



Professional Learning Plan
2019-2022

WASHINGTON-SARATOGA-WARREN-HAMILTON-ESSEX (WSWHE)
BOARD OF COOPERATIVE EDUCATIONAL SERVICES (BOCES)
PROFESSIONAL LEARNING PLAN

BOCES: Washington - Saratoga -Warren - Hamilton -Essex

BEDS CODE: 649000 00 0000

SUPERINTENDENT: James Dexter _____

ADDRESS: Hudson Falls New York 12839

PHONE: (518) 581-3310 FAX: (518) 581-3319 E-MAIL: jdexter@wswheboces.org

YEAR (S) PLAN IS EFFECTIVE: 2019-2022

Composition of Professional Learning Planning Team

	<u>BOCES-wide Team</u>	<u>Divisional Teams</u>
# administrators	<u>4</u>	teams <u>19</u>
# teachers	<u>7*</u>	
# teaching assistants	<u>1*</u>	
#others <u>4</u> (specify roles below)		
Lead Coordinator SSS (1)		
Asst. Director SSS (1)		
Director of Personnel Dev. (1)		
District Superintendent Designee (1)		

* Selected by Southern Adirondack BOCES Employee Association (SABEA)

**PROFESSIONAL LEARNING PLANNING (PLP) COMMITTEE
2019-2022**

NAME	POSITION	AFFILIATION	TERM Began On:
Sarah Battiste	Lead Coordinator for Curriculum and Instruction	School Support Services	2016
Dianna Collura	Assistant Principal	Sanford Street Teaching and Learning Center	2019
Clay Corey	Teacher, CTE Welding	Myers Education Center/Southern Adirondack Education Center	2019
Mike DeCaprio	Assistant Director for Professional Learning	BOCES – Wide	2019
Maureen DeLuke	Therapist	BOCES – Wide	2019
Nancy DeStefano	Assistant Superintendent for Instructional Programs	BOCES – Wide	2016
Jo James	Teacher	Southern Adirondack Education Center	2019
Michelle Maddalla	Teacher, CTE ELA	Myers Education Center	2019
Sarah Matarazzo	Building Principal – ELD	Southern Adirondack Education Center	2019
Karen Monastero	Teacher, CTE ELA	Southern Adirondack Education Center	2019
Lynne Mitchell	Teaching Assistant	Sanford Street Teaching and Learning Center	2019
Lisa Palmer	Director of Personnel Development and Improvement	BOCES-Wide	2019
Paul Piotrowski	Social Worker	Southern Adirondack Education Center	2019
Anne Rode	Administrator for Special Programs	BOCES – Wide	2019
Matt Young	Teacher – CTE Culinary	Southern Adirondack Education Center	2016

SECTION I:
OVERVIEW

A. PROFESSIONAL DEVELOPMENT PLANNING TEAM (PDPT)

1. *Describe briefly how the BOCES-wide plan will ensure that the needs of divisions within the BOCES are met.*

This three-year plan continues the focus from the previous plan on *staff* and professional development needs, goals, strategies, and activities for teachers and related service providers, and teaching assistants within the WSWHE BOCES.

The plan's purpose is to improve the quality of teaching and learning for teachers and students. Most of the BOCES instructional *staff* are located within the instructional services area. Many teachers are located in component school districts as well as at BOCES sites.

Teachers as well as related services providers are also supported through a collegial team structure based on a consensus decision-making process. Program administrators are included in this process, too, relative to their area(s) of responsibility. This team structure has a long history as a part of the BOCES. Membership is based on the professional assignment of the individual teacher and related service provider. It is optional for a teaching assistants to attend the team meeting of the teacher to whose classroom he/she is assigned. There are 18 teams, each with a team leader: 9 for Career and Technical Education and or Early College Career Academy (ECCA); 10 for Exceptional Learner Division. Divisional team leader meetings are held regularly, as are meetings between program administrators and individual team leaders.

The role and responsibility of each team is to:

- Focus on student outcomes through program improvement and curriculum development;
- Ensure accountability through clear communications and dissemination of information;
- Promote professional growth and development.

The team leaders will use the Professional Development Plan goals as a basis for planning. Suggestions for *staff* and professional development will be incorporated, where possible, in annual revisions of the multi-year plan.

In addition, the Assistant Superintendent for Instructional programs and Executive Principal will meet periodically to promote joint planning and decision making in all areas, including *staff* and professional development.

Thus, the *staff* needs for professional development within the BOCES will be met through this plan. Satisfying this need also includes offering sufficient activities in scope and number so that *staff*, where appropriate, can satisfy the 100-hour requirement for professional development according to Commissioner's Regulations.

2. *Please identify how a teacher will be involved with staff/professional development on an annual basis. This may include the planning, delivery, application, and/or evaluation of professional development activities.*

The BOCES is committed to supporting the staff/professional development of its teachers, related service providers and teaching assistants. This three-year plan will guide our *efforts*, and is inclusive of *staff*

activities to be undertaken in 2016 - 2019. WSWHE BOCES *staff* not subject to the 100 hour PD requirement are encouraged to complete a minimum of 20 hours of *staff* development that address the goals of this plan.

A standards-based *staff/professional* development process is already in place, and is to be continued. An analysis of the 2014 - 2015 *staff/professional* development attendance demonstrates that:

NOTE: UPDATED

- Approximately 377 instructional *staff* members (teachers and others) have been involved in such development each year;
- Over 18,000 hours were requested in AESOP between July 1, 2016 through June 26, 2019 for *staff* to attend an conference or workshop;
- All standards areas are represented;
- Over 3,500 activities of *staff* development were logged between 2016 - 2019;
- Most events have been at least a one-half day to a full day's experience.

This analysis was-based on the reports generated from AESOP identifying requests for absences from *staff* to attend a conference or workshop between July 1, 2016 and June 26, 2019.

In 1999-00, the original Professional Development Planning Team (PDPT) developed a set of "Guiding Principles." The team saw that there were three areas around which principles clustered: meeting the learning needs of students; keeping current with the profession; and continuing *staff/professional* development. The current team believes that these "Guiding Principles" are still relevant with the addition of teaching assistants.

- v' Meeting the learning needs of all students (including but not limited to Autistic, culturally diverse)
 - o Help teachers, teaching assistants, long term substitutes and related service staff improve student achievement
 - o Meet needs of diverse learners
 - o Promote effective career development of students
 - o Help all students improve their analytical skills
 - o Meet different learning styles of students
 - o Support and promote positive school climate in which students feel valued as learners and as members of a community
 - o Meet social and emotional needs of students
- v' Keeping current with the profession
 - o Promote collegiality/collaboration among teachers, and teaching assistants, long term substitutes and related service staff
 - o Encourage good use of all resources and avenues for professional development o Meet both *staff* and organization needs
 - o Immerse all *staff* in their major discipline
- v' Embedding *staff/professional* development into practice
 - o Promote peer support among teachers, teaching assistants, long term substitutes and related service staff .
 - o Support practical development activities that teachers, teaching assistants, long term substitutes and related service staff can implement immediately
 - o Take a systems approach (i.e., BOCES-Wide Organizational Initiative, i.e., Literacy)
 - o Is realistic and achievable
 - o Is inclusive of strategies and activities
 - o Has teachers teaching teachers and teaching assistants and vice versa – mentoring program

In addition to the three areas above, the PDP team will evaluate the effectiveness and implementation of the plan through the understanding that developing *staff* is the key to the success of the plan.

Continuing Teacher and Leader Education

Acceptable professional development for CTLE must be taken from a sponsor approved by the New York State Education Department, or an approved consultant by the BOCES. A consultant list is attached as Appendix II. The list will be updated as necessary two times a year.

Acceptable CTLE shall be study in the content area of any certificate title held by the individual or in pedagogy, and include any required study in language acquisition addressing the needs of English language learners. Acceptable CTLE must be conducted through activities designed to improve the teacher, teaching assistant, or leader's pedagogical and/or leadership skills, targeted at improving student performance, including but not limited to formal CTLE activities. Such activities also shall promote the professionalization of teaching and educational leadership, as applicable, and be closely aligned to district goals for student performance.

Generally, professional development activity hours may be considered to accrue according to the number of clock hours spent in the activity, e.g., in service workshop, conference session, etc. However, the WSWHE BOCES administration has the discretion to set the number of hours awarded for other activities, such as research, attendance at professional meetings, mentoring, etc. In the case of credit-bearing college courses, Commissioner's Regulations stipulate that each semester hour of credit is equal to 15 hours of professional development, and each quarter hour of credit is equal to 10 hours of professional development.

The PDPT will review the various types of events/activities that will meet the 100-hour requirement as soon as such guidance is available by the Commissioner of Education. The following list is an example of activities that may be approvable. It is not an all-inclusive list.

- Conferences (including Superintendent's Conference days)
- Professional association meetings (collaborative groups)
- Class/program visitations (include internal and external sites)
- Research involvement
- Presentations (as a presenter and encouraging teachers to do them)
- Specific training programs (i.e. TEACCH; Boys Town, Therapeutic Crisis Intervention)
- Scoring assessments and training assessors *
- Supervisions for interns student teachers; mentor-intern program/process*
- Curriculum writing (include constructing curriculum maps)*
- College and University courses and programs (as instructors or students)
- Technology training/workshops, etc.
- District staff/professional development (participation for itinerants)
- New *staff* orientation program (New Teacher Academy, New & Not So New, etc)
- Webinars

*Indicates PD applicable to teachers only.

B. NEEDS/DATA ANALYSIS FOR PROFESSIONAL DEVELOPMENT PLAN

1. *Describe how the professional development plan is aligned with New York State (NYS) learning standards and assessments and student needs.*

The needs, goals, strategies, and activities of the plan use the NYS Learning Standards and assessments as a foundation. The BOCES plan indicates continuation of the standards-based staff/professional development activities, linked to the plan's priorities.

Needs assessment information will be used to identify student strengths and weaknesses.

These will include a review of:

- The NYS learning standards as need areas for professional development
- Regional summary data on student performance on the State assessments in English Language Arts (ELA) and Math, grades 3-8, and Regents examinations
- Results from testing of students in the BOCES Career and Technical Education program on the Regents in ELA
- Student attendance data for Special, Alternative, and Career and Technical Education students within the BOCES
- Past BOCES Report Cards
- Aspects of the BOCES annual enrollment report to the Board of Education
- Technical Assessments

Needs data will be gathered on a yearly basis from teachers and teaching assistants. Possible data sources may include surveys, team meeting minutes, faculty and divisional meetings, and the committee's perspectives.

2. *Describe how the professional development plan is continuous, reflecting a multi-year approach to improve student performance.*

This BOCES has had a standards-based staff/professional development program, and will be continuing that. This is a multi-year plan, built on past planning and current implementation. This three-year plan provides an opportunity to continue capacity building among PDPT members and others, including teaching assistants. Staff/professional development plans of individuals clearly define and differentiate between staff development (the organization's responsibility for developing its staff) and professional development (the individual's responsibility for developing him/herself as a professional).

3. *Describe how needs, goals, objectives, strategies, activities, and evaluation standards were developed.*

The WSWHE BOCES PDPT developed each section of the plan as a group, using data available. The team met several times throughout the year as a group. Team members went to staff for input to bring back to the meetings. Each meeting used a consensus approach to ensure the process for working together as a team was respectful of each individual's perspectives.

C. NEEDS ASSESSMENT SOURCES

- Career and Technical Education Report Card
- School District Report Card (summary data)
- Electronic Personnel Master File (EPMF) data
- Student attendance rates
- Student performance results
- State benchmarks for student performance
- Teacher and teaching assistant surveys (formal and informal)
- Other (specify):
 - BOCES annual student enrollment and staffing report
 - NYS learning standards document
- Conference attendance database

**SECTION II: GOALS/FOCUS AREAS
2019-2022**

ORGANIZATIONAL DEVELOPMENT

BOCES provides professional development in the following areas to improve staff capacity and improve student performance:

1. **LEARNING STANDARDS, ASSESSMENTS AND INSTRUCTION-NYS
Learning Standards & National Credentials**

Students will demonstrate literacy and problem-solving skills in the learning standards areas as needed to be successful in their education and careers, and to be contributing members of society.

2. **CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)**

Students will be prepared with the career development skills necessary to make a successful transition from the classroom to the workplace and/or secondary education.

3. **BEHAVIOR MANAGEMENT – i.e., TCI, Boystown, DASA**

Students will demonstrate the knowledge, skills, and attitudes needed to interact productively in the classroom, in the workplace, in society and at home.

Professional Learning Plan for 2019-2022

Goal 1: Learning Standards, Assessments and Instruction

Focus Area	Activities	Who	Time Frame	Performance Indicator
<p>Focus 1 Develop and align curriculum with the following outcomes:</p> <ul style="list-style-type: none"> • Next Generation ELA and Math Standards • NYS Science Standards • NYS Social Studies Framework • NYS Learning Standards for the Arts • Mental Health requirements • Current business and industry standards (CTE) 	<p>1a: Provide new staff training on building awareness of the Next Generation ELA and Math Standards.</p> <p>1b: Review and update maps in all content areas to ensure they are aligned to the appropriate state standards (ELD maps, Academic CTE maps).</p> <p>1c: Review and update maps to ensure they are aligned to current business/industry standards (CTE maps)</p> <p>1d: Continue to add the new mental health requirements to the K-12 curriculum maps.</p> <p>1e Continue to develop lesson and project activities to maps that are aligned with the appropriate state standards and industry standards.</p>	<p>Assistant Superintendent for Instructional Programs</p> <p>Lead Coordinator of Curriculum and Instruction</p> <p>Building Principals</p> <p>Consensus teacher teams</p>	<p>1a: 2019-2021 school year</p> <p>1b: complete by 2020-2021 school year</p> <p>1c: each program up for re-approval will complete within their approval cycle 2019-2022</p> <p>1d: 2019-2020 school year</p> <p>1e: ongoing throughout 2019-2022</p>	<p>Documentation in the Rubicon Atlas Mapping System</p> <p>Grades 3-8 Math and ELA state test results</p> <p>Regents exam pass rate</p> <p>Local Literacy Benchmark Assessment results</p> <p>CTE technical assessment pass rate</p>

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Focus Area	Activities	Who	Time Frame	Performance Indicator
<p>Focus 2 Implement research based instructional strategies associated with our organizational common instructional language.</p>	<p>2a: Continue to provide new teacher training opportunities focusing on explicit instruction.</p> <p>2b: Continue to implement the explicit instruction model in all divisions.</p> <p>2c: Continue to learn about project based learning, specifically the 8 elements for a gold standard project.</p> <p>2d: Implement teaching strategies to cognitively engage students in the classroom.</p>	<p>Assistant Superintendent for Instructional Programs</p> <p>Building Principals</p> <p>Program Teachers</p> <p>Lead Coordinator of Curriculum and Instruction</p>	<p>2a: Occurs annually during the month of October and November during 3 year cycle</p> <p>2b: ongoing 2019-2022</p> <p>2c: <u>2019-2022</u> -continue to learn the 8 gold standards elements 2019-2020 -sustained inquiry -Authenticity -Student voice/choice <u>2020-2021</u> -Reflection -Critique and revision -Public product 2021-2022 -full project development</p> <p>2d: annually throughout 2019-2022</p>	<p>2b-2d: Documentation in the Rubicon Atlas Mapping System</p> <p>2a-2d: Grades 3-8 Math and ELA state test results</p> <p>2a-2d: Regents exam pass rate</p> <p>2a-2d: Local Literacy Benchmark Assessment results</p> <p>2a-2d: CTE technical assessment pass rate</p> <p>2d: Student discipline data, ALE data, Boys Town Data, Student Attendance Data; etc.</p>

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Goal 1: Learning Standards, Assessments and Instruction

Focus Area	Activities	Who	Time Frame	Performance Indicator
<p>Focus 3 Educate staff on how to monitor and evaluate the use of appropriate assessment tools for gathering evidence of student learning and apply those tools to instruction.</p>	<p>3a: Continue to use data driven instructional meetings to identify student learning needs (ELD)</p> <p>3b: Introduce Data Driven instructional model and practice using data with the Atlas discussion protocol. (CTE)</p> <p>3c: Continue to use and monitor formative and summative tools to promote literacy, problem solving, student achievement and performance predictability within the classroom (daily checks for understanding, performance based learning, standards aligned assessments)</p>	<p>Assistant Superintendent for Instructional Programs</p> <p>Building principals</p> <p>Program Teachers</p> <p>Lead Coordinator of Curriculum and Instruction</p>	<p>3a: ELD teachers will select quarterly data meetings at the beginning of each year and meet to discuss data results during each school year 2019-2022</p> <p>3b: 2019-2020 -provide DDI training, practice the process with triad teams</p> <p>2020-2021 -establish quarterly data meeting for each program</p> <p>3c: annually during the three year cycle</p>	<p>3c: Documentation in the Rubicon Atlas Mapping System</p> <p>3a-3c: Grades 3-8 Math and ELA state test results</p> <p>3a-3c: Regents exam pass rate</p> <p>3a-3c: Local Literacy Benchmark Assessment results</p> <p>3a-3c: CTE technical assessment pass rate</p>

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Goal 2: CAREER DEVELOPMENT AND OCCUPATIONAL STUDIES (CDOS)

Focus Area	Activities	Who	Time Frame	Performance Indicator
<p><u>Focus Area 1</u></p> <p>Integrate new and innovative technologies into instruction to reflect industry standards</p>	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> Connect with consultant committees to teach staff about new technologies used in the workplace Support trainings for cutting edge technology Train or re-train staff to include classroom TA's to support instruction on new technology 	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> WBL School Counselors Social Workers and SLP's Assistant Superintendent Executive Principal Program Principal Teachers 	Ongoing 2019-2022	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> Lesson plans Atlas maps Unit plans Employability profiles Training provided and the number who attend/complete training
<p><u>Focus Area 2</u></p> <p>Integrate and assess acquisition of work behavior skills and soft skills by students</p>	<p><u>Focus Area 2</u></p> <ul style="list-style-type: none"> Use existing tools to demonstrate knowledge of appropriate work readiness skills Incorporate and assess soft skills into performance based tasks in the classroom/lab setting 	<p><u>Focus Area 2</u></p> <ul style="list-style-type: none"> School Counselors WBL Teachers/staff Student self-reflection 	Ongoing 2019-2022	<p><u>Focus Area 2</u></p> <ul style="list-style-type: none"> Review of assessments designed to evaluate student knowledge and acquisition of skills Employability profiles CTE Portfolio Internship Training Plan

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Goal 3: BEHAVIOR MANAGEMENT

Focus Area	Activities	Who	Time Frame	Performance Indicator
<p><u>Focus Area 1</u> Familiarize all staff with:</p> <ul style="list-style-type: none"> • Current federal and state laws • Revised code of conduct, • Administrative regulations <p>As they relate to the student Behavior Management Systems.</p>	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> • Disseminate and review, federal and state laws, Board of Education policy, administrative regulations and behavior management documents through opening day agendas, faculty meetings and team meetings • Use faculty meetings to help develop an understanding of Behavior Management process/system. • Provide access to student behavior information to staff as appropriate and involve staff in the development of documents such as ICMPs, BIPs, FBAs, IEPs as appropriate 	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> • All instructional and support staff • Substitutes, Long-term and daily as appropriate • Building Administrators • Executive Principal • Assistant Superintendent <p>Developed by:</p> <ul style="list-style-type: none"> • Instructional Team and support staff • Administrators <p>As guided by other governing bodies (i.e. NYSED, BOE, etc)</p> <p>Monitored by:</p> <ul style="list-style-type: none"> • Instructional team • Support Staff • Administrators • Other parties as appropriate 	<p>2019-2022 ongoing</p>	<p><u>Focus Area 1</u></p> <ul style="list-style-type: none"> • Attendance at workshops and conferences in MLP and AESOP • Skills room data tracking logs for Boys Town • Card reviews and teacher records for Boys Town • School Tool Reports on Attendance, Discipline incidents, Suspension records • Notes from Debriefing meetings in ELD

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Goal 3: BEHAVIOR MANAGEMENT

Focus Area	Activities	Who	Time Frame	Performance Indicator
<p><u>Focus Area 2</u></p> <p>Provide formal training for all staff, as appropriate, in approved behavior management models such as:</p> <ul style="list-style-type: none"> • Boys Town Specialized Classroom Management System • TCIS • Others as approved <p>Provide implementation support to staff for approved behavior management models in programs/classrooms to assure fidelity to the model.</p>	<p><u>Focus Area 2</u></p> <p>Activities and programs to help teach appropriate behavior to students may include:</p> <ul style="list-style-type: none"> • Boys Town Specialized Classroom Management System • TCIS • DASA training, lessons, awareness activities • Autism Awareness • Mental Health Awareness and training • FBA development • BIP development • "Professional Skills" curriculum • Trauma Informed schools training 	<p><u>Focus Area 2</u></p> <ul style="list-style-type: none"> • Specific Approved Trainers • Instructional Staff in ELD and CTE • Support Staff in ELD and CTE • Administrators in ELD and CTE 	<p><u>Focus Area 2</u></p>	<p><u>Focus Area 2</u></p> <p>Data tracking staff participation to become certified and remain certified in TCIS</p> <p>Boys Town Social Skills curriculum will be utilized within identified BOCES programs.</p> <p>Data is tracked through a common tool used in all Skills Rooms, Data Sweeps, and Teacher records</p> <p>All appropriate staff will be trained in the development and implementation of Behavior Intervention Plans and monitored at classroom level.</p> <p>All staff will receive DASA training annually.</p>

Presenter	Company	Focus
Alexia Ryan	Alexia Ryan	Mentoring
Amanda Bergin	WSWHE	Standards Implementation Data
Annette Romano		Analysis
Benn Glenn	Fisher Agency	Annette Romano
Betty Barrett	Betty Barrett	Standards Implementation
Boystown Trainers	Father Flanagan's Boy's Home Boystown National Community Support Services	Behavior Management
Brenda McGuire	Brenda McGuire	Employee Assistance
Capital District EAP	Capital District EAP	Standards Implementation
Chris Lehman	WSWHE	Technology
Christine Dawson	CISCO	Teacher Leadership
Colleen McDonald, NBCT, NT3 Director		Assessment Programs
College Board	College Board	Technology
Core BTS	Core BTS	Behavior Management
Cornell University	Cornell University	Restorative Practices
David Ashdown	WSWHE	Technology
David Karp, PhD	David Karp, PhD	Data Management Analysis
David l'Hommedieu	WSWHE	Standards Implementation
Diane Quick	Buck Institute	Restorative Practices
Donald Proffitt		Child Abuse
Donalyn Miller		ELA Assessment Scoring
Donna Merlau, Associates in Instructional Services		DASA
Duke Fisher, Skidmore College	Skidmore College	SS Assessment Scoring
Elizabeth Marzano		School Library Implementation
Evelyn Donahue	WSWHE	Restorative Practices
Felicia Watson	Ulster BOCES	Standards
George Gregory		
J'aimie Pfeiffer	WSWHE	
Jasmyrn Story		
Jason Spector		
Jeanne Tribuzzi	Reading and Writing Project Network LLC	
Joe Greco Ph.D		Literacy

Karen Howansky	WSWHE	School Library	Model
Kate Meckillop		Schools	
Katie Hamilton	WSWHE	Arts Standards	
		Standards Implementation	Data
		Analysis	Regulations and
		Compliance	
Katie Jones	WSWHE	Curriculum Processes	
Ken Slentz and Ballston Spa Instructional Team		Teacher Leadership	Administrative
		Leadership	
		Model Schools	
Kerri Pieme	SUNY Plattsburgh		
Laurie Guyon	WSWHE		
Leadership Consulting, LLC			
Leah Holsclaw	WSWHE	Music Standards	
Linda Beck-Fragale	WSWHE	DASA	
Logan Fisher	WSWHE	Literacy	
Lori Strong	Strong Associates	Literacy	
Margaret Jones	WSWHE	Model Schools	
Maria Muldner		Early Learning	
Mary Anne Fantauzzi	WSWHE	Standards Implementation	
Melissa Skellie	WSWHE		
MeridianIT		Technology	
Michael DeCaprio	WSWHE	Standards Implementation	Teacher
		Leadership	Administrative Leadership
Michael Scambelluri	WSWHE	DASA	School
Michelle Powers	WSWHE	Violence	
Nancy DeStefano	WSWHE	TCI	
Nancy Mills		Guidance Program Plans	
National Board for Professional Teaching Standards			
NBCNY Network	National Board for Professional Teaching Standards	Teacher Leadership	
		Model Schools	
Nick Weigand	WSWHE		
NYS DITEP Certified Trainer		Drug Use	
NYSAA Trainer		NYSAA	
NYSUT	NYSUT	Varied	
Partnership for Business Educators	Partnership for Business Educators	Varied	
Patti Simonds	WSWHE	Special Education	
		Technology	
Rich Kiker	Kiker Associates		

Rick Wormelli	Association for Middle Level Education (AMLE)	Assessment	Standards Based
Robert Michael		Grading	
Sandy Paben	Renaissance Educational Consultants	Technology	
Sarah Fink	WSWHE	Science Standards	
SLS Directors		School Library	
Stephanie Affinito	Affinito Literacy Consultants	Literacy	
Stephen Danna	SUNY Plattsburgh	Teacher Leadership	
TEACCH Center	UNC	Administrative Leadership	Science
The Reading and Writing Project	The Reading and Writing Project	Autism	
Thomas Murray	Thomas Murray Associates	Literacy	
Tony Muller	WSWHE	Varied	
Travis Allen and iSchool			
Turina Parker	WSWHE	Varied	
Zone 3 JMT Trainers	WSWHE	Career and Technical Education	
SUNY Plattsburgh	SUNY Plattsburgh	Varied	
Jason Brechko	Jason Brechko	Varied	
Rosemary Christie Renaud	WSWHE	Varied	
Sarah Battiste	WSWHE	Varied	
Celeste 'Cookie' Barker	WSWHE	Science Standards	
Geoff Bizan	WSWHE	Science Standards	
Lisa Palmer	WSWHE	Varied	