

OGDENSBURG CITY SCHOOL DISTRICT
OGDENSBURG, NEW YORK

SUBJECT: RE-ADOPTION OF UPDATED PROFESSIONAL DEVELOPMENT PLAN
(2016-2017)

DATE: October 17, 2016

REASON FOR BOARD CONSIDERATION:

To keep the Commissioners informed of the District's Professional Development Plan.

FACTS AND ANALYSIS:

The Ogdensburg City School District, in compliance with the New York State Education Regulations 80-3.6(b)(1), 100.2(dd), and 100.2(o), has a Professional Development Plan which reflects formal processes that promote and support professional development for all educators and other school personnel. Mr. Kevin Kendall, Assistant Superintendent for Curriculum, Instruction, Assessment and Technology, is with us this evening to present the Professional Development Plan for the Ogdensburg City School District.

RECOMMENDED ACTION:

Moved by _____ and supported by _____ resolved, that having the approval of the Superintendent of Schools, the Board of Education of the Ogdensburg City School District does hereby Re-adopt the Updated Professional Development Plan (2016-2017) this 17th day of October 2016 as presented.

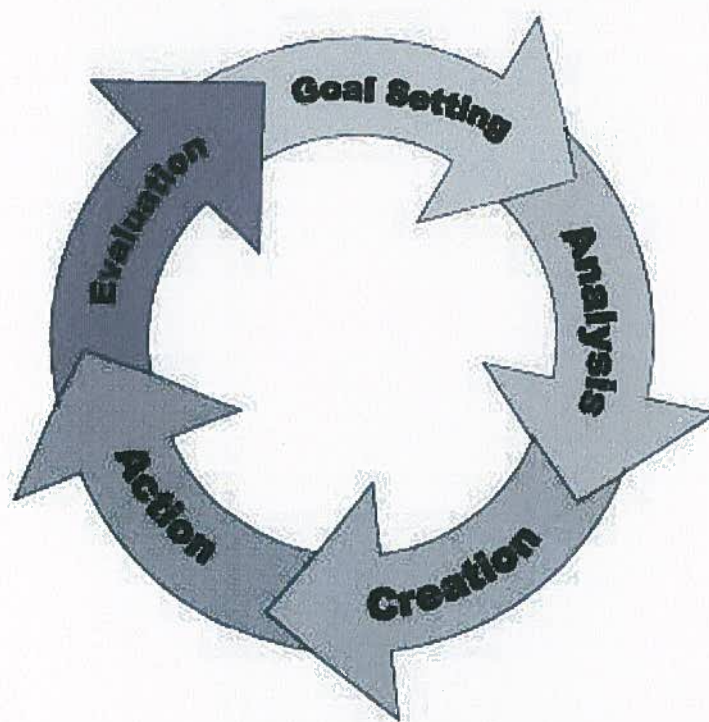
APPROVED FOR PRESENTATION TO THE BOARD:


Superintendent

KKK/sac
Enc.

Ogdensburg City School District

***Professional Development Plan
2016-2017***



Ogdensburg City School District Professional Development Plan

District Name: Ogdensburg City School

Beds Code: 512300010000

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The Ogdensburg City School District encourages high academic excellence through integrated thematic educational experiences, enhanced by community collaboration to accommodate individual learning needs in heterogeneously grouped classrooms. We strive to develop self-actualized individuals who demonstrate high academic excellence, effective communication skills, critical thinking abilities, civic values and global awareness as we provide and support opportunities for life-long learning.

The Ogdensburg City School District will promote and support students as they explore and develop the skills needed to participate successfully in an ever-changing and diverse society striving to promote life-long learning and a variety of post-secondary education or training opportunities. Students are challenged to seek and become involved in educational opportunities which address their unique needs, interests, and strengths as involved and contributing citizens.

A graduate of the Ogdensburg City School District is expected to be an effective communicator, complex thinker and productive worker. These graduation standards are addressed in a fluid way throughout the pre-Kindergarten through 12th grade curriculum.

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I. Professional Development/Schoolwide Planning Team

<u>Name</u>	<u>Title</u>
Kevin Kendall	Assistant Superintendent
Jackie Kelly	Principal
Cindy Tuttle	Principal
Brandi Blackmer	Teacher
Diane Drayce-Alonso	Teacher
Kimberly Richards	Teacher
David Price	Teacher

A district team reviews and develops the Professional Development Plan (PDP). 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

This professional development plan is in compliance with Commissioner Regulations 100.2 (dd) that requires each district to collaboratively create professional development plans that are reviewed annually.

Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The Ogdensburg City School District will provide Professional Certificate holders with certificates acknowledging completion of workshops, trainings, and professional development opportunities qualifying for CTLE credits. Such certificates will include: participant's name, date of workshop, number of hours, topic, and type of activity or program.

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 district 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 school district 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.

The purpose of this plan is to improve student learning by providing meaningful, focused, professional development opportunities that are aligned with the Learning Standards of New York State.

III. Introduction

This Professional Development Plan for the Ogdensburg City School District describes a vision for adult learning that is collaborative, continuous, embedded in daily practice and focused on student achievement. This model builds on and strengthens the successes already evident in the district. We strive to strengthen this culture that supports adult learning by providing a framework that affords every educator an opportunity to enrich his/her practice.

Our approach to professional development is to make certain that all educators have the best possible skills, content knowledge, and preparation for teaching. The needs of learners in the twenty-first century demand innovative, progressive, and cutting-edge instruction.

The purpose of Ogdensburg City School District's professional development plan is to improve the quality of teaching and learning, and to directly align this plan with our continued commitment to putting students first, professionalism, instructional technology, respect for all, high expectations, learning standards, and shared decision-making.

Our professional development program is intentionally designed to build skills and capacities for improvement through comprehensive and ongoing learning. We believe that sound and practical professional development programs are positive links to establishing effective instructional practices that will enhance the knowledge of curriculum content, design and delivery.

As such, professional development in the Ogdensburg City School District will:

- reflect a commitment to ongoing and continuous professional development that is based on the analyses of multiple sources of data
- include sufficient time and follow up support provided to staff to master new content and strategies
- ensure that content of professional development focuses on what students need to know and be able to do and is explicitly linked to the effect on student learning
- make certain that content of professional development will provide opportunities to

gain an understanding of the theory underlying the knowledge (context) and skills being learned

- support the implementation of best practices as evidenced by research
- provide both a focus on instructional repertoire and content-specific skills. Instructional improvement requires that teachers possess a deeper understanding of both their academic disciplines and of specific pedagogical approaches
- impart opportunities to explore, question, and debate in order to integrate new ideas into classroom practice
- maintain a differentiated and developmental approach to meet individual and district needs relating to the teaching and learning process
- involve teachers in the identification of what they need to learn and in the development of the learning experiences in which they will be involved
- include the use of flexible times and models are essential for successful implementation of professional development

Our comprehensive professional development plan promotes student achievement by providing learning opportunities for staff that is aligned with major school and/or district goals identified through regular needs assessments and a professional development planning process.

IV. Needs Assessment

As part of the ongoing professional development planning cycle, the Ogdensburg City School District reviews multiple sources. The following items are analyzed annually to determine the focus and content of the professional development plan:

- Student Achievement Data
- School Report Card
- BEDS data
- NYS and District Assessments (e.g., 3-8 testing and Regents exams)
- Disaggregated Student Achievement Data
- Student Cohort Data
- Report Cards
- VADIR/DASA Reports
- Supervisor and Department Recommendations
- Counseling Records
- Student Attendance and Discipline reports
- Graduation and Drop-out Rates
- Special Education Identifications and Annual Reviews
- NYS Learning Standards
- College Placement Rates
- Academic Intervention Services and RTI Records
- Elementary Benchmark Reading Assessments
- College Boards (AP, SAT) Surveys
- Professional Development Needs Assessment Surveys
- Professional Development Evaluation/Feedback Surveys

- Additional Data Sources
- Longitudinal Student Performance Data
- Teacher Retention and Turnover Rates
- Professional Performance Reviews and Observations/Evaluations
- Program Evaluations
- SED Regulations and Mandates
- Mentor Program Evaluations

V. Description of the Plan

The New York State Professional Development Standards and the related indicators will guide high quality professional development offered by providers. Use of the standards will increase coordination of effort and consistency in providing professional development to all school personnel ensuring consistent high quality professional development leading to increased student achievement

The New York State Professional Development Standards are based on fundamental knowledge about contextual factors from converging research about effective professional development and its ultimate impact on student learning. They are aligned with New York State Learning Standards.

The Ten Standards for High Quality Professional Development

1. **Designing Professional Development:** 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.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.
6. **Student Learning Environments:** Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. **Parent, Family and Community Engagement:** Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. **Data-driven Professional Practice:** 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.
9. **Technology:** Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. **Evaluation:** Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

All professional development is aligned with New York standards and assessments. Future professional development will emphasize and focus on improved student outcomes. 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/Interdisciplinary Team/Department Meetings
- Collaborative Problem Solving Cadres
- Examining Student work
- Turn-Key Training
- Faculty meetings
- Staff Development Days
- Technology/Standards Support
- Coaching/Mentoring Program
- Teacher Center or BOCES workshops/trainings
- Workshops (standalone/embedded in meetings)
- Conferences
- Distance Learning/webinars
- Training of Trainers
- 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)
- In-service/Research/Case Studies on specific topics
- Study Groups/Book Studies
- Action Research
- After school collaborative meetings
- District sponsored summer workshops/research programs
- Affiliation with an institute of higher education
- Graduate courses
- Online courses
- Professional Organizations and Networks

- Partnerships with Community, Business Industry, and Universities

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

Key ideas of effective professional development include:

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

The plan will incorporate as many of these practices as possible to ensure that professional development is continuous and sustained. Our professional development plan addresses the needs of staff at all stages of their careers and is applicable to professional and supplemental school staff in general education and special education. A sustained effort in these goal areas reflects a continuous systemic approach to improve student performance. As the result of focused involvement in professional development, instructional staff will better meet the needs of the students they teach. Many staff are involved in curriculum review and alignment of tasks to assure access to general education curriculum for all students

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.

VI. 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 Professional Development Plan is created by a district committee for the purpose of improving the quality of teaching and learning. This plan ensures that teachers participate in substantial professional development to remain current and meet the learning needs of their students.

VII. New Registration and Continuing Teacher and Leader Education (CTLE)

New Statutory Definition of Continuing Teacher and Leader Education is as follows: "Activities designed to improve the teacher or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal continuing teacher and leader education activities. Such activities shall promote the professionalization of teaching and be closely aligned to district goals for student performance which meet the standards prescribed by regulations of the Commissioner."

Any holder of a teaching certificate in the classroom teaching service, teaching assistant (Level III) certificate or an educational leadership certificate that is valid for life must register with NYSED every 5 years. Individuals who hold a professional certificate must complete 100 hours of continuing teacher and leader education, as defined by the Commissioner.

VIII. Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education

Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners.

The Ogdensburg City School District's teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network and other approved providers to fulfill these requirements.

For all other faculty and staff, the Ogdensburg City School District meets* and will apply for an exemption from the professional development requirements in language acquisition for ELLs.

**There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the Ogdensburg City School District's total student population as of such date as established by the commissioner.*

IX. Mentoring Program

The purpose of the Mentoring Program shall be to provide support for new teachers in the classroom teaching service in order to ease the transition from teacher preparation to practice. Mentoring fosters the professional development of new teachers while improving teacher effectiveness and daily instruction. As research shows, quality teachers make all the difference in a child's education. Mentoring develops quality teachers and is crucial to maximizing student achievement. The goal of the program is to enhance the teaching/learning environment in the classroom by assisting new teachers in effective daily instruction.

One of the five essential components of our Professional Development Plan is the Mentoring Program. As of February 2004, all new teachers in New York State must be mentored for one year to earn their Professional certification. The program offers a team approach to provide on going support, semi-monthly informational and support meetings, observational feedback, and in-service training.

The Mentoring Program includes:

- familiarizing new teachers with district policies and procedures
- pairing new teachers with mentors in their buildings
- an in-depth look at NYS Common Core Standards and core curriculum
- instructional/classroom management strategies
- coordinating various assessments to match lesson objectives
- becoming aware of the types of resources available
- strategies for preparing students for State tests and District standardized tests

The Mentoring Program has been developed and implemented consistent with the Teachers Association (collective bargaining unit).

New teachers holding a professional certificate will have opportunities to maintain such certificates in good standing based upon successfully completing 100 hours of professional development every five years as prescribed in the Professional Development Plan requirements.

On average teachers will be involved in a minimum of 20 hours of professional development activities on an annual basis. All Level III teaching assistants and long-term substitute teachers participate in professional development activities. These hours come from Staff Development Days in the fall and spring.

All teachers will be provided professional development opportunities directly related to student learning needs as identified by multiple sources of data, including but not limited to school report cards, assessment data, teacher recommendation, etc.

The district receives teachers that have already gone through professional development on school violence prevention and intervention. This training is now a requirement for teaching certification. On-going training opportunities are available through SLL BOCES workshops and other conferences.

Professional development will be provided to all professional and supplementary school staff who work with students with disabilities.

X. Provisions for School Violence Prevention and Intervention Training

Ogdensburg City School District is committed to hiring teachers who have fulfilled the requirements of certification, including participation in workshops covering school prevention and intervention. Such workshops shall consist of at least two clock hours of training that includes but is not limited to, study in the warning signs within a developmental and social context that relate to violence and other troubling behaviors in children; the statutes, regulations, and policies relating to a safe nonviolent school climate; effective classroom management techniques and other academic supports that promote a nonviolent school climate and enhance learning; the integration of social and problem solving skill development for students within the regular curriculum; intervention techniques designed to address a school violence situation; and how to participate in an effective school/community referral process for students exhibiting violent behavior.

The Ogdensburg City School District will provide refreshers on school violence prevention and intervention yearly.

XI. 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 school district for at least seven years from the date of completion of the professional development by the professional certificate holder and shall be available for review.

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

XII. 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.

XIII. Goals and Implementation Plans for Professional Development

The following professional development goals and objectives have been identified for the 2016-2017 school year. The goals are arranged into six areas or tenets taken from New York State Education Department: DTSDE 2.0 Rubric Resource Guide developed for school and district improvement plans.

District Leadership and Capacity: The district examines the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.

School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement

Curriculum Development and Support: The school has rigorous and coherent curriculum and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student learning outcomes.

Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking, and achievement.

Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Family and Community engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

<http://www.p12.nysed.gov/accountability/fdip/documents/DTSDEResourceGuide-060314.pdf>

The data collected, generated and analyzed by the District in conjunction with district and school level plans will support the goals, objectives, strategies, activities, and evaluations of this professional development plan.

XIV. Goals and Professional Development Activities

Tenet 1 - District Leadership and Capability: The district examines school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure that all students are successful.

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.

Strategy: The district will examine the school systems and makes intentional decisions to identify and provide critical expectations, supports and structures in all areas of need so that schools are able to respond to their community and ensure all students are successful.			
Activities	Responsible	Time Frame	Evaluation
Facilitate district planning processes.	Superintendent	ongoing	Meeting minutes
Provide lead teacher evaluator trainings which will review updates of CTLE requirements.	Assistant Superintendent	ongoing	Training conducted
Provide professional development on the use of the DTSDE district and school rubric to identify areas of need.	Assistant Superintendent	ongoing	Training conducted
Provide staff with training on the use of collaborative technologies for use in planning.	Assistant Superintendent/ ITC	ongoing	Training conducted
Other possible PD activities to meet specific district's needs			
District Planning • District Policies and Procedures • Fiscal Responsibility • Contracts • Resources and Materials • NYSED Updates • Grant Writing • Enrollment Process	BOE, Superintendent, and District Administrators	2016-2017	Measurable district improvement based on surveys, contracts, best practices, NYSED regulations, attendance, graduation rates and NYSED Report Card

• Technology			
Health and School Safety • CPR, AED, and FEMA • School Violence Prevention • DASA Training • Right to Know • Social Emotional Health and Safety • Wellness			
Teacher Evaluation and Support • APPR • Teacher Mentoring Program			
Districtwide Services • Special Education • ELL • AIS-RTI			

Tenet 2 - School Leader Practices and Decisions: Visionary leaders create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Goal: District leaders will create a school community and culture that lead to success, well-being and high academic outcomes for all students via systems of continuous and sustainable school improvement.

Strategy: School leaders ensure school community shares vision, mission/goals, makes strategic decisions to utilize resources, use APPR practices, and evidence-based systems to improve schoolwide practices.			
Activities	Responsible	Time Frame	Evaluation
Continued calibration and training of administrators for teacher evaluations.	Superintendent	2016-2017	Training conducted
Professional development will be provided for school and district management: fiscal, instructional, human resource, et. al.	District Leaders	2016-2017	Training conducted
Professional development on data driven instruction – assessments, evaluation, student feedback, etc.	District Leaders	2016-2017	Training conducted
Other possible PD activities to meet specific district's needs			
School Management and Planning • Fiscal Responsibility • Scheduling • Community and School Planning • Online/Distance Learning • SchoolTool • Technology • Instructional Resources and Materials	District Leaders	2016-2017	Measureable School Improvement using observations, "look for" tools, assessments, data-driven instruction, APPR, NYSED School Report Card, and trainings.
Leadership • Specific Trainings on Leadership • Innovation • Communication and Collaboration • Research			
Teacher Evaluation • APPR			

• Evaluator Experiences • Teacher Evaluation • “Look For” Tools • Informed Teaching and Evaluation Methods • My Learning Plan			
Schoolwide Instructional Programs and Practices • DDI • Interdisciplinary Collaboration • RTI Practices • Standards Based Grading • Utilizing Learning Resources			

Tenet 3 - Curriculum Development and Support: The school has rigorous and coherent curricula and assessments that are appropriately aligned to the Common Core Learning Standards (CCLS) for all students and are modified for identified subgroups in order to maximize teacher instructional practices and student-learning outcomes.

Goal: By June 30, 2017, the district will have an aligned and prioritized curriculum in at least one curricular area as evidenced by written documents.

Strategy: Develop vertically and horizontally aligned UPK-12 Curriculum and Assessments for all content areas based on Common Core Learning Standards (CCLS) to improve UPK-12 student academic achievement on local and state assessments.			
Activities	Responsible	Time Frame	Evaluation
Provide professional development to school leaders on curriculum work - standards prioritization and pacing.	Superintendent	Ongoing	Meeting minutes
Provide teachers and administrators with training to identify curricular gaps as evidenced by NYS and local assessments.	Assistant Superintendent	Ongoing	Training conducted
Continue teacher to teacher work focused on reviewing assessment results and update prioritized curriculum.	Assistant Superintendent	2016-2017	Prioritized curriculum
Provide support to all staff for literacy across all content areas.	Assistant Superintendent	Ongoing	Training conducted
Provide opportunities for teachers to deepen their understanding of subject specific content.	Assistant Superintendent	Ongoing	Training conducted
Common core curriculum will continue to be specially designed to meet the needs of SWD.	CE Chair	Ongoing	Training conducted
Other possible PD activities to meet specific district's needs			
Curriculum Planning	Superintendent, School Principals, and Leaders, Teachers	2016-2017	Curriculum Alignment
• CCLS • Curriculum Alignment and Pacing • Curriculum Maps • Prioritize Curriculum • Curriculum Gap Training • Curriculum Modifications and Adaptations			Data- Increased academic achievement for all students; APPR

• Use of technology integration for Curriculum (hardware, software, and instructional implementation) • Lesson and Unit Plans • Instructional Shifts • Curricular Models • Vertical/Horizontal Planning • Customized Learning • All Curricula Areas: ELA, Math, SS, Science, STEM etc. • Electives • Credit Acquisition • Interdisciplinary • Instructional Resources and Materials		
Literacy Curriculum • Core Knowledge and Expeditionary Learning • Common Core Vocabulary Instruction • Reading Curriculum • Writing Curriculum		
Assessments • Grading- Standards-Based • Formative and Summative Assessments • Rubrics • Feedback to students		

Tenet 4. Teacher Practices and Decisions: Teachers engage in strategic practices and decision-making in order to address the gap between what students know and need to learn, so that all students and pertinent subgroups experience consistent high levels of engagement, thinking and achievement.

Goal: Teachers engage in strategic practices to address the learning needs of all students as measured by June 2017, the 3-8 ELA and Math assessment results gaps between the district average and NYS will be reduced by 10%.

Strategy: Utilize effective instructional practices to increase student achievement as demonstrated by data.			
Activities	Responsible	Time Frame	Evaluation
Professional development will include the demonstration/modeling the use of technology as applicable.	ITC	Ongoing	Training conducted
Provide professional development for individual curricular areas.	Assistant Superintendent	Ongoing	Training conducted
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, and mindfulness.	Assistant Superintendent	Ongoing	Training conducted
Provide special education teachers with RSE-TASC, CDOS tracking, and ACCES-VR professional development.	CSE Chair and Principals	Ongoing	Training conducted
Provide professional development for meeting NYS Teaching Standards.	Assistant Superintendent	Ongoing	Training conducted
Provide professional development on AIS/RTI programs, assessments and interventions.	Assistant Superintendent and CSE Chair	Ongoing	Training conducted
Provide professional development on the Workshop Model for reading, writing and math K-6	Assistant Superintendent, Principals, Coaches	2016-2017	Training conducted

Provide professional development on fostering student independence and student practice within their zone of proximal development	Assistant Superintendent and Principals	2016-2017	Training conducted
Provide professional development on Literacy Across the Curriculum	Assistant Superintendent and Principals	Ongoing	Training conducted
Provide professional development on Learned Helplessness	Assistant Superintendent and Consultant Jim Wright	2016-2017	Training conducted
Other possible PD activities to meet specific district's needs			
Instructional Strategies • Effective Teaching • Differentiated Instruction • Vocabulary Instruction • Instructional Strategies/CCLS Strategies • Learning Styles • Deep-level Thinking and Questioning Practices and Strategies – Rigor • Coaching/Mentoring/Collaboration • Intensity and Duration of Instruction • Informed Teaching • Game-Based Learning • Project-Based Learning • Growth Mindset • Cooperative Learning • Technology Integration	Superintendent, School Principals, and Leaders, Teachers	2016-2017	Data- Increased academic achievement for all students; NYSED School Report Card, APPR
AIS-RTI • Progress Monitoring • Student Goals and Needs • Differentiated Instruction • RTI Interventions			

• Grouping		
Data Driven Instruction • Questioning Practices • Data meetings • Question Banks • Common interim assessments • PLCs		
Special Education • Co-Teaching • Explicit Direct Instruction • Customized Learning • Modified Grading • Instructional Modifications and Adaptations		

Tenet 5: Student Social and Emotional Developmental Health: The school community identifies, promotes, and supports social and emotional development by designing systems and experiences that lead to healthy relationships and a safe, respectful environment that is conducive to learning for all constituents.

Goal: Social, emotional, academic barriers to learning are reduced by 5% as evidenced by attendance records, VADIR incidents, and dropout rates.

Strategy: Social and emotional learning and skill-based instruction will lessen barriers to learning will allow students to develop social-emotional learning skills.			
Activities	Responsible	Time Frame	Evaluation
McKinney-Vento turnkey trainers provided with strategies and suggestions for working with students from poverty and mindfulness strategies	Support Leaders	2016-2017	Faculty meeting, training conducted
McKinney-Vento trainings on education of homeless children and youth for district staff, district liaison and Title I Mentors.	SLL BOCES McKinney-Vento	2016-2017	Training conducted

	grant project coordinator		
Poverty Simulation training	Assistant Superintendent	October 7, 2016	Staff attendance at simulation
Provide professional development in the area of self-regulation, stress management, and impulse control.	CSE Chair	2016-2017	Training conducted
Provide professional development for behavior management	CSE Chair	2016-2017	Training conducted
Other possible PD activities to meet specific district's needs			
District Policies and Regulations • DASA Training • Training in school violence prevention • Digital Citizenship and Online Safety • Classroom Management Techniques and Interventions • School Climate • Community Outreach • Support Resources	BOE, Superintendent, District Administrators, Counselors	2016-2017	Data: Attendance, Suspensions, Referrals, Surveys
Social Emotional Strategies • Behavior Modification Training • Therapeutic Crisis Intervention • Social Thinking • Mindfulness • Growth Mindset • Families in Poverty • Family Engagement • Informed Teaching • Positive Reinforcements			
Programs • Responsive Classroom • Character Education/PBIS /Second Step			

• Bullying Prevention • Counseling • McKinney-Vento • Research-Based Programs • Community Service • Advisory Groups			
	Special Education • Referral Process • Behavioral Supports • RTI Practices		

Tenet 6 - Family and Community Engagement: The school creates a culture of partnership where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Goal: The district will create a culture of partnerships where families, community members and school staff work together to share in the responsibility for student academic progress and social-emotional growth and well-being.

Strategy: Regular communication with students and families will identify student's strengths and needs, and foster high expectations for student achievement.				
Activities	Responsible	Time Frame	Evaluation	
Provide professional development on Math and Movement, literacy and other parent/child activities.	Assistant Superintendent	November 2016	Parent partnership activities conducted	
Professional development on developing parent partnerships.	Principals	Ongoing	Partnerships developed	
Professional development on working with families in poverty.	Support Leaders	Ongoing	Training conducted	
Professional development for staff on communicating to parents the importance of their student participating in the NYS assessments	Assistant Superintendent	Ongoing	Training conducted	
Other possible PD activities to meet specific district's needs				
Communication - School/Tool Portal - One Call Now - District Newsletter - Title I Annual Meeting - AIS/RTI Notifications - Enrollment Process - Communication/Collaboration	Superintendent, District Administrators	2016-2017	Data: Attendance, Suspensions, Referrals, Surveys, Communication Logs	
Parent Education and Engagement - Title I Services - Home School Supports - PTA/PTO				

• Post-Secondary Information • Grade/School Transitions • Web Sites • Student Learning and Development Tips and Tools • CTE Programs • Family-School Partnership Building • Links to NYS CCLS- www.engageny.org • Counseling • Montpelier Gallery			
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XV. Appendix A

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 Ogdensburg City 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.

XVI. Appendix B

The Interstate School Leaders Licensure Consortium Standards (ISLLC Standards)

Professional development offerings for administrators will be designed with the IDLLC 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

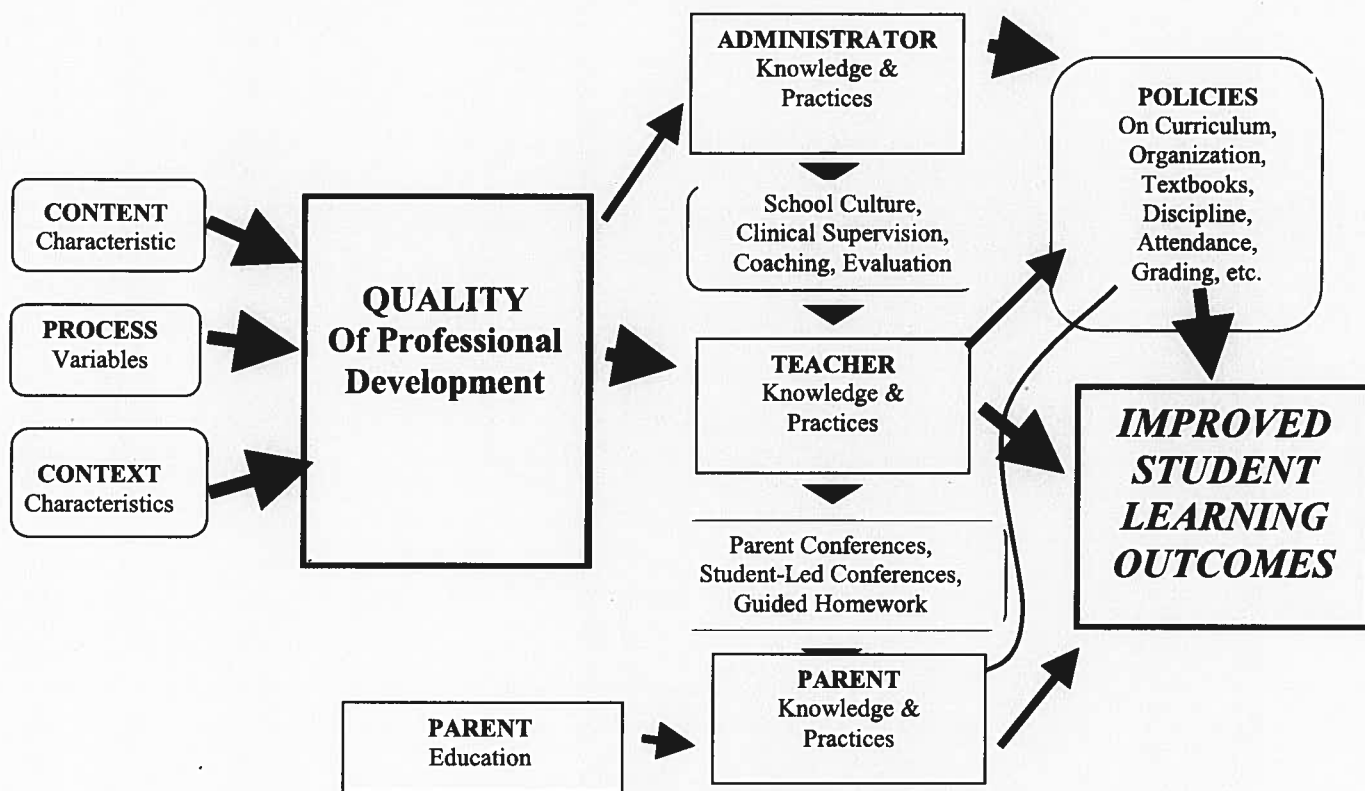
Understanding, responding to, and influencing the political social, economic legal and culture context

- 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

XVII. 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

Company/ Organization	Name	Focus (content area, scope of work, etc.)	Contact Info	Physical Address
3 Marigolds	Morrill, Jenny	Mindfulness Topics include but are not limited to: Training with Digital Technologies, Classroom Management Classroom Observation, Blended Learning, Project-based Learning Differentiated Instruction, Curriculum Mapping, Professional Learning Communities, Integration of Technology and Learning, 6 Traits Writing, Literacy Development, STEM, Response Poverty Training	Jenny Morrill <morrillje@cpcs.us>	PO Box 139 Colton, NY 13625
A+ Educators Adams, Ann	Various Adams, Ann		http://www.4aplus.com/	7227 North 16th Street, Suite 190, Phoenix AZ 85020
Albany- Schoharie- Schenectady- Saratoga - Capital Region BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all Comprehensive and Sustained Promoting Continual Improvement in Teacher and Leader Effectiveness		900 Watervliet-Shaker Road, Albany, NY 12205
American Reading Company		Leadership Learning Institute	https://www.americanreading.com/	201 S. Gulph Rd., King of Prussia, PA 19406

Apex Learning		Apex Learning is the leading provider of blended and virtual learning solutions to the nation's schools. The company's standards-based digital curriculum — in math, science, English, social studies, world languages, and Advanced Placement® — is widely used for original credit, credit	http://www.apexlearning.com/	1215 Fourth Avenue, Suite 1500, Seattle, WA 98161
APL Associates	Anastasio, Jean & Perry, David	Core Classroom Practices	aplassociates@twcny.rr.com	PO Box 250 Camillus, NY 13031
Association for Career and Technical Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.		PO Box 758621, Baltimore, MD 21275-8621
Association for Supervision & Curriculum Development		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.		1703 N Beauregard St, Alexandria, VA 22311-1714
Association of Educational Safety and Health Professionals	Warneck, John	School Management: Safety, Bussing, Drug and Alcohol Use Symptoms.		Jefferson-Lewis BOCES, 20104 State Route 3, Watertown, NY 13601
Association of Mathematic Teacher of NYS	Hurst, Dave	Content, Curriculum and Pedagogy in Mathematics.		12 Hillview Terrace, Waterford, NY 12188
Bedley, Tim	Bedley, Tim	Student Centered Learning - Gallery Learning - Student Social and Emotional Approaches to Behavioral	tbed63@gmail.com	38113 Murrieta Creek Drive Murrieta, CA 92562
Behavior Development Solutions, LLC	Eversole, Stephen			319 White Avenue, Middlebury, CT 06762
BetterLesson		Science, PD and coaching	dan.costello@betterlesson.com	86 Sherman, St Cambridge MA 02140
Bloomboard		Promoting effective coaching and continuous, personalized, Facilitation of Subject Area Teacher to Teacher Sessions that	https://schools.bloomboard.com/	430 Cowper Street, Suite 250, Palo Alto, CA 94301
Brasher Falls Central school	various			PO Box 307 Brasher Falls, NY 13613

BrightBytes	BrightBytes improves the way millions of people around the world learn. Their team of researchers and statisticians use in-depth analysis to power a business intelligence and decision support platform, called Instructional Rounds and Core Instructional Practices	http://brightbytes.net/	490 2nd Street, #302, San Francisco, CA 94107
Bruhn/Sarah			65 Murdock Street, Somerville, MA 02145
Buck Institute for Education/Beryl Buck Institute			18 Commercial Blvd, Novato, CA 94949
Canton Central School	various		99 State Street Canton, NY 13617
Canvas	Canvas is a cloud-native learning platform and learning management system used by Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,	https://www.canvaslms.com/	6330 South 3000 East, Suite 700, Salt Lake City, Utah 84121
Capital Region BOCES			900 Watervliet-Shaker Rd, Suite 102, Albany, NY 12205
Carnegie Learning	Carnegie Learning provides comprehensive solutions to raise students' math knowledge through a combination of	https://www.carnegielearning.com/	437 Grant Street, Suite 918, Pittsburgh, PA 15219
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	http://corp.castlelearning.com/	50 Countryside Lane, Depew, NY 14043
Cayuga-Onondaga BOCES	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		1879 West Genesee Street Road, Auburn, NY 13021
Center for Agricultural & Environment, Research and Training	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		3821 N Vermilion Street, Suite 3 Danville, IL 61832

Centris Group		Centris Group is committed to providing special education software and subject matter expertise to support special	http://www.centrisgroup.com/	100 Merrick Rd, 418E Rockville Centre, NY 11570
Certica		Certica Solutions and Academic Benchmarks join forces to provide the first EdTech Platform-as-a-Service:	http://www.certicasolutions.com/	301 Edgewater Place, Suite 110, Wakefield, Massachusetts, 01880
Chester Technical		CTS is an authorized US reseller for SANS Language Lab products, SANS Inc. is the Exclusive Licensor of Sony Language Learning Software.	http://ctslabs.com/	10 Whitewood Lane, No. Branford, CT 06471
CITI BOCES - Oswego BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		179 County Route 64, Mexico, NY 13114
Clarkson University		Curriculum and content knowledge in Science,		8 Clarkson Ave, Box 5830, Potsdam, NY 13699
Classlink		Classlink is a management system for cloud based software	https://www.classmate.net/	65 Main Street, Peyton Hall Rm 1001, 45 East Madison Avenue, Suite 7, Clifton, NJ 07011
Clifton Fine Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 75 Star Lake, NY 13690
Clinton-Essex-Warren Washington BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		PO Box 455, Plattsburgh, NY 12901
Colton Pierrepont Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that	https://www.commononsensemedia.org/	4921 SH 56 Colton, NY 13625
Common Sense Media	Tali Horowitz thorowitz@commonsense.org	Digital Citizenship		
Compass Learning		Standards aligned K-12 instructional software for greater	https://compasslearning.com/	203 Colorado Street, Austin, Texas 78701
Cornell University	Therapeutic Crisis Intervention Presenter	Therapeutic Crisis Intervention		Beebe Hall Ithaca, NY 14853

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 Curriculum Associates is a company committed to making classrooms better places for teachers and students. Our award-winning products, include i-Ready®, Ready®, Workshops, Institute & Online Courses by Marcia Tate	https://us.corwin.com/en-us/nam/consultant/jim-knight	2455 Teller Road, Thousand Oaks, California 91320
Curriculum Associates		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:	http://www.curriculumassociates.com/	153 Rangeway Rd., No. Billerica, MA, 01862
Developing Minds Inc. - Marcia Tate	Pruviance, Carol and Tate, Marcia		http://www.developingmindsinc.com/	P.O. Box 82880, Conyers, Georgia, 30013

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)	http://www.discoveryeducation.com/	One Discovery Place, Silver Spring, MD 20910
Dr. Abby Reisman	Areas of Expertise Teaching and learning in history classrooms Teacher education and professional development Adolescent literacy Curriculum	http://scholar.gse.upenn.edu/reisman/	826 South 48th Street, Apt #3, Philadelphia, PA 19143
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/academic/s/undergraduate-programs/education/education-faculty-and-staff/andrea-honigsfeld	Molloy College 1000 Hempstead Avenue, Rockville Centre, New York 11571-5002
Duprey/Becky L	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		480 County Route 4, Ogdensburg, NY 13669
Eastern Suffolk BOCES	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		201 Sunrise Highway, Patchogue, NY 11772
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	https://www.ebsco.com/who-we-serve/schools	10 Estes Street, Ipswich, MA 01938

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	http://www.edgenuity.com/	860 East Chaparral Drive, Suite 100, Scottsdale AZ 85250
Edline LLC, Blackboard Engage		Parent and Community Communication		200 West Monroe Street, Suite 1250, Chicago, IL 60606-0290
Edmentum		Blended Learning, Online Courses, Formative Assessment, Individualized Learning	http://www.edmentum.com/	600 West g3ro Street, Suite 300 - 8200 Tower, Bloomington, MN 55437
eDoctrina		eDoctrina, a multi-purpose curriculum mapping and assessment data software that is Formative and Summative Assessment, Data Driven Instruction	http://www.edoctrina.org/	317 Vulcan Street, Buffalo, NY 14207
eDoctrina Corporation				336 Harris Hill Road, Suite 301, Williamsville, NY 14221
Educational Leadership Institute SUNY Oswego		Leadership Development, Supervision Techniques, Establishing systems for Facilitation of Subject Area Teacher to Teacher Sessions that Formative and Summative Assessment, Data Driven Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		7060 State Route 104 West, 402 Culkins Hall, Oswego, NY 13126
Edwards Knox Central School Einstruction Turning Technologies	various			PO Box 630 Russell, NY 13684
				255 West Federal Street, Youngstown, OH 44503
Erie 1 BOCES	Clifford N Crooks Service Center			355 Harlem Road, West Seneca, NY 14224
Erie 2-Chautaugua-Cattaraugus BOCES	Seimaszko, B Instruction Support Service Division			9520 Fredonia-Stockton Road, Fredonia, NY 14063
FastBridge Learning		FastBridge is an assessment system for K-12 students for RTI	http://www.fastbridge.org/	SE, Suite 509, Minneapolis MN 55414

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 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 Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all US History. Using primary sources. To partner with E1B to provide training to certified flexible digital curriculum, customized curriculum,	https://www.flvs.net/	2145 Metro Center Blvd., Suite 200, Orlando, FL 32835
Follett Corporation		http://www.follettlearning.com/	3 Westbrook Corporate Center, Suite 200 Westchester, IL 60154
Franklin-Essex-Hamilton BOCES			PO Box 28, Huskie Lane, Malone, NY 12953
Frederic Remington Art Museum			303 Washington St, Ogdensburg, NY 13669
Frontline Technologies		http://www.frontlinek12.com	1400 Atwater Dr, Malvern, PA 19355
Fuel Education		http://www.getfueled.com/	2300 Corporate Park Dr., Herndon, VA 20171

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	http://www.cengage.com/search/showresults.do?N=197+4294917 621	27500 Drake Road, Farmington Hills, Michigan; 48331
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Gallagher & Associates, Inc. - Kelly Gallagher		The topics for most of his events focus on literacy education for grades 4-12 and address: Motivation Motivating Adolescent Readers Motivating Adolescent Writers Reading The Common Core Reading Standards: Good News/Bad News Readicide: How Schools Are Killing Reading and What You Can Do About It Moving Students Into Deeper Reading Reading Like a Writer The Value of Close Reading Reaching Deeper Reading Comprehension Through Student Collaboration Using Metaphor to Deepen Comprehension Leading Students to Meaningful Reflection How to Model Deeper Reading With Your Students Reading the World Deepening Comprehension Through Understanding the Author's Audience and Purpose Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all Integration of Instructional Technology into Unit Design, Facilitation of Subject Area Teacher to Teacher Sessions that	1222 La Limonar Road, Santa Ana, CA 92705 http://www.kellygallagher.org/	1222 La Limonar Road, Santa Ana, CA 92705
Genesee Valley BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		80 Munson St, LeRoy, NY 14482
Google Inc.		Integration of Instructional Technology into Unit Design,		1600 Amphitheatre Pkwy, Mountain View, CA 94043
Gouverneur Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		133 East Barney Street Gouverneur, NY 13642

Greater Southern Tier BOCES General Fund		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		9579 Vocational Drive, Painted Post, NY 14870
Hammond Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 185 Hammond, NY 13646
Handwriting Without Tears	Olsen, Jan	Pre-K readiness and writing, Pre- K literacy and math, K-5 handwriting, and keyboarding		806 W Diamond Ave., Suite 230, Gathersburg, MD 20878
Harrisville Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		14371 Pirate Lane Harrisville, NY 13648
Hayes/Victoria O.	Hayes/Victoria O.	Classroom culture, discipline, supporting paraprofessionals.		87 Longshore Road, Canton, NY 13617
Heinemann Workshops		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.		361 Hanover Street, Portsmouth, NY 03801-3912
Herkimer-Fulton-Hamilton- Otsego BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		352 Gros Boulevard, Herkimer, NY 13350
Hermon DeKalb Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		709 East Dekalb Road Dekalb Jct., NY 13630
Heuvelton Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 375 Heuvelton, NY 13654
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	http://www.hmhco.com/	222 Berkeley Street, Boston, Massachusetts 02116
IBM	Alioto, Nicole	Analytics, Cloud, Commerce, IT Infrastructure, MobileFirst,	http://www.ibm.com/	nicole.alioto@us.ibm.com

InfoBase Learning Institute for Learning Centered Education		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 Learner Centered Initiatives- engagement and student centered	http://www.infobaselearning.com/	31 West 3111 Street, 1111 Floor, New York, New York 10001 414 Bagdad Road, Potsdam, NY 13676
Institute for Research in Science Teaching (IRST); Fredonia, Michael Jabot	Mesibov, Donald 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	http://www.fredonia.edu/org/irst/index.htm	State University of New York at Fredonia, 21 Houghton Hall, Fredonia, NY 14063
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.	http://www.interactivemediapub.com/	111 E. 1st St., Phoenix, Oregon 97535
International Center for Leadership in Education	Dr. Bill Daggett	Systemwide Improvement, Planning, Leadership Development, Curriculum	www.leadered.com	1587 Route 146, Rexford, NY 12148
International Literacy Association		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		PO Box 8189, Newark, DE 19714-8139

International Society for Technology in Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, 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		180 W 8th Ave, Ste 300, Eugene, OR 97401
iSafe		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,	http://www.isafe.org/	189 El Camino Real, Suite 201, Carlsbad, CA 92009
Jay McTighe & Associates		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all 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 Poverty Training	http://jaymctighe.com/	6581 River Run, Columbia, MD 21044
Jefferson-Lewis Co BOCES	Business Office			20104 Route 3, Watertown, NY 13601-9509
Kagan Professional Development Krol, Linda	Krol, Linda		http://www.kaganonline.com/ lkrol@slboces.org	PO Box 72008, San Clemente, CA 92673-2008

Leadership for Educational Achievement Foundation, Inc		Leadership Development, Supervision Techniques,		7 Elk Street, 3rd Floor, Albany, NY 12203
Learn 360 (InfoBase Learning)		Infobased Learning	http://support.infobaselearning.com/index.php?videolearn360/Knowledgebase/Article/View/1601/626	
Learn through Movement Inc	Koontz, Suzy	Learning through movement-math/literacy	Math_and_movement@twcny.nyrr.com	131 Lexington Drive Ithaca, NY 14850
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	http://www.learningsciences.com	1400 Centrepark Boulevard, Suite 1000, West Palm Beach, FL 33401
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	http://www.learning.com/	1620 SW Taylor St, Suite 100, Portland, OR 97205
Leibowitz/Lea		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		20 High Pasture Circle, Dix Hills, NY 11746
Lewis-Brown, Laura	Lewis-Brown, Laura	Poverty Training, Special	llewis@silboces.org	
Lexia	Franks, Melissa	Lexia is a reading intervention program/software	http://www.lexialearning.com/	mfranks@lexialearning.com
Lisbon Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		6866 CR 10 Lisbon, NY 13658
LPA Software Solutions		IBM Cognos Workspace Advanced Training	http://www.lpa.com/	400 Linden Oaks, Suite 140, Rochester, NY 14625
Madison-Oneida BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		4937 Spring Road, PO Box 168, Verona, NY 13478
Madore/Blair F		Curriculum development, assessment, instructional		19 1/2 Cherry Street, Potsdam, NY 13676

Madrid Waddington Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 67 Madrid, NY 13660
Magellan Foundations / School Administrators Association of		Leadership Development, Supervision Techniques,		8 Airport Park Blvd, Latham, NY 12110
Malone Central School District		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		PO Box 847, Malone, NY 12953
Marilyn Trainor	Trainor, Marilyn	DTSDE District Led Reviews and development of DCIP and Marzano PD and Coaching -	trainorm@aol.com	436 Harrus Drive, Watertown Ny 13601
Marzano Research Laboratory		Learning Sciences International combines instructional strategies grounded in deep research with advanced web-based technology. We provide research-based		555 N Morton St, Bloomington, IN 47404
Massena Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		84 Nightengale Avenue Massena, NY 13662

Maximize Learning Inc. - LeAnn Nickelsen		1. Differentiation: Building Success for All, Grades K-12 2. Engage with the Common Core State Standards, K-12 3. Diving Into Deeper Learning, Grades 4-12 4. Teaching With Poverty in Mind, Grades K-12 5. SavvyVocab: Making Words Their Own, Grades K-12 6. Differentiating Classrooms: The Tiered Approach, Grades K-12 7. Assessment Over- Easy Please, Grades K-12 8. Super Highway: Understanding the Adolescent Brain, Grades 6-12 9. Make Processing A Priority: Differentiated Ways to Process Information, Grades K-12 10. Differentiating Classrooms, K-12 11. Got Memory Rules? Grades K-12 12. Brain-Smart Foods that Maximize Learning, Grades K-12, PARENTS	http://www.maximizelearninginc.com/	2723 Bonar Hall Path, Duluth, GA 30097
Mcauliffe/Kenneth		Leadership Development, Supervision Techniques, Establishing systems for		40Woodcock Lane, York ME 03909
McGraw Hill		Publisher and provider of education resources	http://www.mheducation.com/	8787 Orion Place, Columbus OH 43240
Mentoring Minds		Formative and Summative Assessment, Data Driven Instruction, Differentiated		1 Interanational Place, Suite 1400, Boston, MA 02110
Mermelstein, Lea	Mermelstein, Lea	Instructional Independent Reading	leahmermelstein@earthlink.net	536 Grand Street #501 Hoboken, NJ 07030

Michael Grinder & Associates		Verbal and non-verbal communications.		16303 NE 259th Street, Battle Ground, WA 98604
Monroe 1 BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		41 O'Connor Road, Fairport, NY 14450
Monroe 2 Orleans BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		3599 Big Ridge Road, Spencerport, NY 14559
Morristown Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 217 Morristown, NY 13664
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		8586 Potter Park Drive, Sarasota, FL 34238
NASSAU BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		https://www.mylarningplan.com
National Association for Media Literacy Education		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		71 Clifton Road, PO Box CS 9195, Garden City, NY 11530-4757
National Association of School Psychologists		Social/Emotional development and support, Behavioral support. Identification and working with		10 Laurel Hill Drive, Cherry Hill, NJ 08003
National Council for Social Studies		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.		4340 East West Highway, Suite 402, Bethesda, MD 20814
National Council of Teacher of Mathematics		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.		8555 16th Street, Suite 500, Silver Spring, MD 20910
				1906 Association Drive, Reston, VA 20191

NCS Pearson - Pearson Digital Learning		Pearson NCS promotes increased student achievement through a broad spectrum of education solutions supporting Assessment, Reporting, Diagnosing, and Prescription. Accountability has increased the need for data collection solutions that combine paper-based, online, and handheld interactive response pad assessment delivery.		3075 West Ray Road, Chandler, AZ 85226
Never Enough Time	Retherford, Dana	Our data collection hardware, testing software, and services enable teachers and administrators to identify student learning needs and achievement	http://www.k12pearson.com/teach_learn_cycle/DL/dgtlrmg.html	186 Sunrise Drive. Plattsburgh, NY 12901
Never Enough Time, Inc.	Retherford, Dana	DTSD District Led Reviews and development of DCIP and Instructional Planning and Support.	danaretherford@gmail.com	186 Sunrise Drive, Plattsburgh, NY 12901
New England Center for Children (NECC)	MacDonald, Jackie and Others	CALM Intervention and Curriculum Training	jmacdonald@necc.org	33 Turnpike Rd, Southborough, MA 01772
New England Center for Children Inc		Working with students across the Autism Spectrum.		33 Turnpike Road, Southborough, MA 01772
New York Library Association Section of School Libraries		Literacy Development - Research and Primary Sources.		6021 State Farm Road, Guiderland, NY 12084
Northern Zone Association for Counselors and Development		Social/Emotional development and support, Behavioral support.		PO Box 404, Canton, NY 13617
Norwood Norfolk Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 194 Norwood, NY 13668
NWEA		Our research-based assessments, professional development, personalized service, technical support, and alliances with	https://www.nwea.org/	121 NW Everett Street, Portland, Oregon 97209

NYS Association Career & Technical ED	Dehart, Kimberly	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	1204 Sandra Court, Schenectady, NY 12303-3304
NYS Association for Behavior Analysis, Inc.		Social/Emotional development and support, Behavioral support.	1764 Route 9, Suite 913, Clifton Park, NY 12065
NYS Association for Health, Physical Education, Recreation		Content, Curriculum and Pedagogy in the Physical	77 North Ann St, Little Falls, NY 13365
NYS Athletic Administrators' Association	Rozeck, Christine	Content, Curriculum and Pedagogy in the Physical Education and Health as well as	Binghamton City School District, 98 Oak Street, Binghamton, NY 13905
NYS Computer & Technology in Education(NYSCATE)	Carmalita Sietz	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	8 Airport Park Blvd, Latham, NY 12110
NYS Council of School Superintendents		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and Leader Effectiveness	
NYS Educational Media Tech Association	Wilson, Kelly	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	7 Elk Street, Third Floor, Albany, NY 12207-1002
NYS Higher Education Service Corp		Curriculum design for Advanced Placement online courses.	SLL BOCES, ESC, 40 West Main St, Canton, NY 13617
NYS Middle School Association	Ruest, Linda	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	99 Washington Ave, Albany, NY 12255
NYS Public High School Athletic Association		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	PO Box 1329, Lewiston, NY 14092
NYS Reading Association	Kline, Lawrence	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology.	8 Airport Park Blvd, Latham, NY 12110
		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and	507 Bretts Way, Whiteboro, NY 13492
NYS School Board Association		Social/Emotional development and support, Behavioral support.	24 Century Hill Drive, Suite 200, Latham, NY 12110-2125
NYS School Counselors Educational Foundation, Inc			PO Box 217, Leicester, NY 14481

NYS School Music Association	Waterhouse, Jennifer	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		Carthage Central, NYS Rt 26, Carthage, NY 13619
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,	eltnail@nysutmail.org	800 Troy-Schenectady Road, Latham, NY 12110
Ogdensburg City School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		1100 State Street Ogdensburg, NY 13669
Oneida-Madison-Herkimer BOCES	Kalies, Steven Dr	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		PO Box 70, New Hartford, NY 13413
Onondaga-Cortland-Madison BOCES	Shaw, Patrick	Responsive Classroom, Problem Based Learning	pshaw@ocmboces.org	
Onondaga-Cortland-Madison BOCES		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		PO Box 4754, Syracuse, NY 13221
Oswego Boces	Vianese, Joseph	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		PO Box 488, Mexico, NY 13114
Parishville Hopkinton Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		PO Box 187 Parishville, NY 13672
Potsdam Central School	various	Facilitation of Subject Area Teacher to Teacher Sessions that		29 Leroy Street Potsdam, NY 13676
Productive Struggle Professional Beauty Association/National Cosmetology Association	Rudd, Andrew and Hedges, Laurie	Instructional Rounds, Planning instruction	andrew@productivestruggle.org	320 Myron Rd Syracuse, NY 13219
		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		15825 N 71st Street, Suite 100, Scottsdale, AZ 85254

Project Lead the Way Inc		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology,		21 Corporate Drive, Suite 105, Clifton Park, NY 12065
Putnam/Northern- Westchester BOCES	Amicucci, Elneta	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		200 BOCES Drive, Yorktown Heights, NY 10598-4399
Questar III		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		10 Empire State Blvd, Castleton, NY 12033
Read-Write and Connect	Leah Lebowitz - Mercantini	Readers and Writers Workshop		
		Literacy Development - • Launching the Reading Workshop • Launching the Writing Workshop • Mini-lessons in reading or writing • Conferences in reading or writing • Share Sessions in reading or writing • Small Group Work in reading or writing • Comprehension strategies • Qualities of writing and using these qualities of writing to assess, plan and teach		
Read-Write-Connect, Inc.	Mermelstein, Leah President	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		536 Grand Street #501, Hoboken, NY 07030
Reading & Language Arts Centers Inc.	Toggweiler, Alan		http://rlac.com/	36700 Woodward Avenue, Bloomfield Hills, MI 48304 http://rlac.com/

Reading and Writing Project Network		• 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		18 Pelham Lane, Ridgefield, CT 06877
Regents Research Fund NYS Education Department	Dunigan Christine	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		Room 319EB, 89 Washington Avenue, Albany, NY 12234
Renaissance Learning		Renaissance Learning is a world leader in cloud-based assessment, teaching, and	http://www.renaissance.com/	2911 Peach Street, Wisconsin Rapids, WI 54494
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	http://www.rightreasontech.com/	3864 Adler Place, STE 200, Bethlehem, PA 18017
Riter, Dr. Donna	Riter, Dr. Donna	Behaviors, working with difficult students	driter@rochester.rr.com	77 Washington Rd Pittsford, NY 14534

Roche/Amy E		• 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	amyeroche1@yahoo.com	36 LeRoy Street, Potsdam, NY 13676
Rockland Teachers' Center Institute		Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, Pedagogy across all		65 Chapel Street, Garnerville, NY 10923
Rosetta Stone		Rosetta Stone is software to help learn a new language	http://www.rosettastone.com/	135 West Market Street, Harrisonburg, VA 2280
RSE-TASC	Gomes, Kathy, Woods, Erin, Lynden, Krysten, and Tavernier, Candy	Specialty Designed Instruction, Literacy, PBIS, Transition	kathy.gomes@neric.org	
Rubicon West, Inc.		Rubicon Atlas is curriculum mapping software	https://www.rubicon.com/	135 West Market Street, Harrisonburg, VA 22801
Rural Schools Association		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and		Warren Hall, 275 Flex, Cornell University, Ithaca, NY 14853
Saanys/School Administrators Association		Comprehensive and Sustained professional development Promoting Continual Improvement in Teacher and		8 Airport Park Blvd, Albany, Airport Park, Latham, NY 12110
Sara Meeks	Meeks, Sara	Occupational and Physical Therapy Professional	sara@sarameekspt.com	P.O. BOX 5577, Gainesville, FL 32627

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
School Improvement School Improvement Network, LLC		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 Lesson planning, teacher observation, professional	http://www.schoolimprovement.com/	32 West Center Street, Midvale UT 84047 32 West Center Street, Midvale, UT 84047

School Library System Association of NYS	Belair, Jim	Information literacy and library skills. 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]		Monroe 2-Orleans BOCES SLS, 3625 Buffalo Road, Rochester, NY 14624
Schoology		Schoology is offered to educators free of charge. Revenue is generated with a fee- Fast Forward - A radically different online reading intervention that targets foundational phonemic awareness, language, memory, attention, processing and Over 100,000 Courses, Test Prep Resources, and Learning 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	https://www.schoology.com/	115 W. 30th St. Suite 602, New York, NY 10001
Scientific Learning			https://www.scilearn.com/	300 Frank Ogawa Plaza, Suite 600, Oakland, CA 94612
Shmoop			http://www.shmoop.com/	PO Box 0935 Los Altos. CA 94023
Silver Strong & Associates, LLC			http://www.thoughtfulclassroom.com/	3 Tice Road, Suite #2, Franklin Lakes, New Jersey 07414

Solution Tree	Mattos, Matt, Maria Nielsen	RTI and Professional Learning Communities	brian.drummey@solution-tree.com	555 N Morton St Bloomington IN 47404
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.		592 10th St., N.W. Atlanta, GA 30318-5776
St. Lawrence County Music Educators Association	Haynes, Jennifer	Curriculum, Content Knowledge across all disciplines, Integration of Instructional Technology, Assessment, and Pedagogy		Gouverneur Central School, 133 East Barney Road, Gouverneur, NY 13642
St. Lawrence University	Principal's Academy- Dr. William Collins	Leadership Development, Supervision Techniques,	wcollins@stlawu.edu	23 Romoda Dr. Canton, Ny 13617
Staff and Curriculum Development Network	Hedges, Laurie	Curriculum development, assessment, instructional strategies.		Herkimer-Fulton-Hamilton-Ostego BOCES, 352 Gros Blvd, Herkimer, NY 13350
Staff Development Associates	Olefson, Jeff	Leadership Development, Supervision Techniques, Establishing systems for		PO Box 418, Westtown, NY 10998
Study Island		Study Island's high-impact, high-value K-12 learning programs provide proven academic support through practice, immediate feedback, and built-in remediation to improve students' performance in core skill areas. Paired with an intuitive, real-time data dashboard, educators can easily track student progress and differentiate instruction to continually drive student achievement.		
SUNY Albany	Spring, Melissa	What's Included: Speech and Language Therapy Training	http://www.studyisland.com/	PO BOX 674019, Dallas, TX 75267-4019 1400 Washington Ave, Albany, NY 12222

SUNY Oswego ELI - School of Education		Curriculum development, assessment, instructional strategies.		7060 State Rout 104, 302 Park Hall, Oswego, NY 13126
SUNY Plattsburgh	College Auxilliary Services	Curriculum development, assessment, instructional strategies.		Clinton Hall - 101 Broad Street, Plattsburg, NY 12901
SUNY Potsdam	Dr. Victoria Klawitter, Dr. Blair Madore, and Becky Duprey	Curriculum development, assessment, instructional strategies.		
SUNY Potsdam Research Center	Klawitter, Dr. Victoria, Madore, Dr. Blair, and Duprey, Becky	Curriculum development, assessment, instructional strategies.	klawitv@potsdam.edu	
SUNY Potsdam School of Education and Professional	Elliott, Billjean	Curriculum development, assessment, instructional strategies.		Satterlee Hall 113, Potsdam, NY 13676
SUNY Research Foundation		Curriculum development, assessment, instructional strategies.		Rammond Hall 510, 44 Pierrepont Avenue, Potsdam, NY 13676
SUNY Research Foundation - Albany University		Curriculum development, assessment, instructional strategies.		ED 350, 1400 Washington Avenue, Albany, NY 12222
Teacher Education Student Association Center for School		New Teacher Development		111 Saterlee Hall, Potsdam, NY 13676
Teachers College, Columbia University Reading and Writing Project		Literacy Development - Reader's and Writer's Workshop.		525 W 120th St., Internal Mailbox 77, New York NY 10027
		Each year, the College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success — including the SAT and the		
The College Board		Curriculum development, assessment, instructional	https://www.collegeboard.org	The College Board, National Office, 250 Vesey Street, New York, NY 10281
Tomkins-Seneca-Tioga BOCES				555 Warren Road, Ithaca, NY 14850
Wakker, Rosemary	Wakker, Rosemary	Teacher Mentoring	rewakker@gmail.com	39 Bancroft Road Edwards, NY 13635
Washington-Saratoga BOCES		Curriculum development, assessment, instructional		1153 Burgoyne Avenue, Fort Edward, NY 12828

Waterford		we make tools that grow the reach and impact of great teachers. We encourage and contribute to research around integrating technology and early Curriculum development, assessment, instructional strategies.	http://www.waterford.org/	590 East 9400 South. Sandy UT 84093
Wayne-Finger Lakes BOCES				Eisenhower BKD, 131 Drumlin Court, Newark, NY 14513
Webster CSD	Ahlquist, Greg	Social Studies content/pedagogy At World Book we hope that we can make your experience using our digital products as easy and glitch free as possible. We have created a variety of training options to assist you with our products and to encourage student and patron usage. These include:	greg_ahlquist@websterschools.org	81 Blackwell Lane Henrietta, NY 14467
World Book		Recorded and Live Webinars	http://worldbookonline.com	180 N. LaSalle Street, Suite 900, Chicago, Illinois 60601