

Professional Development Plan 2016-2017



IN THE PURSUIT OF EXCELLENCE

Schoharie Central School District

PO Box 430, 136 Academy Drive, Schoharie, New York 12157

Our District Vision:

***“IN ALL THAT WE DO, WE WILL KEEP OUR FOCUS ON
DOING WHAT IS GOOD FOR CHILDREN
AS OUR HIGHEST PRIORITY”***

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INTRODUCTION

Schoharie Central School District's Professional Development Plan is a requirement of subdivision (dd) of section 100.2 of New York State's Regulations of the Commissioner of Education. This plan will henceforth be referred to as the PDP and the professional development it describes as PD.

The stated purpose of a PDP as stated in 1 of subdivision (dd) of section 100.2 of New York State's Regulations of the Commissioner of Education is "to improve the quality of teaching and learning by ensuring that teachers participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students."

With an eye toward creating this plan, during the 2014-2015 school year, the Professional Development Task Force took part in action research to: chronicle our past practices, identify our beliefs, values and wants, and investigate emerging and best evidence-based practices. As a result of that research we outlined our professional development practices. As all teachers, like all students, have different learning styles and interests, there was a conscious decision made to create a professional development program designed for adult learners that allowed for both district-wide initiatives as well as personal pursuits of growth that are aligned to NYSED standards. This model, like all effective professional learning, offers a range of opportunities for learning new skills and emphasizes the need for opportunities to practice new skills, to collaborate, to receive feedback, and to reflect on the work and its impact on student learning.

The Schoharie Central School District recognizes the importance of the knowledge, skills and professional commitment of our teaching staff to the success of our students. We understand the importance of ongoing professional growth and development. We recognize that successful professional growth and development requires a commitment to maintain the highest professional standards. The primary responsibility for professional growth and development is that of the individual staff member. The District, however, has an obligation to make professional growth and development opportunities available.

The District further recognizes that it is important to minimize the time that teachers are away from their students and classrooms and the necessity of providing for and

participating in professional development activities at times when classroom contact time is least affected.

As a district, we believe that Professional Development should:

- Be meaningful to teachers in their classroom.
- Be embedded and ongoing so that our teachers can see it used in classrooms and use it in their own classroom.
- Have follow through provided with sufficient time to make changes
- Involve accountability that is non-evaluative
- Be focused, consistent, relevant to teachers, students and curriculum
- Allow for support/coaching time for implementation
- Be aligned with NYS standards and initiatives
- Be designed to improve student achievement
- Be research based
- Be available to all teaching and administrative staff

As a district, we want our professional development to

- Improve student learning outcomes
- Be in compliance with SED regulations
- Guarantee certificate holders access to the required hours
- Include special area teachers and teaching assistants in meaningful professional development for their professions
- Encourage personal pursuits of professional development
- Be developed by a Professional Development Committee that is diverse and representative of the stakeholders

***“Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are provided with ongoing, high quality professional development to sustain and enhance their practice. “ –
NYSED Office of Teaching Initiatives***

The Professional Development Committee

“Most great learning happens in groups. Collaboration is the stuff of growth.”

-Sir Ken Robinson Ph.D.

The Board-appointed professional development committee shall include:

- At least 60% teacher members designated by the STA President
- The superintendent or his/her designee
- School administrators
- Teaching assistants
- At least one parent
- A representative from higher education if available (as per Commissioner’s Regulations 100.2).
- Individuals with experience in developing and evaluating curriculum.

The professional development committee is co-facilitated by the superintendent or his/her designee and two teachers. Agendas should be jointly developed and distributed one week in advance of meetings to all staff members, and agendas as well as minutes from the meeting shall be posted on the shared drive. Leadership of the meetings is shared. All individuals affected by the decisions of the professional development committee have opportunity for input. Decisions are made by consensus of the professional development committee. There is an ‘open chair’ available at all professional development committee meetings for people to offer their input; however, they do not have voting rights.

In addition to planning the professional development for the district, the professional development committee is responsible for developing an annual PDP. The plan developed by the professional development team shall: include subject matter connected to Common Core Learning Standards, respond to student achievement data, be shaped by teaching staff needs connected to daily school experiences, correspond to practices expected by the New York State Teaching Standards, and increase staff knowledge, skillfulness, and professional growth. The plan will be assessed on a

continual basis and the professional development team will present annually to the Board of Education and faculty. The proposed plan shall be approved by the Board of Education by October 15 annually.

Professional Development Committee
Cycle of Analysis and Planning



New York State Teaching Standards

Our PD will be designed to help teachers follow the New York State Teaching Standards:

Standard I: Knowledge of Students and Student Learning

Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning

Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice

Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment

Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment for Student Learning

Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration

Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

Standards for Professional Learning

Our PD will also be designed in accordance with the Standards for Professional Learning (Learning Forward, 2011) which were developed by Learning Forward with the contribution of 40 professional associations and education organizations. These standards are:

- **Learning Communities**
Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
- **Leadership**
Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
- **Resources**
Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.
- **Data**
Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.
- **Learning Designs**
Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.
- **Implementation**
Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.
- **Outcomes**
Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

Department heads, curriculum coordinators, and administration cooperatively developed District-wide and building goals after a needs analysis using a variety of student assessment data. The Professional Development Committee will focus our PD efforts on providing opportunities that support these goals.

Needs Analysis

The district's professional development plan aligns with the District's Mission, Goals and Priorities. Our planned professional development also aligns with our buildings' missions, goals and priorities. The development of these goals and priorities requires the careful study of a variety of assessments of student achievement and other needs. Sources of this data could include, but are not limited to:

- School Report Card data (which includes demographic and disaggregated student data, Regents scores, Grade 3-8 NYS Assessment results, graduation rates, student attendance, etc.)
- Standards-based progress report and report card data
- Benchmark assessments (i-Ready, Fountas & Pinnell, running records, DIBELS, etc.)
- Diagnostic assessments
- Formative and summative assessments
- Feedback from department chairs, curriculum coordinators, etc.
- Faculty evaluations from professional development activities, courses, etc.
- Faculty needs assessments distributed by the PD Committee
- discipline referral data and VADIR reports
- the number of Regents diplomas
- College enrollment after High School
- National Board Certification
- Model Lesson Viewing (from an in-house or outside consultant)

Goals and Priorities

District Goals and Priorities

The district's professional development plan aligns with the District's Mission, Goals and Priorities.

Learning is the mission of Schoharie Central Schools. The successful completion of this mission depends on the sincere efforts of all those involved in the educational process: student, staff families and community. With emphasis on the value of acquiring and using knowledge for the betterment of both the individual and society. Students should graduate as self-confident, conscientious contributing individuals who will continue as lifelong learners.

DISTRICT GOALS AND PRIORITIES

GOAL 1: We will increase the authentic engagement of ALL parents in the education of their children, and reach out to ensure all students are advocated for and provided an opportunity to learn and thrive. We will establish an atmosphere of trust and teamwork and provide our families, faculty and staff with an increased "voice" through open, honest two-way communication.

GOAL 2: We will invest in our workforce through meaningful, sustained professional development and helpful informative feedback on their performance.

GOAL 3: We will maintain financial sensitivity to the needs of property owners in the district and provide fiscal excellence and stability.

GOAL 4: Schoharie High School graduation rate will be 100% and all students will demonstrate mastery in the nine graduation competencies.

GOAL 5: Establish and maintain a positive school climate and culture at the elementary and secondary level.

GOAL 6: Increase staff ability to integrate instructional technology to enhance student engagement and achievement.

GOAL 7: We will regularly evaluate and hold accountable our Superintendent of Schools.

Building Goals and Priorities

Our planned professional development also aligns with our buildings' missions, goals and priorities.

High School Goals and Priorities

HIGH SCHOOL GOALS AND PRIORITIES

1. Increase parent/guardian engagement and involvement in school activities and initiatives.
2. Improve school climate by employing Positive Behavioral Intervention and Supports (PBIS) for students, and training on the Dignity for All Students Act (DASA) for employees.
3. Seek service learning opportunities for each grade level (7-12) through collaboration with class advisors and community organizations.
4. Increase literacy across content areas by focusing on cross-curricular lessons, units, and school events.

MISSION STATEMENT

The mission of Schoharie Jr./Sr. High School is to educate the next generation of college and career-ready citizens of our global community. We aspire to provide a solid educational foundation and prepare our students for the real world. We do this by ensuring safe, positive, and supportive academic, vocational, and extra-curricular environments.

VISION STATEMENT

The vision of Schoharie Jr./Sr. High School is to collaborate with all stakeholder groups to help students become critical thinkers who have the ability to honor and recognize the individual differences of others. We will prepare students to make positive contributions to their community by providing an environment of mutual respect and positivity. Clear communication of expectations and the education of the whole child will be the focus of our work.

Elementary School Goals and Priorities

ELEMENTARY SCHOOL GOALS AND PRIORITIES

Goal 1: We will provide students purposeful opportunities aligned with the curriculum to read, because we know the more you read, the better a reader you become.

Goal 2: We will support students' ability to think quantitatively.

Goal 3: We will provide, seek out, and implement professional development in the ELA and Math to improve academic achievement.

Goal 4: School Climate and Culture: We will create and maintain a positive environment where transparency and two-way communication are valued and encouraged.

VISION STATEMENT

Students will succeed when teachers, staff, and families together meet their physical, social, emotional, and academic needs within a safe and supportive environment as they progress to secondary education.

The Professional Development Committee will use these goals along with teacher surveys to design the PD, offering choice wherever possible in order to differentiate instruction taking into account learning style and prior knowledge. PD is planned and implemented to target specific grade levels. Some opportunities will be for the elementary school, some will be for the high school, and most will be district-wide. The PD will include a teacher reflection piece. The reflections will be used as part of the committee's assessment of the impact of the PD.

Personal Professional Development Goals

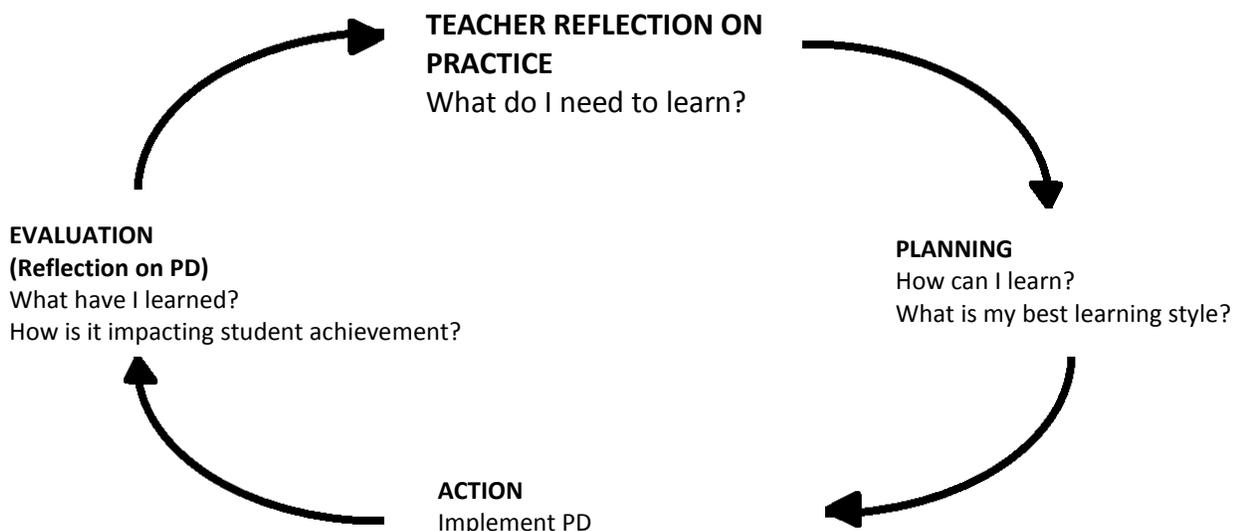
The Professional Development Committee recognizes the importance of personal professional goals. Toward this end, teachers are allowed and encouraged to complete high quality professional development outside of the district.

Teachers seeking to pursue their personal professional development goals must submit their ideas through the My Learning Plan system to the superintendent for approval. The superintendent will ensure that the requested PD complies with NYSED guidelines is rigorous and tied to current learning standards. Content of courses, workshops, and other professional development experiences submitted for Professional Development Hours should be directly related to the Ten Standards of High Quality professional development adopted by the NYS Board of Regents:

PD designed on data	Content knowledge and quality teaching	Researched-based professional learning
Collaboration	Diverse learning	Student learning
Parent, family, community engagement	Data driven professional development	Technology
	Evaluation	

Teachers seeking to attend a professional conference will also submit an educational conference request form so that the administration can ensure that the professional development is provided in such a way as to minimize the time that teachers are away from their students and classrooms.

Teachers seeking to pursue their personal professional development goals will be encouraged to follow the following cycle of reflection, planning, action, and evaluation.



Professional Learning Opportunities and Delivery Models

The PD Committee recognizes the special needs of adult learners and the importance of offering choice wherever possible in order to differentiate instruction by learning style and prior knowledge. The committee, other administrators, individual teachers, and groups of teachers organize and support many professional learning opportunities.

Professional Development opportunities will be rigorous and tied to the current learning standards. Opportunities presented in Appendix D are connected to district goals and expected outcomes.

An approved list of professional development providers are found in Appendix E.

A list of district-provided professional development activities for this school year is included in Appendix D.

District Professional Development Days

During the 2016-2017 school year, Schoharie Central School teachers will participate in the equivalent of four professional development days. The planning of the content and structure of these days is developed and directed by the PD Committee.

Related State Mandates

APPR

Schoharie's APPR is in the process of transitioning from our approved plan under §3012-c to §3012-d. It will conform to New York State Commissioner's regulations. It is designed to evaluate and foster professional growth to impact student achievement.

The Mentoring Program

Schoharie Central Schools has an active Mentoring Program led by a Mentoring Coordinator. The Mentoring program was designed to comply with subdivision (dd) of section 100.2 of New York State's Regulations of the Commissioner of Education. The design and operation of the Mentoring Program is more thoroughly discussed in Appendix B.

100 Hours of Professional Development for Certified Teachers after 2004

As required in Commissioner's Regulation 80-3.6 (b)(1), Professional certificate holders must complete 100 hours of professional development every five years in order to maintain their certification. Schoharie Central Schools will provide the opportunities to maintain such certificates through appropriate documentation of attendance in the following activities:

- Mentor Program
- Staff Development Days
- Pedagogy presentations/discussions at faculty meetings, curriculum meetings, grade-level or team meetings, department meetings, etc.
- Attendance at high quality professional development within or outside of the district in pursuit of their personal professional development goals.

100 hours for Teaching Assistant III certificate holders

As required in Commissioner's Regulation 80-3.6 (b)(1), Teaching Assistant III certificate holders must complete 100 hours of professional development every five years in order to maintain their certification. Schoharie Central Schools will meet this requirement through appropriate documentation of attendance in the equivalent of four professional development days totaling a maximum of 20 hours yearly or 100 hours over the five-year period. Teaching assistants may also request to attend other professional development activities during their employment.

Long-term Substitutes

Board-appointed long-term substitutes are expected to attend district professional days and may request to attend other professional development activities during their employment.

Dignity for All Students Act

Schoharie Central Schools provides training for all employees as required under the Dignity for All Students Act.

Teacher Coaches

Schoharie Central Schools will provide the opportunity for teacher coaches to maintain their required first aid and CPR training.

Evaluation

Quality professional learning and teaching starts with an end goal in mind. With our clearly defined goals, the PD Committee can carefully plan and implement the appropriate professional development. When combined with district provided resources, it will enable our teachers and students to achieve these goals.

As defined by Learning Forward, “the term ‘professional development’ means activities that—... (B) are sustained (not stand-alone, 1-day, or short term workshops), intensive, collaborative, job-embedded, data-driven, and classroom-focused.” Thus, the Schoharie Central School district recognizes that reaching professional goals will take time and will occur in steps. The focus of the PD committee’s evaluation will be on obtaining the measurable outcomes of these intermediate steps.

The PD Committee will use a variety of evaluation methods to assess the effectiveness of each professional development opportunity. These methods range from informal conversations with participants and presenters to small-group discussions and written, formal evaluations completed at the end of each program, as well as the continual needs analysis.

For every professional development day, time will be reserved for 30 minutes of small group discussion and written evaluation to recap and assess the effectiveness of the PD and its instructor.

References

LEARNING FORWARD: THE PROFESSIONAL LEARNING ASSOCIATION

<http://learningforward.org/publications/implementing-common-core>

APPENDIX A

**Professional Development Committee Faculty Members
2016-2017**

Co-Facilitators:

Amie Hausmann
Debbie Schaffer

Members:

Jenn Bellen
Adriene Bush
Lisa Devaren
Anne Donzelli
Stephanie Hammond
Megan Langan
Sharon Larson
Jen McClure
Wendy Molle
Janna O'Leary
Cheryl Rogers
Jeannie Scofield
Amy Smith

APPENDIX B

The Mentoring Program

Schoharie Central Schools has a Mentor Coordinator. The Mentor Coordinator is responsible for the implementation, monitoring and evaluation of the Mentor/Mentee Program and serves as the liaison between the Mentor/Mentee Steering Committee, Mentees and Administration.

The Mentor Coordinator responsibilities include: recruiting, reviewing mentor applications, and assigning mentors who are tenured and in good standing, developing and conducting required workshops (5x/year for Level I, 3x/year for Level II and their mentors) and conducting annual program evaluation, and coordinating/facilitating the 2-day New Mentor Training Workshop (summer). The coordinator is also responsible for: addressing concerns of the mentor/mentee pairs, monitoring the completion of required documentation, communicating budgetary/professional development recommendations to administration, and facilitating the Steering Committee meetings.

The Mentor/Mentee Steering Committee is a sub-committee of the Professional Development Committee comprised of four (4) STA members appointed to a three (3) year term by the Association President and two (2) administrators appointed by the Superintendent. The Steering Committee will meet with the Mentor Coordinator at least three (3) times each year to ensure the Mentor Program is successful. The Steering Committee will review the performance of the Mentor Coordinator and will make a recommendation to renew the appointment or to seek a new Mentor Coordinator to the Superintendent of Schools no later than May 30 every year.

Responsibilities of the Mentor

The role of the mentor is to guide and support the new teacher (mentee). This position must play no role in the evaluation of the Mentee, nor provide specific intervention at the request of an administrator. Rather, it is the needs and wishes of the Mentee that shall guide the supports offered.

There will be two levels of Mentees, Level I and Level II. All teachers new to the district, no matter their previous experience, will receive a Mentor. Mentors will be limited to two (2) Level I Mentees in a given year. Level II Mentees are those teachers continuing employment from Level I or teachers with prior experience in the district who are either

changing grade levels or job titles. Mentors may have up to five (5) Level II Mentees at the same time, but may have any number fewer than five (5).

Mentor responsibilities include: participating in required workshops, meeting weekly with Level 1 Mentees for a minimum of one (1) hour, meeting with Level II Mentees as needed/requested for a minimum of one (1) hour per month, and completing all required documentation, including but not limited to weekly logs. They are also responsible for providing feedback, strategies, suggestions and guidance to the Mentee(s), using training materials, as agreed upon by the Steering Committee, to implement the program with fidelity, and completing an annual evaluation of the program and make recommendations for improvement.

Responsibilities of the Mentee

Level I Mentees are responsible for: attending one (1) half-day Orientation Workshop, participating in the Mentor/Mentee Program for a full-year, participating in at least one (1) hour of weekly contact with their Mentor (face-to-face, electronic, etc.), maintaining the required Log of Activities, participating in five (5), 90-minute, bi-monthly meetings.

Level II Mentees are responsible for: attending one (1) half-day Orientation Workshop, participating in the Mentor/Mentee Program for a full-year, participating in three (3), 90-minute, mandatory meetings, participating in contact with their Mentor (face-to-face, electronic, etc.) as required for no less than 10 hours a year, and maintaining the required Log of Activities.

APPENDIX C
EDUCATIONAL CONFERENCE REQUEST FORM

Employee Name: _____

Conference Title: _____

Dates of Conference: _____

Conference Sponsor: _____

Date and Time of Departure: _____

Date and Time of Return: _____

Number of days substitute teacher needed: _____ days.

Estimated Expenses:

Registration Fees	\$ _____
Meals	\$ _____
Lodging	\$ _____
Transportation	\$ _____
Other	\$ _____

Total: _____

Submit this request to the following people as applicable: Department Chairman or Content Area Coordinator or Director of PS as appropriate for approved signatures. It will then be forwarded to your Principal. This process should start at least 15 days prior to the conference. Attach detailed conference information. Approval will be accomplished only by filling out the Education Conference Request form and securing the required signatures for final authorization by the Superintendent.

This form is not for the purpose of authorizing reimbursement or payment of conference expenses such as a registration, meals, lodging, transportation/mileage, or other expenses. It also does not provide authorization for professional development credit. Authorization given on this form is only an indication of the employee's permission to attend a conference, which may be at their own expense, and the District will provide a substitute. A valid purchase order, signed by the District Purchasing Agent, is required for reimbursement of any conference-related expenses. Receipts and proof of attendance must be submitted to the Business Office after the conference.

Approval: Department Head or Supervisor _____ Date _____

Principal or Director of Curriculum & PS _____ Date _____

Superintendent or Asst. Supt. – Business _____ Date _____

NOTE – All expenditures must be accompanied by receipts, attached to your claim. The school is tax-exempt; therefore, a Tax-Exemption Certificate must be secured from the Business Office before leaving on an overnight trip.

APPENDIX D

District-Provided Professional Development Activities for the 2016-2017 School Year

PD DATE	ACTIVITY/TOPICS
September 6 (full day)	<ul style="list-style-type: none"> • Dr. Andrew Shannock (DDI, using data to guide RTI, everyone is responsible to provide support, psychologist) • legal requirements (Sexual Harassment, Right to Know, Violence Prevention) online <i>Cap Region BOCES</i> • Dr. Kushner (interventions for vision therapy) -Interventionists
September 12 th (faculty meeting)	<ul style="list-style-type: none"> • DASA training for HS <i>In district staff</i>
TBA	<ul style="list-style-type: none"> • iPads for DIBELS- for ES
TBA	<ul style="list-style-type: none"> • Handle with Care Training –for involved staff <i>In district staff</i>
TBA	<ul style="list-style-type: none"> • PBIS (Kevin) -for HS <i>Cap Region BOCES</i>
TBA	<ul style="list-style-type: none"> • Wonders training +/-or Go Math -for ES <i>McGraw-Hill / Houghton-Mifflin</i>
October 6 (full day)	<ul style="list-style-type: none"> • SMARTboards Intro for ALL TEQ • training on MyLearningPlan (BOCES) for ALL • training on i-Ready (K-8) <i>Cap Region BOCES</i> • Google Training for ALL <i>In district staff</i>
March 22 (half day)	Technology in the Classroom <i>TEQ</i>
May 19 (half day)	Vertical Alignment of Curriculum
TBA	IEP Development (Special Education and

	Therapists) <i>In district staff</i>
TBD (faculty meeting)	Data Collection
TBD	New Science Standards, if approved (HS Science and ES Classroom)

Appendix E

Professional Development Providers

Local Education Groups:

Capital Region BOCES
Washington-Saratoga-Warren-Hamilton-Essex BOCES (WSWHe) BOCES
Broome-Delaware-Tioga BOCES
Cattaraugus-Allegany-Erie-Wyoming BOCES
Cayuga-Onondaga BOCES
Champlain Valley Educational Services
Center for Instruction, Technology & Innovation (CiTi)
Delaware-Chenango-Madison-Otsego BOCES
Dutchess BOCES
Erie 1 BOCES
Erie 2 Chautauqua-Cattaraugus BOCES
Franklin-Essex-Hamilton BOCES
Genesee Valley Educational Partnership
Hamilton-Fulton-Montgomery BOCES
Herkimer-Fulton-Hamilton-Otsego BOCES
Jefferson-Lewis-Hamilton-Herkimer-Oneida BOCES
Madison-Oneida BOCES
Monroe 1 BOCES
Monroe 2 BOCES
Nassau County BOCES
Oneida-Herkimer-Madison BOCES
Onondaga-Cortland-Madison BOCES
Orange-Ulster BOCES
Orleans-Niagara BOCES
Otsego Northern Catskills BOCES (ONC)
Putnam-Northern Westchester BOCES
Questar III BOCES
Rockland BOCES
St. Lawrence-Lewis BOCES
Schuyler-Steuben-Chemung-Tioga-Allegany BOCES (Greater Southern Tier)
Eastern Suffolk BOCES
Western Suffolk BOCES
Sullivan BOCES

Tompkins-Seneca-Tioga BOCES
Ulster BOCES
Wayne-Finger Lakes BOCES
Southern Westchester BOCES
CASDA
Capital District Teacher Center
NERIC
Schoharie Central Schools
Other New York State School Districts

Individual People:

Andrew Shannock
Dr. Kushner

Content Area Organizations:

NYLA (Library)
IRA (Reading)
NYSUT
Science organization
Math organization
Music
Handle with Care
Art
PE
RSE-TASC (SpEd & ESL/ELL)
Social Studies
Foreign Language
Technology
Home and Careers
Business

Product/Service Providers:

i-Ready
Houghton-Mifflin
Scholastic
McGraw-Hill

TEQ
Bureau of Education and Research (BER)
Learning Forward
Whispering Pines
RTI-M
IEP-Direct
Centris
MyLearningPlan
Educational VISTA

Colleges/Universities:

SUNY Albany
College of St. Rose
Union College
SUNY Oneonta
SUNY Cobleskill
RPI
Russell Sage
Other New York State Colleges and Universities