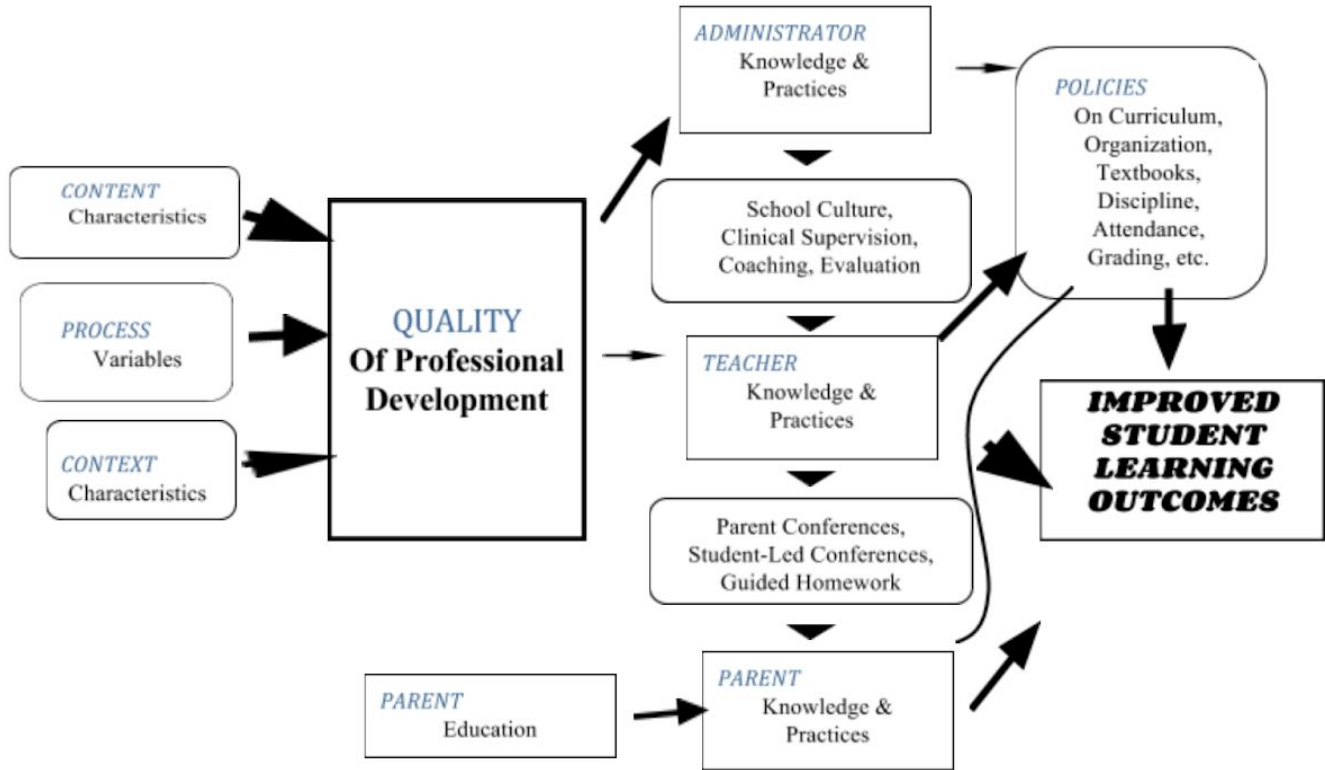
Professional development is more than conference days and workshops.....

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.



Thomas Guskey
Evaluating Professional Development
2000

Appendix D

Potential Professional Development Providers

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
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
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 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
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/		8-16
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's Therapeutic Crisis Intervention		Verbal Deescalation, Physical Intervention for Students with Challenging Behaviors	Alissa.Medero_ab358@cornell.edu	Beebe Hall, Cornell University, Ithaca NY 14853	6-17
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
Craig, Dr. Susan		Trauma Sensitive Classrooms - Integrating Therapies	susanrcraig1689@gmail.com		6-17
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
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 82880, Conyers, Georgia, 30013	8-16
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.discoveryeducation.com/	One Discovery Place, Silver Spring, MD 20910	8-16
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/ http://www.molloy.edu/academics/undergraduate-programs/education/education-faculty-and-staff/andrea-honigsfeld	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
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 3rd 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.		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		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-Chautaugua-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
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.getfueled.com/	2300 Corporate Park Dr., Herndon, VA 20171	8-16
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

		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 Reacidie: 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			
Gallagher & Associates, Inc. - Kelly Gallagher			http://www.kellygallagher.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
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	Alioto, Nicole	Analytics, Cloud, Commerce, IT Infrastructure, MobileFirst, Security, Watson	http://www.ibm.com/	nicole.alioto@us.ibm.com	8-16
Inclusive Schooling	Julie Causton/Kate MacLeod	Special education - co-teaching	315-726-3558	7704 Berkshire Parkway, Manlius, NY 13104	6-17
Infinite Horizons	Kryza, Kathleen	Integrated Co-Teaching	kkryza@me.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 library markets. Product formats include books, eBooks, online databases, eLearning Modules, videos, and digital products under such well-known names as Facts On File, Films for the Humanities & Sciences, Cambridge Educational, Chelsea House, Bloom's Literary Criticism, World Almanac®, and Ferguson Publishing. With thousands of titles and numerous award winners, Infobase provides students, librarians, and educators with authoritative, reliable resources supporting the curriculum across a wide variety of subject areas from history, science, and literature to careers, health, and social issues	http://www.infobaselearning.com/	31 West 3111 Street, 1111 Floor, New York, New York 10001	8-16
Institute for Learning Centered Education	Mesibov, Donald	Learner Centered Initiatives- engagement and student centered learning, constructivism.		414 Bagdad Road, Potsdam, NY 13676	8-16
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
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 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
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
Jay McTighe & Associates		MAC Associates are highly experienced and successful educators who are available to conduct workshops and provide a variety of consultative services. In addition to their work with Understanding by Design®, the MAC Associates have collective expertise in the following areas: Assessment for Learning, The Brain and Learning, Curriculum Mapping, Differentiated Instruction, Formative Assessment, Futures Visioning, Instructional Strategies, Peer Coaching, Performance Task Design, Personalized Learning, Program Evaluation, Reviews of Unit Plans and Assessments, Rubric Design, School Accreditation Planning, Schooling by Design, STEM (Science, Technology, Engineering and Mathematics), Strategic Planning, Teacher and Principal Evaluation, Technology, 21st Century Skills	http://jaymctighe.com/	6581 River Run, Columbia, MD 21044	8-16
Jefferson-Lewis Co BOCES	Business Office	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.		20104 Route 3, Watertown, NY 13601-9509	8-16
Kagan Professional Development		Kagan Publishing & Professional Development offers workshops and products in a number of related topics relating to active student learning including, cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, classroom management, and more. While Kagan as a publishing and professional development organization has steadily grown in both its offerings and popularity over the past few decades, some things have not changed: the central role of Kagan Structures in Kagan's trainings and publications and the firm commitment to and belief that, "It's All About Engagement!"	http://www.kaganonline.com/	PO Box 72008, San Clemente, CA 92673-2008	8-16
Katie Wears		Literacy: Reading, Writing, Coaching	wearskm@gmail.com	403 Union Avenue, Mamaroneck, NY 10543	6-17
Kolbeck, Lauren		Literacy	lkolbeck@gmail.com	161 Oakside Drive Smithtown, NY 11787	6-17
Krol, Linda	Krol, Linda	Poverty Training	lkrol@silbooces.org		8-16
Leadership for Educational Achievement Foundation, Inc		Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency		7 Elk Street, 3rd Floor, Albany, NY 12203	8-16

Learn 360 (InfoBase Learning)		Infobased Learning	http://support.infobaselearning.com	http://support.infobaselearning.com/index.php?/videolearn360/Knowledgebase/Article/View/1601/626	8-16
Learn through Movement Inc	Koontz, Suzy	Learning through movement-math/literacy	Math_and_movement@twcny.rr.com	131 Lexington Drive Ithaca, NY 14850	8-16
Learning Sciences International	Pinkerton, Joan	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.	http://www.learningsciences.com/ - dsalazar@learningsciences.com	1400 Centrepark Boulevard, Suite 1000, West Palm Beach, FL 33401	8-16
Learning.com		We provide K-12 solutions to help students, teachers, and schools excel in a digital world. Districts around the country equip their students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. We support districts as they move to digital content with tools to build and share district-created digital curriculum.	http://www.learning.com/	1620 SW Taylor St, Suite 100, Portland, OR 97205	8-16
Leibowitz/Lea		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy across all grade levels in literacy.		20 High Pasture Circle, Dix Hills, NY 11746	8-16
Lewis-Brown, Laura	Lewis-Brown, Laura	Poverty Training, Special Education Training	llewis@silbooces.org		8-16
Lexia	Franks, Melissa	Lexia is a reading intervention program/software	http://www.lexialearning.com/	mfranks@lexialearning.com	8-16
Lisbon Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		6866 CR 10 Lisbon, NY 13658	8-16
Living History Educational Foundation	JOE RYAN	cross-curriculum approach to teaching and is suitable for all grade levels and administrators	livinghistory@optonline.net	11 Lake Drive Buchanan, NY 10511	9-18
LPA Software Solutions		IBM Cognos Workspace Advanced Training	http://www.lpa.com/	400 Linden Oaks, Suite 140, Rochester, NY 14625	8-16
Madison-Oneida 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.		4937 Spring Road, PO Box 168, Verona, NY 13478	8-16
Madore/Blair F		Curriculum development, assessment, instructional strategies in mathematics		19 1/2 Cherry Street, Potsdam, NY 13676	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 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
Mary Zdrojewski	Zdrojewski, Mary	library curriculum	mzdrojewski@scio.wyric.org	247 N. Main Street, Apt. 1C, Wellsville, 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	orders@mathandmovement.com	PO Box 4017, Ithaca, NY 14852 US	9-18

		<p>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</p>			
Maximize Learning Inc. - LeAnn Nickelsen			http://www.maximizelearninginc.com/	2723 Bonar Hall Path, Duluth, GA 30097	8-16
McGraw Hill		Leadership Development, Supervision Techniques, Establishing systems for effectiveness and efficiency, and Data Driven Schools, strategic planning.		40Woodcock Lane, York ME 03909	8-16
Mediaflex	Chan, Harry / Schuster, John	Publisher and provider of education resources	http://www.mheducation.com/	8787 Orion Place, Columbus OH 43240	8-16
		library automation, cataloging	harry@bibliofiche.com	PO Box 1107, Champlain, NY 12919	6-17
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	leahmermelstein@earthlink.net	536 Grand Street #501 Hoboken, NJ 07030	8-16
Michael Grinder & Associates		Verbal and non-verbal communications.		16303 NE 259th Street, Battle Ground, WA 98604	8-16
Mindful Schools		Mindful Schools	training@mindfulschools.org	1260 45th 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
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

		<p>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.</p> <p>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.</p> <p>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.</p> <p>Our brands include Prosper™ assessment system, Classroom Performance System (CPS), and OpScan® and EZData™ scanners.</p>			
NCS Pearson - Pearson Digital Learning			http://www.k12pearson.com/teach_learn_cycle/DL/dgtllrng.html	3075 West Ray Road, Chandler, AZ 85226	8-16
Never Enough Time	Retherford, Dana	DTSDE District Led Reviews and development of DCIP and SCEPS	danaretherford@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	8-16
New York Library Association	Johannesen, Jeremy	school library management, curriculum, technology	http://www.nyla.org	6021 State Farm Road, Guiderland, NY 12084	6-17
New York Library Association Section of School Libraries		Literacy Development - Research and Primary Sources.		6021 State Farm Road, Guiderland, NY 12084	8-16
North Country Library System	Bolton, Steve	libraries	sbolton@ncls.org	22072 County Route 190, Watertown, NY 13601	6-17
North Country Prenatal/Perinatal Council	Anne Garno	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	john@nnyln.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/	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 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, Clifton Park, NY 12065	8-16
NYS Association for Health, Physical Education, Recreation & Dance		Content, Curriculum and Pedagogy in the Physical Education and Health as well as the Youth Development.		77 North Ann St, Little Falls, NY 13365	8-16
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 (NYS CATE)	Carmalita Sietz	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 12255	8-16
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 14481	8-16

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
NYSSTATE	Carmelita Seitz	NYSSTATE (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.	carmalitaseitz@gmail.com	40 Tracy Ave, Batavia, NY 14020	9-18
NYSUT ELT		Teacher and Paraprofessional Training on Collegiality, Effective Team Building, Challenging Behaviors			6-17
Ogdensburg City School	various	Facilitation of Subject Area Teacher to Teacher Sessions that focus on Curriculum Development and Instructional Design.		1100 State Street Ogdensburg, NY 13669	8-16
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	pshaw@ocmboces.org		8-16
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@pafa.net	35 Fletcher Road, Albany, NY 12203	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
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
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
Productive Struggle	Rudd, Andrew and Hedges, Laurie	Instructional Rounds, Planning instruction	andrew@productivestruggle.org	320 Myron Rd Syracuse, NY 13219	8-16
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 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
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
Read-Write and Connect	Leah Lebowitz - Mercantini	Readers and Writers Workshop			8-16

Read-Write-Connect, Inc.	Mermelstein, Leah President	<p>Literacy Development - • Launching the Reading Workshop</p> <ul style="list-style-type: none"> • 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.	Toggweiler, Alan	<p>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.</p>	http://rlac.com/	36700 Woodward Avenue, Bloomfield Hills, MI 48304 http://rlac.com/	8-16
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
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
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	8-16
Roche, Amy		Reading and Literacy Instruction	amyeroche1@yahoo.com	36 Leroy St. Potsdam, NY 13676	6-17
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 	amyeroche1@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
Rosetta Stone		Rosetta Stone is software to help learn a new language	http://www.rosstattastone.com/	135 West Market Street, Harrisonburg, VA 2280	8-16
RSE-TASC	Gomes, Kathy, Woods, Erin, Lynden, Krysten, and 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
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@sarameeksp.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		32 West Center Street, Midvale, UT 84047	8-16
School Library Journal		school library managment, curriculum, technology	http://www.slj.com/category/webcasts/		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

Schoology		<p>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]</p> <p>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.</p> <p>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.</p>	https://www.schoology.com/	115 W. 30th St. Suite 602, New York, NY 10001	8-16
Scientific Learning		<p>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</p>	https://www.scilearn.com/	300 Frank Ogawa Plaza, Suite 600, Oakland, CA 94612	8-16
SharonDraper.com	Draper, Sharon M	National Teacher of the Year - Teaching of Writing and Children's Author	www.sharondraper.com	PO Box 36551 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 Pelaez	Creation of comprehensive learning plans and IEP goals for students with developmental disabilities	k.pelaez@skillsglobal.com	6330 Variel Ave. Suite 102, Woodland Hills, CA 91367	6-17
Solution Tree	Mattos, Matt, Maria Nielsen	RTI and Professional Learning Communities	brian.drummey@solution-tree.com	555 N Morton St Bloomington IN 47404	8-16
Southern Regional Education Board	Bottoms, Dr. Gene	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. Tech Centers and High Schools that Work		592 10th St., N.W. Atlanta, GA 30318-5776	8-16
Southern Regional Education Board	Leavitt, Dave	Project Based Learning, Technolgy Centers That Work, High Schools That Work	dave.leavitt1@gmail.com	592 Tenth Street, NW, Atlanta, Georgia 30318-5776	9-18
St. Lawrence County Music Educators Association	Haynes, 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
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
Study Island		<p>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.</p> <p>What's Included:</p> <ul style="list-style-type: none"> 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	Spring, 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 Rout 104, 302 Park Hall, Oswego, NY 13126	8-16

