Professional Development Plan

Akron Central School District

Patrick McCabe
Superintendent of Schools
Board of Education Approval:
July 10, 2019

A Learning Centered Community Dedicated to its Students

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PROFESSIONAL DEVELOPMENT PLANNING TEAM
(Majority of team members must be teachers)

District Name: Akron Central School	
BEDS Code: 142101040000	
Superintendent: Patrick McCabe	
Address: 47 Bloomingdale Avenue, Akron, NY 14001	
Phone: (716) 542-5010	**Fax: (716) 542-5018**	**E-Mail: pmccabe@akronk12.org**
Year(s) Plan is Effective: 2019-2020	

District Team (Required)

___4___ # administrators/staff

___7___ # teachers

_____ # others (specify roles below)

___**N/A**___ # administrators/staff

___**N/A**___ # teachers

___**N/A**___ # others (specify roles below)

School Team(s) (Recommended)

Danielle Chase	High School Teacher	Dr. Taweepon Farrar	Director of Educational Services
Debra Hart	High School Teacher	Brandon Ricci	High School Principal
Susan Palmer	High School Teacher	Joseph Caprio	Middle School Principal
Michelle Heiderman	Middle School Teacher	Todd Esposito	Elementary Principal
Christina O'Malley	Middle School Teacher		
Claudia Best	Elementary Teacher		
Kristen Corser	Elementary Teacher		

Number of school buildings in district: ___3___

Number of school-based professional development teams: ___0___

Indicate how school team(s), if any, will be represented on district team:

There are no active building based professional development teams. There is only a district professional development team.

If school teams are not represented on the District Professional Development Team, describe briefly how the District Plan will ensure that the needs of schools in the District are met.

Each school principal is represented on the District Professional Development Team. In addition, each building has at least 2 teacher representatives. Through data analysis, faculty meeting input and department and grade level meetings, building needs are identified and addressed through Summer Curriculum work, professional conferences, and release time activities. The Director of Instruction and Educational Services works very closely with each building to plan, schedule and evaluate all building specific activities, which will successfully support all District Level activities. The District Team meets regularly throughout the school year to plan and evaluate all professional development.

CONTINUING TEACHER LEADER EDUCATION (CTLE)

On average, please identify the number of hours a teacher will be involved with professional development on an annual basis. This may include the planning, delivery, application and/or evaluation of professional development activities.

The Board of Regents, at its March 2016 meeting adopted a new Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015. See Attachment I. To support this requirement all teachers regardless of certification will be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants and nurses will be required to participate in a minimum of 15 hours of professional development each year. Time will be required to be recorded in My Learning Plan.

* Suggested activities that will qualify as Professional Development under this Plan:

- Mentoring
- Peer Review of Learning Experiences (units)
- Problem Solving Through Collaboration
- Workshops
- Cases (video review of lessons taught)
- Mini-Seminars
- Action Research/Study Groups
- College Courses
- Conferences
- Curriculum Development
- Team Teaching
- Serve as a Co-operating Teacher for a Student Teacher
- Portfolio Development
- Participation in School Committees
- Faculty Meetings
- Collaboration for Team/Co-Teaching
- Grade Level/Department Meetings
- Site Visits
- Interdisciplinary Activities
- Team Teaching Through Collaboration
- Superintendent's Conference Days
- Training and Scoring for State Exams
- Grant Implementation
- Other Activities as Approved by Building Administrator, Such as Training With a Consultant
- Teacher Website Development

There is not an upper limit on the amount of time a teacher could spend in professional development, and all teachers are encouraged to participate in learning opportunities outside the school day/year.

All teachers will review their professional development of My Learning Plan annually. See Attachment II.

DISTRICT RESOURCES

What professional development funds, staff resources, external professional development providers, and other human and fiscal resources are available or may be developed in your community?

Identify the internal and external resources you will use to help you meet your goals (check all that apply):

Fiscal Resources:

    X   General Fund

    X   Title I (Meeting ESSA requirements for student achievement)

    X   Title II and Title IV

    X   IDEA 611

Staff Resources:

    X   Curriculum developers

    X   Content specialists

    X   Exemplary teachers

Providers:

    X   Institutions of Higher Education

            Teacher Resource Centers

    X   BOCES

Community:

    X   Major employers

    X   Community-based organizations

            Parents

NOTE: All funds for professional development will be used to implement this plan.

BELIEFS ABOUT PROFESSIONAL DEVELOPMENT

1. Through professional dialogue, collaboration, and reflection teachers can maximize their students' and their own individual potential.
2. Teaching is a complex process that requires specialized skills and constant updating.
3. Learning can occur anytime, anywhere and at any pace.
4. In order to optimize learning for all students, the District must provide time and on-going professional development opportunities.
5. To maximize student achievement, teachers need to take advantage of professional development opportunities.

Expectations for Participation

Suggested activities to document learning:

   a. The anticipated learning from the course, workshop and mini-seminar is USED in the classroom and becomes a part of standard practice. This may require time AFTER the workshop, etc. for modeling, coaching or peer collaboration for this to occur.
   b. The curriculum unit or learning experience developed is taught, evidence of student learning collected, and a peer review occurs.
   c. The study group reports on its research and use-in-practice in a format that is pre-determined by the principal or supervisor.
   d. The results of the action research project are shared with the faculty.
   e. The mentor and intern log topics of conversation and results of the learning.
   f. The learning gained at the conference is logged, used in class, and reported to the principal/supervisor for possible sharing at a faculty, grade level or department meeting.
   g. Peers who collaborate to solve problems log the problem, the solutions considered, the solution selected and the research confirming this choice and evidence of effectiveness of the solution.
   h. The video is shared with a peer who logs what was observed, with comments on the discussion held with the originator, and the originator's reflections, (both parties complete the log).
   i. Team teachers maintain a log that contains appropriate components from the following: topics discussed, relevant research or commentary, lessons taught, evidence of student learning, parent contacts, and reflections.
   j. School committee members who use this avenue to grow professionally will maintain a log of meetings attended, reflections on how membership on the committee can lead to improved student learning and a list of contributions to the committee.

Performance accountability could be demonstrated through:

   a. Student achievement on State/Standardized tests.
   b. Evidence of student learning that is shared with peers.
   c. Growth as shown on self-assessment tool.
   d. Collections of evidence of student and teacher learning (portfolios).

Range of Professional Development Opportunities

All of our staff development initiatives are carefully linked to our Strategic Plan. See Attachment III.

These activities occur during the summer on Superintendent's Conference Days, during the school day and after school. Below are some staff development initiatives that will be implemented within our Strategic Plan over the next 5 years. See Attachment X.

<u>Learning Standards</u> – Training for teachers at every level related to the Learning Standards including curriculum alignment, curriculum mapping and instructional strategies for implementation.

<u>Common Language of Instruction</u> – To coincide with APPR mandated by SED professional development activities will occur to promote a common language of the essential elements that characterize instructional delivery. By gaining a deeper understanding of the research behind effective instructional practice (Thoughtful Classroom Teacher) teachers will be able to more independently and consistently monitor and adjust their instruction to meet student needs.

<u>Literacy: Reading in the Content Area</u> – Sustained professional development activities that provide literacy strategies which can be embedded in every content area at every level.

<u>Guided Reading</u> – Training and support/coaching for the realization of guided reading implementation grades K-5.

<u>Response to Intervention</u>: Training and support for the adoption of SED mandated Response to Intervention.

<u>Teacher Induction</u> – Training for new teachers in areas such as lesson design; classroom management, instructional strategies and technology resources.

<u>Higher Order Thinking</u> – Strategies that help students think, analyze and solve unique problems.

<u>Co-Teaching/Inclusion</u> – Strategies to help special education and general education teachers learn how to work together in the same classroom. Special education and general education students benefit from the expertise of each teacher.

<u>Research Skills</u> – Teachers learn how to develop and use research projects with their students.

<u>Student Leadership</u> – Teachers work with students to enhance student leadership.

<u>School to Work</u> – Teachers receive training in how to bridge skills learned at school with the real world of work.

<u>Wellness and Health</u> – The Health curriculum will be fully articulated and all K-12 teachers will learn how to support the wellness of our students.

<u>Thoughtful Classroom</u> – Teachers receive training and support in the ten (10) dimensions. All are important to student success. See Attachment IV

<u>Curriculum Mapping</u> – Throughout the year teachers record what they have covered and taught in a particular subject. Discussion with other teachers helps them to fine tune their curriculum to maximize student success.

<u>Native Culture</u> – By integrating Native culture into the curriculum our Native students will strengthen their connection to school and achieve greater academic success.

Evaluation Plan

The PDP Team will use feedback and data on an annual basis to revisit suggestions for the subsequent year. The Team will survey teachers in order to inform the revision process of the Professional Development Plan and to seek input for the professional development priorities for the next year.

Needs/analysis for Professional Development Plan

Describe how the Professional Development Plan is aligned with learning standards and assessments, student needs and is articulated within and across grade levels.

- All professional development in the District is focused on enhancing student learning. Teachers and administrators work collaboratively to analyze student assessment data including NYS assessments and parallel tasks. Needs for training are derived from the analysis of weaknesses in student work and the performance of specific sub groups.
- The major tool for articulation across grade levels are Curriculum Maps. There is one map per grade level per subject. Curriculum maps have allowed us to:
  * Audit our alignment to the Learning Standards.
  * Plan for co-teaching and inclusion of Special Education students.
  * Plan for interdisciplinary instruction.
  * Plan for differentiated instruction.

Grade level, department meetings and faculty meetings are used to look at data including curriculum maps and student work across grade level spans.

Describe how the Professional Development Plan is continuous, reflecting a multi-year approach to improve student performance.
1. We will promote a culture of success that engenders leadership and innovation for our students, staff, and community.
2. We will personalize teaching and learning to enhance academic achievement.
3. We will ensure academic and non-academic learning opportunities and provide personal support to develop the whole person.
4. We will continually work to achieve a positive relationship with the Tonawanda Seneca Nation Council of Chiefs and the Native American community.
5. We will ensure the optimal organizational capacity, effectiveness, and implement appropriate programming to actualize our mission and objectives.

We will continue to focus on these five areas:
  * Continuously analyzing student data.
  * Continuously auditing and adjusting our curriculum and instructional priorities.
  * Providing time for teachers to collaborate in developing curriculum and instructional strategies.
  * Providing time for teachers to become proficient in "best practices."

Identify how the data used supports the goals, objectives, strategies and activities in the Professional Development Plan.

- The District reviews the New York State Report Card yearly and identifies achievement and commencement gaps.
- Our student performance and behavior data continues to indicate a need to improve especially for Native American and Special Education students, especially at the intermediate and the commencement levels.
- Our recently revised Strategic Plan provided both anecdotal and hard data input which also identified subpopulation achievement as an important goal.

MENTOR PROGRAM

At its November 2003 meeting, the Board of Regents adopted a regulation requiring school districts and BOCES to plan and implement mentoring programs for first-year teachers in their employ. This regulation (8 NYCRR 102.2[dd] complements a previously adopted regulation (8 NYCRR 80.3.4 [b][2] effective February 2, 2004) that requires all new teachers holding an initial certificate to complete a mentored teaching experience within their first year of employment as a teacher. Describe how the Mentor Program will meet this requirement below.

Purpose

The mentor will provide guidance and support for teachers new to the District. From the guidance provided by established veteran teachers, the mentees will receive information, encouragement and better understanding of the culture of Akron Central School, promoting more effective delivery of instruction.

Mentor Committee

Composition of Mentor Committee
- Mentor Coordinator
- Up to 3 teachers as selected by AFA bargaining unit
- Up to 3 administrators as appointed by Superintendent

Mentor Committee Responsibilities
- Reviews mentor applications. See Attachment V.
- Determines mentor-mentee pairings and makes initial recommendations to Mentor Coordinator.
- Reviews the effectiveness of the mentor program in January and June using the mentor program evaluation form. This is to include a summary of both positive aspects and areas needing improvement, as well as suggestions for change to the Professional Development Plan Committee and the Superintendent/Board of Education.
- The Mentor Coordinator chairs the committee and votes to break a tie in the selection process.

Mentor Coordinator

The mentor committee will choose this individual by July 1st of the required year. This person will not be assigned a mentee and compensation will be equal to that of a mentor. The coordinator position will be a 3-year term. In the event more than one candidate applies, consideration will be given to the incumbent. The Mentor Coordinator will be assigned 5 classes and will be given no supervisory duties, unless (s) he volunteers to do otherwise. Regardless of which building (Elementary, Middle, or high) the coordinator teaches in, the District will provide class coverage as needed, determined by the Mentor Coordinator, for the Mentor Coordinator to perform the necessary duties. The applicant for the position of Mentor Coordinator must meet all qualifications of a mentor.

Responsibilities of Coordinator:
- Oversee program
- Maintain the list of eligible mentors
- Actually canvass eligible members interested in being assigned a mentee

- ➢ Consult with the Director of Educational Services for mentor/mentee needs
- ➢ Initiate the mentor selection process as soon as an opening is anticipated
- ➢ Organize and convene the mentor selection committee at the beginning of each year or as needed
- ➢ Arrange release time for mentors and mentees as needed
- ➢ Assist in coordinating mentor training sessions
- ➢ Assist in coordinating mentor-mentee orientation sessions
- ➢ Schedule and chair group meetings with mentors and mentees at least once each semester

The coordinator may also provide help in other areas. For example, the coordinator may:
- ➢ Assist mentees in the videotaping requirement necessary for permanent certification or a Professional Certificate
- ➢ Assist mentees in the process of applying for permanent teacher certification or a Professional Certificate
- ➢ Assist in the coordination and planning of scheduled meetings and in-services for mentees Pre K-12
- ➢ Assist in understanding, developing and maintaining a record of professional development
- ➢ By invitation, observe classes of mentees to provide positive feedback and constructive criticism concerning effective teaching strategies; in classes, the regular mentor cannot attend due to scheduling conflicts
- ➢ Act as initial intermediary between mentors and mentees who may have conflicting philosophies and/or personalities

The Mentor Coordinator may not:
- ➢ Direct any AFA member, new or veteran, to perform any school related duty
- ➢ Evaluate any AFA member for the purpose of professional review
- ➢ Work in any way which violates the current agreement between the Akron Central School District and the Akron Faculty Association

Mentor

Qualifications of a Mentor

A mentor must ......
- ➢ be tenured and hold permanent certification or a Professional Certificate
- ➢ have a minimum of 5 years teaching experience in the Akron Central School District
- ➢ be experienced in organizing subject matter, planning lessons, sharing school philosophy and methodology
- ➢ have demonstrated skills in developing interpersonal relationships
- ➢ successfully complete a mentor training program mutually agreed upon by the District and the AFA
- ➢ be able to maintain confidentiality

Role of a Mentor

The mentor is to be a non-threatening informational resource person to the mentee. The ratio of mentor to mentee is one to one. From the guidance provided by established veteran teachers, the mentees will receive information, encouragement, and better understanding of the culture of Akron Central School promoting more effective delivery of instruction. In no way should his or her job be considered that of an evaluator.

Confidentiality is to be maintained between the mentor and mentee at all times. The responsibilities may include:

- observation
- modeling instruction
- lesson planning with new teacher
- team teaching
- peer coaching
- orientation of new teacher to school culture
- technology assistance
- assist in development of professional growth plan
- documentation of mentoring activities
- other activities as appropriate

Time Allocation for Mentoring Activities

The District will make every effort to facilitate the following:

- scheduling common planning periods
- releasing the mentor and mentee from a portion of their instructional and/or non-instructional duties, as needed
- providing time for mentoring during Superintendent conference days
- providing time before and after the school day, as needed
- providing time during summer orientation sessions, as needed

At least twenty hours will be jointly logged by the mentor and mentee each semester. The mentoring process will be for one year. Based upon administrative observations, the option for a second and/or third year may be granted as per the Superintendent's recommendation. See Attachment VI.

Length of Service & Remuneration

Mentoring is a relationship that commences on the date of the mentor-mentee assignment and concludes at the end of 10 academic school months or other Board approved length of service as indicated below. A mentor will be paid a stipend equal to remuneration outlined in the current contractual agreement between the AFA and the Akron Central School District. Every reasonable effort will be made to provide substitute teachers or other class coverage to release the mentor and mentee for observation activities.

Tier	Appointment Type	Description	Mentoring Hours
Tier I	Probationary	New teacher to the district and is required by NYSED to be mentored	40 hours
Tier II	Probationary	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier III	Short/ Long Term Substitute (11 – 40 weeks)	New teacher to the district and is still in need of mentoring according to NYSED	1 hour per week
Tier IV	Short/Long Term Substitute (11 – 40 weeks)	New teacher to the district and is NOT required by NYSED to be mentored	10 hours
Tier V	Short Term Substitute	New teacher to the district, but will only be here ten weeks or less	NONE

Attributes of the Teacher Mentoring Model

1. Mentors are trained.

2. Mentors receive a stipend.

3. Each mentor is assigned no more than one mentee per year.

4. Mentoring at ACS is non-evaluative.

5. Mentoring at ACS encourages self-reflection.

6. The Mentor-Mentee relationship is confidential and collegial in nature.

7. The relation of administration and mentor regarding a mentee is a one-way street.
   - Administrators may share, with the mentor and the mentee, their thoughts regarding the performance and progress of the mentee.
   - Administrators do not request mentors to report on the progress and performance of a mentee.

8. Mentors may visit their mentees and watch them do their job.

9. Mentors meet both formally and informally with mentees.

10. Mentors are to refer to items on the checklist on the mentor log form. Some items are covered in greater depth than others depending on the needs of the mentee.
    - Checklists are kept by the mentor and mentee and may be destroyed at the end of the mentoring term.

11. Mentors may arrange a 3-way meeting involving the mentor, the mentee and the administrator in charge of the mentee's formal observation process to discuss the observation process.

12. Administrators are open to the possibility that the mentor might participate in the pre-observation conference and/or the observation and/or the post observation conference. The mentor's participation in the above mentioned parts of the observation process would be with the agreement of the mentee and the administrator.

13. Mentors complete a mentor evaluation form at the end of the mentoring time. See Attachment VIII.

14. Mentors and mentees acknowledge the end of their contractual relationship by signing a Superintendent Verification of Mentored Experience. The Superintendent Verification of Mentored Experience is maintained in the Personnel Office for at least seven years. See Attachment IX.

Akron Central School District Instructional Coach

GENERAL DESCRIPTION: The Instructional Coach provides authentic opportunities for colleagues to see best practices in action. The main goal of the coach is to improve instructional practice and student learning. Four instructional coaches and a TOSA, who is the lead instructional coach, will be hired.

The Lead Instructional Coach is a Teacher on Special Assignment (TOSA) and will accrue seniority in their tenure area. The Lead Instructional Coach will serve up to a three year term. Internal candidates may return to their home building after any year due to performance or coach request.

PRIMARY RESPONSIBILITY: The Instructional Coach will be responsible for contributing to and leading in the development of a District-wide community of study, facilitating and supporting the involvement of all teachers in an instructional coaching model, structured around the sharing of professional practices, reflection on their craft, and the development of a shared vision of teaching and learning. Instructional coaches will provide direct support to teachers in the classroom/building setting.

PREFERRED QUALIFICATIONS: A minimum of five (5) years of effective teaching and possession of the appropriate certification in the following areas:

QUALIFICATIONS:

1. Valid New York State teacher certification in an appropriate curricular area, or other combination of certification and experience as deemed appropriate by the Superintendent of Schools.
2. Demonstrated effectiveness as a classroom teacher.
3. Demonstrated willingness to study one's craft to build his/her personal capacity.
4. Commitment to the study, understanding and implementation of standards based curricula and high quality instructional practices.
5. Demonstrated understanding of the use of assessment data.
6. Demonstrated willingness to collaborate with colleagues in varied settings both inside and outside the school day to meet the needs of students.
7. Grasp of effective communication in both oral and written forms.
8. Possess strong understanding of adult learning theory and coaching for improved instructional practice and student engagement.
9. Demonstrated ability to apply understanding of differentiated instruction, lesson design, assessment and theories of literacy and numeracy development to instructional practice.
10. Experience working collaboratively with other professionals around curriculum, instruction and assessment practices.
11. Experience in data analysis to guide whole group, small group and individualized instruction.
12. Experience planning, coordinating and facilitating professional learning opportunities.
13. Demonstrated work in independently growing one's individual knowledge and practice.

REPORTS TO: Director of Educational Services

RESPONSIBILITIES:

1. Work closely with individuals and teams of teachers to understand and implement standard based curricula and high quality instructional practices.
2. Participate in the design of curriculum materials for the district.
3. Provide or assist others in identifying quality resources to support instruction.
4. Plan and design lessons (and/or units of study) collaboratively with teachers one-on-one, in small groups and/or at grade level meetings.
5. Support teachers in taking on identified instructional practices and strategies.
6. Provide strong, effective models of best practices.
7. Co-plan and co-teach lessons with classroom teachers.
8. Create a welcoming, respectful and emotionally safe environment.
9. Engage in constructive dialogue with the teacher to help guide the teacher's understandings and practices.
10. Build the capacity of a cadre of teacher-leaders who can be relied upon, over time, to support and facilitate the learning of their colleagues.
11. Provide feedback and follow-up on lessons to facilitate teacher reflection on the effectiveness of the lesson and to identify/set goals for future work.
12. Illustrate how a deeper understanding of subject matter can actually enhance problem solving and critical thinking.
13. Cultivate teachers' ability to identify students' particular learning styles and intelligences.
14. Help teachers/administrators develop their abilities to use various strategies to reach different students as well as create environments that support differentiated teaching and learning.
15. Highlight ways teachers can seize opportunities for integrating 21st century tools and teaching strategies into their classroom practice and help them identify what activities they can replace/de-emphasize.
16. Assist in the analysis of assessment data to monitor building-wide progress
17. Serve as a resource to both classroom and special area teachers.
18. Build trust and mutual respect with teachers and administrators.
19. Demonstrate flexibility and responsiveness to teacher needs.
20. Facilitate and plan professional learning opportunities at the district and building level as directed.
21. Use of effective communication skills such as active listening and open-ended questioning during interactions with teachers.
22. Demonstrate a commitment to the on-going improvement of their own professional knowledge and skills through participation in workshops, seminars, courses and local and national conferences.

EVALUATION:
Coaches will be evaluated by the Director of Educational Services.

ADDITIONAL EXPECTATIONS:
Coaches will be expected to work up to an additional five (5) days each summer.

APPLICATION PROCESS:
Please submit a completed letter of interest and the attached application to Office of Educational Services.

LIST OF ATTACHMENTS

Attachment I: Registration and CTLE Requirements

Attachment II: Annual Teacher Verification of My Learning Plan

Attachment III: Strategic Plan

Attachment IV: Teacher Effectiveness Framework

Attachment V: Mentor Application

Attachment VI: Mentor Log Form

Attachment VII: Superintendent Verification of Mentored Experience

Attachment VIII: Mentor Evaluation Form

Attachment IX: Professional Development Providers

Attachment X :   Instructional Coaching Application

Registration & Continuing Teacher and Leader Education (CTLE) Requirements

Certificate Type	Employment Status	Registration Requirements	CTLE Requirements
Permanent Certificate Holders			
PERMANENT Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	NOT subject to CTLE
PERMANENT Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE
PERMANENT Pupil Personnel Services (PPS) such as School Attendance Teachers, School Counselors, School Psychologists, School Social Workers, School Dental Hygiene Teachers and School Nurse Teachers	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Professional Certificate Holders			
PROFESSIONAL Classroom Teacher/School Leader	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
PROFESSIONAL Classroom Teacher/School Leader	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Teaching Assistant Certificate Holders			
Level III Teaching Assistant	Practicing in a NYS Public or Non-Public School, Special Act District or BOCES	Active registration is required	100 hours of CTLE is required during every five-year registration period
Level III Teaching Assistant	NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	May choose "INACTIVE" status for their registration	NOT subject to CTLE if INACTIVE
Continuing Teaching Assistant	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Level I, Level I Renewal, Level II Teaching Assistants	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Other Certificate Holders			
Initial Classroom Teacher/School Leader	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Classroom Teacher or Provisional School Administrator/Supervisor	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE
Provisional Pupil Personnel Services (PPS)	Practicing OR NOT practicing in a NYS Public or Non-Public School, Special Act District or BOCES	NOT subject to registration	NOT subject to CTLE

Individuals employed in NYS Charter schools are not required under the regulations to choose a registration status of registered or complete CTLE.

AKRON CENTRAL SCHOOL
PROFESSIONAL DEVELOPMENT PLAN
Attachment II: Strategic Plan

Revised & Adopted

The mission of the Akron Central School District, a learning-centered community dedicated to our students, is to ensure that each student realizes his or her unique potential and contributes positively to society.

I. **We will promote a culture of success that engenders leadership and innovation for our students, staff and community.**
   a) Encourage differentiated, innovative, evidence-based instruction aligned with the Common Core Learning Standards (CCLS).
   b) Empower and invite all people to acquire, develop, and practice leadership skills.
   c) Nurture two-way communication between all stakeholders to maintain a culture of success.
   d) Incorporate appropriate research/evidence based programs to enhance student success.

II. **We will personalize teaching and learning to enhance academic achievement.**
   a) Utilize the Thoughtful Classroom Teacher Effectiveness Framework to improve student learning through effective instruction.
   b) Improve student performance on a variety of assessments with emphasis on increasing student growth and achievement toward a level of excellence.
   c) Develop and implement a one to one computer initiative

III. **We will maximize academic and non-academic learning opportunities to develop the whole person.**
   a) Implement academic & non-academic support to deepen staff/student awareness of his/her own individual potential and to expand opportunities for achieving that potential.
   b) Foster an environment that upholds the core beliefs of the Akron Central School District and ensures the future success of each student.

IV. **We will continually work to achieve a positive relationship with the Tonawanda Seneca Nation Council of Chiefs and the Native American community.**
   a) Expand and improve staff awareness and student support opportunities to meet the academic, social, physical and emotional needs of our Native students K-12.
   b) Continue to improve effective communication between the Native American population and the School District community.
   c) Maintain Native American Curriculum opportunities.

V. **We will ensure optimal organizational capacity, effectiveness, and implement appropriate programming to actualize our mission and objectives.**
   a) Seek input, share and communicate information with all stakeholders
   b) Maintain a stakeholder group that will advocate on our district's behalf at the state and local levels.
   c) Promote teamwork by supporting and sharing our success.

Akron CSD
Professional Development
End of the Year Verification Form
School Year:_____

Commissioner's Regulation 80-3.6 (b)(1) requires that Professional certificate holders and Teaching Assistant III certificate holders complete professional development every five years (175 hours for teachers and school leaders and 75 hours for TA IIIs) in order to maintain certification. To support this requirement all teachers regardless of certification will be required to participate in a minimum of 35 hours of professional development each year. All teacher assistants will be required to participate in a minimum of 15 hours of professional development each year.

Professional Development Hours are captured and tracked via My Learning Plan for each user.

Viewing My Portfolio
Users can access their portfolio to view all their completed activities broken down by year, activity, hours and/or credits.
Use these steps to view My Portfolio:
To access your portfolio, click on **My Portfolio** under the **Learning Plan** tab on the left side.

> **MLP PDMS**
> ▾ 👤 My Info
>   My Portfolio
>   My Personal Goals
>   My Certificates
>   My File Library
>   My Salary Tracker

You can also choose to view the portfolio in a different format using one of the options under Portfolio Views after you click on **My Portfolio**.

> **MLP PDMS**
> ▾ 👤 My Info
>   View Current Year
>   View Licensure
>   View By Purpose (current)
>   View By Goal
>   View All
>   View In Progress
>   View Denied Requests
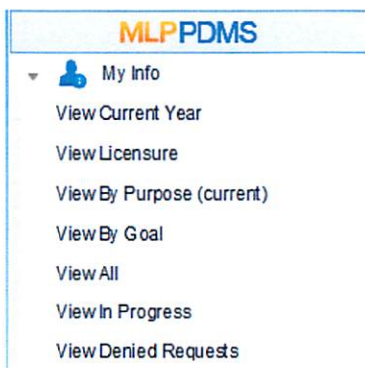
I have reviewed my electronic portfolio in My Learning Plan. The data is accurate to the best of my knowledge and information.

Printed name:_____

Signature:_____ Date: _____

How to Assess Professional Practice: Looking Beyond the Classroom

A comprehensive evaluation of teacher effectiveness includes looking beyond the classroom. Below are three sets of indicators to help guide your assessment of the teacher's commitment to professional growth, the school community, and professionalism. Use the four-point rubric within each set to assess the teacher's commitment to professional practice.

10 | Professional Practice

How committed is the teacher to professional learning and contributing to the school community?

Commitment to Professional Growth

- ☐ 10.1 Self-assesses and works to improve classroom practice
- ☐ 10.2 Develops and implements a professional growth plan
- ☐ 10.3 Seeks out professional development and continuous learning opportunities
- ☐ 10.4 Works with colleagues to improve practice throughout the building

(1) Novice. The teacher is reluctant or resistant to professional growth.
(2) Developing. The teacher has made an initial commitment to professional growth and applies new learning in the classroom.
(3) Proficient. The teacher has made a clear commitment to professional growth and regularly applies new learning in the classroom.
(4) Expert. The teacher has made a strong commitment to professional growth that is highly evident. The teacher is adept at translating new learning into improved classroom practice. In addition, the teacher has taken an active role in promoting professional learning throughout the school.

Commitment to the School Community

- ☐ 10.5 Maintains open communication with the entire school community
- ☐ 10.6 Assumes appropriate leadership roles
- ☐ 10.7 Maintains and builds a positive school culture

(1) Novice. The teacher is not contributing to the school community beyond his or her classroom.
(2) Developing. The teacher will contribute to the larger school community, but often requires prompting from colleagues or superiors.
(3) Proficient. The teacher is a regular and active contributor to the school community.
(4) Expert. The teacher contributes to the school community consistently and with passion and enthusiasm. The teacher is recognized as a leader and role model within the school community.

Commitment to Professionalism

- ☐ 10.8 Maintains a high level of professionalism at all times
- ☐ 10.9 Adheres to legal responsibilities and current educational policies

(1) Novice. The teacher needs to be reminded of school rules and has little to no awareness of larger educational policy (e.g., state and national initiatives).
(2) Developing. The teacher generally follows school rules but has only a basic awareness of educational policy beyond the school walls.
(3) Proficient. The teacher adheres to school rules and is generally aware of major changes in educational policy.
(4) Expert. The teacher is a committed professional who follows and promotes school rules. The teacher understands the purpose of educational policies and how they affect classroom practice and the educational community.

How to Develop a Comprehensive Evaluation Using Multiple Measures

The best and most reliable evaluations of teacher effectiveness are based on multiple measures. Based on your school's or district's plan, decide how much each measure will be weighted by assigning it a percentage value. *(Note: Total weighting should equal 100%.)*

I. Instructional Practice (Dimensions 1-9)	___ x ___ % = ___
II. Professional Practice (Dimension 10)	___ x ___ % = ___
III. Student Performance Data	
A. Standardized Test Data	___ x ___ % = ___
B. Local Assessments	___ x ___ % = ___
C. Other	___ x ___ % = ___
IV. Student Feedback/Surveys	___ x ___ % = ___
V. Other Measure	___ x ___ % = ___
TOTAL	**100% = ___**

Based on your district or state guidelines, use the information from the comprehensive evaluation to determine the teacher's overall level of effectiveness. If your district or state has not yet defined specific levels of effectiveness, you can use an adapted version of the Framework rubric. See inside panel for full rubric.

(1) Novice   (2) Developing   (3) Proficient   (4) Expert

References

Barber, M., & Mourshed, M. (2007, September). *How the world's best-performing school systems come out on top.* New York: McKinsey & Company.

Danielson, C. (2007). *Enhancing professional practice: A framework for teaching* (2nd ed.). Alexandria, VA: ASCD.

Hunter, M. (1984). Knowing, teaching, and supervising. In P. Hosford (Ed.), *Using what we know about teaching* (pp. 169-192). Alexandria, VA: ASCD.

Marzano, R. J. (2007). *The art and science of teaching: A comprehensive framework for effective instruction.* Alexandria, VA: ASCD.

Marzano, R. J., Frontier, T., & Livingston, D. (2011). *Effective supervision: Supporting the art and science of teaching.* Alexandria, VA: ASCD.

Saphier, J., Haley-Speca, M. A., & Gower, R. (2008). *The skillful teacher: Building your teaching skills* (6th ed.). Acton, MA: Research for Better Teaching.

Stronge, J. H. (2010). *Evaluating what good teachers do: Eight research-based standards for assessing teacher excellence.* Larchmont, NY: Eye on Education.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd ed.). Alexandria, VA: ASCD.

THE THOUGHTFUL CLASSROOM
TEACHER EFFECTIVENESS FRAMEWORK

Overview

The Thoughtful Classroom Teacher Effectiveness Framework is a comprehensive system for observing, evaluating, and refining classroom practice. It synthesizes a wide body of research on instructional design and teacher effectiveness, as well as insight from over 250 teachers and administrators from around the country.

The ultimate goal of the Framework is to create a common language for talking about high-quality teaching and how classroom practice can be improved. The Framework allows for assessment according to ten dimensions of teaching, outlining a set of observable teaching indicators within each dimension and relevant student behaviors associated with effective instruction. It also includes rubrics for developing summative evaluations, along with a set of protocols to help school leaders provide meaningful feedback to teachers and conduct powerful pre- and post-observation conferences.

What Are the Components of Effective Teaching?

Research and experience prove, beyond a shadow of a doubt, that classroom instruction has far more impact on student learning than any other factor. A study of the world's top 25 school systems puts it this way: "The only way to improve outcomes is to improve instruction" (Barber & Mourshed, 2007). This is why two of the three Framework components focus directly on classroom instruction.

COMPONENT ONE
Four Cornerstones of Effective Teaching
(Dimensions 1, 2, 3, & 4)
Around the Framework are four foundational dimensions that have been adapted from the preeminent teacher-effectiveness models (Danielson, 2007; Marzano, 2007; Marzano, Frontier, & Livingston, 2011; Saphier, Haley-Speca, & Gower, 2008; Stronge, 2010). These are the four dimensions:

1. Organization, Rules, and Procedures
2. Positive Relationships
3. Engagement and Enjoyment
4. A Culture of Thinking and Learning

These cornerstones represent the universal elements of quality instruction, whether in a kindergarten class, AP Physics lab, or anywhere in between. Without these four cornerstones in place, student learning will be compromised.

COMPONENT TWO
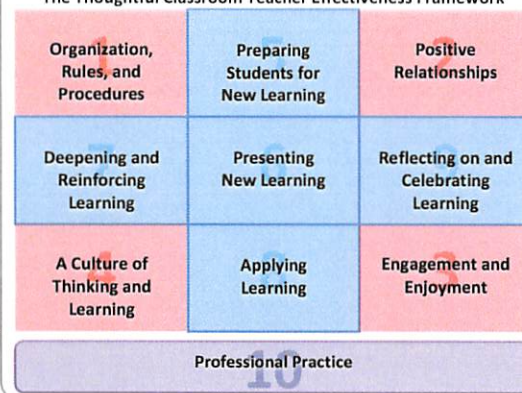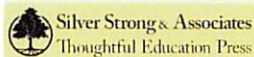**Five Episodes of Effective Instruction**
(Dimensions 5, 6, 7, 8, & 9)
While there are clear universal elements to good instruction, it is also true that good instruction tends to unfold in a series of distinct learning episodes. By synthesizing the best research on instructional design (Hunter, 1984; Marzano, 2007; Wiggins & McTighe, 2005), we've identified five critical episodes that increase the likelihood of deep learning. In these five episodes, teachers work towards distinct instructional purposes:

5. Preparing Students for New Learning
6. Presenting New Learning
7. Deepening and Reinforcing Learning
8. Applying Learning
9. Reflecting on and Celebrating Learning

Understanding these five episodes—and their driving purposes—is critical for both the teacher and the observer. Teachers use these episodes to design high-quality lessons and units. For classroom observations, these five episodes immediately orient the observer within the instructional sequence, ensuring that teachers and observers are on the same page.

The Thoughtful Classroom Teacher Effectiveness Framework

Organization, Rules, and Procedures	Preparing Students for New Learning	Positive Relationships
Deepening and Reinforcing Learning	Presenting New Learning	Reflecting on and Celebrating Learning
A Culture of Thinking and Learning	Applying Learning	Engagement and Enjoyment
Professional Practice		

COMPONENT THREE
Looking Beyond the Classroom

Effective Professional Practice (Dimension 10)
10. The Framework also includes a tenth dimension focused on professional practice, which addresses important non-instructional responsibilities, including the teacher's commitment to ongoing learning, professionalism, and the school community.

THE THOUGHTFUL CLASSROOM TEACHER EFFECTIVENESS FRAMEWORK

How to Collect Evidence through Classroom Observation

1. Determine what kind of observation you will be conducting.

A *formal observation* is announced, lasts for an extended period of time, and usually involves a pre- and post-observation meeting between the teacher and the observer (see the green pre- and post-observation panels below and to the right).

Informal observations are typically shorter in duration than formal observations, may be unannounced, and should happen regularly throughout the year.

2. Review the nine dimensions and instructional indicators to decide which ones you will focus on during the observation.

3. Select the appropriate online template or paper form for your observation.

4. Use these simple marks to help you collect information about the teacher's instruction:

☑ **Evident** – Place a checkmark in the box.
☐ **Not Evident** – Leave the box blank.
○ **Missed Opportunity** – Circle the box.

5. *Remember:* Quality instruction does not mean addressing all indicators.

6. Look for student behaviors that are signs of effective instruction during your observation.

7. Collect notes to support your observation and develop meaningful feedback (see gray feedback panel to the right).

---

1 | Organization, Rules, and Procedures
How does the teacher organize the classroom to enhance learning and establish rules and procedures that clarify expectations?

Instructional Indicators (Formative Observation)*
☐ 1.1 Organizes the classroom for safety and learning
☐ 1.2 Maintains smooth flow of activities
☐ 1.3 Establishes classroom rules and procedures
☐ 1.4 Provides clear task directions
☐ 1.5 Manages student behavior
☐ 1.6 Manages non-instructional tasks efficiently
☐ 1.7 Works effectively with other adults in the classroom

Impact on Student Learning – Sample Student Behaviors
• Show respect for each other and the classroom
• Understand and follow classroom rules and procedures
• Take responsibility for their own learning

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

5 | Preparing Students for New Learning
How does the teacher establish purpose, activate students' prior knowledge, and prepare students for learning?

Instructional Indicators (Formative Observation)*
☐ 5.1 Selects appropriate standards [ccss]
☐ 5.2 Establishes clear and measurable learning goals/targets [ccss]
☐ 5.3 Poses essential questions [ccss]
☐ 5.4 Uses engaging hooks
☐ 5.5 Introduces key vocabulary [ccss]
☐ 5.6 Assesses students' background knowledge, skills, and interests
☐ 5.7 Clarifies expectations for products and performances [ccss]
☐ 5.8 Encourages students to develop personal goals

Impact on Student Learning – Sample Student Behaviors
• Understand/restate learning goals in their own words
• Know what they have to produce and what's expected of them
• Call up their prior knowledge

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

2 | Positive Relationships
How does the teacher build meaningful relationships with the students and among students to promote learning?

Instructional Indicators (Formative Observation)*
☐ 2.1 Maintains a positive and "with it" demeanor
☐ 2.2 Incorporates students' interests into lessons
☐ 2.3 Differentiates instruction and assessment to meet students' needs
☐ 2.4 Builds a respectful and supportive classroom [ccss]
☐ 2.5 Promotes high-level student collaboration [ccss]
☐ 2.6 Communicates with students and the home
☐ 2.7 Shows care and concern for students as individuals

Impact on Student Learning – Sample Behaviors
• Are respectful of each other and the teacher
• Collaborate with each other
• Participate in whole-class and small-group discussions

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

7 | Deepening and Reinforcing Learning
How does the teacher help students solidify their understanding and practice new skills?

Instructional Indicators (Formative Observation)*
☐ 7.1 Identifies critical junctures and has students assess progress
☐ 7.2 Assigns regular content-based writing tasks [ccss]
☐ 7.3 Conducts periodic review and practice sessions
☐ 7.4 Provides descriptive feedback
☐ 7.5 Groups students to maximize learning
☐ 7.6 Uses a variety of resources [ccss]
☐ 7.7 Provides opportunities to process learning deeply [ccss]
☐ 7.8 Assigns purposeful homework

Impact on Student Learning – Sample Student Behaviors
• Are able to distinguish between what they know, don't know, and need to work on
• Practice and rehearse
• Use feedback to assess and modify their performance

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

6 | Presenting New Learning
How does the teacher present new information and provide opportunities for students to actively engage with content?

Instructional Indicators (Formative Observation)*
☐ 6.1 Organizes content into meaningful chunks [ccss]
☐ 6.2 Uses multiple sources of information/media [ccss]
☐ 6.3 Demonstrates high-quality communication skills [ccss]
☐ 6.4 Uses various presentation techniques to enhance memory
☐ 6.5 Conducts modeling and think-alouds
☐ 6.6 Uses a variety of questioning and response techniques to assess understanding and adjust instruction
☐ 6.7 Uses outside resources to enhance learning [ccss]
☐ 6.8 Helps students assemble big ideas [ccss]

Impact on Student Learning – Sample Student Behaviors
• Are able to identify big ideas and important details
• Can answer questions about their learning
• Can summarize what they've learned

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

9 | Reflecting on and Celebrating Learning
How does the teacher help students look back on their learning and refine their learning process?

Instructional Indicators (Formative Observation)*
☐ 9.1 Celebrates student achievement
☐ 9.2 Encourages students to look back and develop new insights [ccss]
☐ 9.3 Provides students opportunities to reflect on their learning
☐ 9.4 Promotes metacognition [ccss]
☐ 9.5 Helps students review and address unmet goals
☐ 9.6 Helps students set future performance goals

Impact on Student Learning – Sample Student Behaviors
• Take a step back to see the big picture
• Talk about their own learning process
• Look back at their learning goals to assess their effort and achievement

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

4 | A Culture of Thinking and Learning
How does the teacher develop a classroom culture that promotes serious learning and sophisticated forms of thinking?

Instructional Indicators (Formative Observation)*
☐ 4.1 Helps students develop skills for reading rigorous texts [ccss]
☐ 4.2 Engages students in higher-order thinking [ccss]
☐ 4.3 Challenges students to support ideas with evidence [ccss]
☐ 4.4 Uses effective questioning and recognition techniques [ccss]
☐ 4.5 Encourages discussion, dialogue, and debate [ccss]
☐ 4.6 Requires use of critical academic vocabulary [ccss]
☐ 4.7 Uses technology as a learning tool [ccss]
☐ 4.8 Encourages students to use strategies on their own [ccss]

Impact on Student Learning – Sample Student Behaviors
• Use different forms of critical thinking
• Support their thinking with evidence
• Use academic vocabulary

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

8 | Applying Learning
How does the teacher help students demonstrate their learning and what kinds of evidence does the teacher collect to assess student progress?

Instructional Indicators (Formative Observation)*
☐ 8.1 Aligns summative assessment with learning goals/targets
☐ 8.2 Requires students to transfer learning [ccss]
☐ 8.3 Develops writing tasks that promote college and career readiness [ccss]
☐ 8.4 Engages students in authentic research projects [ccss]
☐ 8.5 Challenges students to present and defend ideas [ccss]
☐ 8.6 Helps students analyze and address task demands [ccss]
☐ 8.7 Clarifies expectations (e.g., checklists, rubrics, models, etc.)
☐ 8.8 Differentiates assessment tasks

Impact on Student Learning – Sample Student Behaviors
• Analyze and revise their own work to improve its quality
• Incorporate feedback into their revisions
• Present and explain their work

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

3 | Engagement and Enjoyment
How does the teacher motivate students to do their best work and inspire the love of learning?

Instructional Indicators (Formative Observation)*
☐ 3.1 Invites diverse forms of thinking [ccss]
☐ 3.2 Uses motivational levers (e.g., controversy, choice, competition, challenge, creativity, etc.)
☐ 3.3 Maintains excitement and on-task behavior using a variety of tools and strategies
☐ 3.4 Displays a passion for teaching and learning
☐ 3.5 Encourages students to pursue interests, make choices, and develop personal perspectives
☐ 3.6 Creates a classroom that inspires and delights

Impact on Student Learning – Sample Student Behaviors
• Are energetic and enthusiastic
• Enjoy themselves in the classroom
• Express their own interests, ideas, and insights

Four-Point Assessment Rubric (see panel for description)†
(1) Novice | (2) Developing | (3) Proficient | (4) Expert

---

*Note: Instructional indicators and student behaviors have been condensed. See *The Thoughtful Classroom Teacher Effectiveness Resource Guide* for full-length indicators.

This icon notes that corresponding templates are available for your laptop or mobile device. See back page for training and implementation options.

AKRON CENTRAL SCHOOL
MENTOR APPLICATION
School Year _____

Name_____   Building_____

Home Phone_____   School Phone_____

Teaching Assignment at Akron Central School

_____

Total years in education:_____   Years at ACS:_____

Degrees and Majors: _____

_____

Are you interested in the mentor coordinator position? _____

Specialized Training: _____

_____

_____

_____

District and/or Building Committee Participation/Teacher Association Involvement: (List committees wherein you have chaired or participated on and length of time served.)

_____

References: (List two Akron Central School educators who will attest to your professional expertise.)

1. _____

2. _____

Mentor Log Form

Use this form to record interactions between mentors and mentees

Interaction

Interaction Type
(meeting, phone call, email,
task, etc.)

MeetingDate 1

Meeting 1 Date

Start & End Time   :00   To   :00

Location

Interaction Details

Was this a scheduled
interaction?
- ES
- O

Interaction Description

Characters left **2048**

Indicate the items that need to
be followed up on (if any)

Goal(s) and Objective(s)

Select At Least One District Objective	**Goal : Strategy I**
	☐1 Encourage differentiated, innovative, evidence-based instruct.
	☐2 Empower/invite all to acquire, develop and practice leadership
	☐3 Nurture two-way communication between all stakeholders
	☐4 Incorporate appropriate research/evidence based programs
	Goal : Strategy II
	☐1 Utilize the TCT framework to improve learning through instruct.
	☐2 Improve student performance on all state assessments
	Goal : Strategy III
	☐1 Implement academic & non-academic support/potential awareness
	☐2 Foster an environment that upholds core beliefs of ACS
	Goal : Strategy IV
	☐1 Expand and improve staff awareness of Native students needs
	☐2 Continue to improve effective communication
	☐3 Maintain Native American Curriculum opportunites
	Goal : Strategy V
	☐1 Seek input, share and communicate with all
	☐2 Maintain stakeholder group to advocate on district's behalf
	☐3 Promote teamwork by supporting & sharing our success

Alignment

District and Building Organization	☐ACQUISITION OF MATERIALS
	☐PROFESSIONALISM AND CONFIDENTIALITY
	☐APPEARANCE AND PUNCTUALITY
	☐FIELD TRIPS AND GUEST SPEAKERS
	☐COMMUNICATION WITH ADMINISTRATION AND STAFF GROUPING
Immediate Concerns and School Procedures	☐OPENING OF THE YEAR PROCEDURES
	☐ORGANIZATION OF THE SCHOOL DAY AND VARIOUS SCHEDULES
	☐FACULTY HANDBOOK
	☐DISCIPLINE PROCEDURES
	☐OPEN HOUSE
	☐FIVE WEEK REPORTS/REPORT CARDS/PARENT COMMUNICATION
	☐ADMINISTRATIVE PRE AND POST OBSERVATION
	☐RECORD KEEPING PROCEDURES
	☐END OF YEAR PROCEDURES
Teaching Styles and Techniques	☐NYS CORE CURRICULUM GUIDES
	☐LESSON PREP AND CLASS PARTICIPATION
	☐CLASSROOM MGMT
	☐STUDENTS WITH SPECIAL NEEDS
	☐INSTRUCTIONAL STRATEGIES AND CONSULTANT TEACHING
	☐GRADING AND EVALUATION TECHNIQUES
	☐TESTING PROCEDURES - CLASSROOM - BUILDING AND STATE
	☐COMMUNICATION WITH STUDENTS
	☐OPPORTUNITIES TO OBSERVE MENTEE
	☐OPPORTUNITIES FOR MENTEE TO OBSERVE

Professional Growth and Development	INSERVICE CREDIT
	GRADUATE COURSEWORK
	STAFF DEVELOPMENT OPPORTUNITIES
	PROFESSIONAL ORGANIZATIONS
	DISTRICT AND BUILDING COMMITTTEES
	CURRICULUM DEVELOPMENT
Miscellaneous	CO-CURRICULAR PROGRAMS/ADVISORSHIP DUTIES AND RESPONSIBLILTIES/CHAPPERONING
	DEMOGRAPHICS OF SCHOOL COMMUNITY
	SUPPORT SERVICES-GUIDANCE/SOCIAL WORKER/PSYCHOLOGIST ETC
	COMMUNICATION WITH PARENTS AND COMMUNITY

Finish

Superintendent Verification of Mentored Experience

Instructions

This form is only to be used for candidates who are submitting an application for a PROFESSIONAL teaching certificate. It is to be completed by the superintendent of schools or, if the mentored experience was completed while the candidate was employed by a non-public school, the principal or person in equivalent position with the school.

The candidate named below is seeking Professional certification. Candidates for Professional certification are required, in accordance with Part 80-3.4 of Commissioner's Regulations, to complete a **mentored teaching experience** in their first year of teaching with a New York State **Initial** classroom teaching certificate. Please complete the shaded areas verifying that the candidate received a mentored experience in his/her first year teaching while employed by the district/BOCES/nonpublic school or was exempted from this requirement.

First Name _____   Last Name _____   Middle Initial _____

Street Address _____   City _____   State _____   Zip Code _____

Maiden Name (if applicable) _____   Date of Birth _____   Social Security Number _____

Certificate Title Employed Under _____

Mentored Teaching Experience
(Check and Complete *one* of the shaded boxes *only* and the Attestation)

☐ The candidate named above served as a classroom teacher and received mentoring in fulfillment of teacher certification requirements (CR Part 80-3.4) for the Professional teaching certificate during the _____ school year. Such mentoring was in accordance with CR Part 100.2 (dd) (iv).

☐ The candidate named above was determined to have met conditions for a waiver to the requirement for completion of the mentored experience in accordance with CR Part 80-3.4. The candidate had at least 2 years of teaching experience at _____ _____ school/school district prior to being employed in this school district under an Initial certificate.

Attestation of Chief School Officer

I confirm that the above information is correct and documentation to support this information is retained at the district for examination by the Commissioner of Education or his/her representative.

Signature of Superintendent/Nonpublic Chief School Officer _____   Date _____

Print Name _____

Superintendent's/Nonpublic Chief School Officer's Phone # _____

Superintendent's/Nonpublic Chief School Officer's E-mail _____

District/Nonpublic School Name _____

District/Nonpublic School Address _____

Agency/Nonpublic School Code (if applicable) _____

MENTOR PROGRAM EVALUATION

To be completed at the end of mentoring term by each mentor and mentee. Please return to the Mentor Coordinator.

Program Strengths:

Areas in need of improvement:

Suggestions for improvement:

Other comments:

Submitted by_____

APPLICATION FOR INSTRUCTIONAL COACH

Directions: Please answer the following questions. See the Instructional Coach description for complete details.

Part One-

Last Name	First	Date of application
Certification Areas	Years of teaching experience	
Grades/Subject Taught		

Part Two-

How have you engaged with an Instructional Coach or participated in collaboration opportunities over the past ___ years?

What is your motivation and interest for becoming an instructional coach?

What specific experiences make you qualified to become a teacher leader? (Ex. list specific trainings you've attended, involvement on committees, or other opportunities to lead in our district or a previous district)

Professional Development Providers		
Name of Provider	**Description of Professional Development**	**Contact Information**
A+ Educators	Topics include but are not limited to: Training with Digital Technologies Classroom Management Classroom Observation Blended Learning Project-based Learning Differentiated Instruction Curriculum Mapping Professional Learning Communities Integration of Technology and Learning 6 Traits Writing Literacy Development STEM Response to Intervention English Language Learners Increasing Academic Achievement in the Content Areas Common Core State Standards Managing Student Devices in the Technologically Diverse Classroom Teacher Evaluation Peer to Peer Observation Date Driven Continuous Improvement iPads in the Classroom iPads for Administrators Speeding SPED Achievement Instructional Coaching Leadership in Challenging Times Bullying SMART Notebook Promethean ActivInspire Reading Comprehension Flipping the College and Career Ready Classroom	7227 North 16th Street, Suite 190, Phoenix AZ 85020 http://www.4aplus.com/

Absolute Syngery Global Solutions	Synergy Global Solutions is a recognized IT products, services and solutions provider partnered with the industry's Tier One manufacturers, providing enterprise-class information technology solutions for organizations of all types and sizes	452 Sonwil Drive, Cheektowaga, NY 14225 http://www.synergygs.com/
Achieve 3000	Achieve3000® has the world's most advanced and only patented online model of differentiated instruction available today. Developing the literacy capacities of all your learners through anytime, anywhere learning has never been easier. Whether preparing for the rigor of new high-stakes assessments or building a cross-curricular path to college and career readiness, Achieve3000 has the solutions to help you achieve your goals. Achieve3000 differentiates lessons at 12 levels of English and 7 levels of Spanish to ensure all learners engage at their individual reading levels, accelerating reading gains, boosting mastery of state and Common Core Standards and performance on high-stakes tests, and preparing them for college and career—and beyond.	1985 Cedarbridge Ave., Suite 3, Lakewood, NJ 08701 http://www.achieve3000.com/
Adobe Systems Inc.	http://wwwimages.adobe.com/content/dam/acom/en/fast-facts/pdfs/fast-facts.pdf	1540 Broadway, 17th floor New York, NY 10036 http://www.adobe.com/
AirWatch	The AirWatch Global Education program provides a prescriptive path of training courses and hands-on activities for partners and customers to become knowledgeable administrators of the AirWatch solution. Each program is designed to educate individuals based on job role and associated daily usage requirements. Individuals enrolled in AirWatch Global Education can develop the skills needed to meet upcoming challenges within their enterprise mobility management deployments Read more at: http://www.air-watch.com/services/training/	1155 Perimeter Center West, Suite 100, Atlanta GA 30338
AKJ Books	Literacy Programs	4702 Benson Ave, Halethorpe, MD 21227 http://akjbooks.com/
Alicia Baez-Barinas		Buffalo Public Schools
American Heart Association	To partner with E1B to provide training to certified staff in CPR and other life saving actions..	5488 Sheridan Dr #300 Williamsville, NY 14221
American Reading Company	Comprehensive and Sustained Promoting Continual Improvement in Teacher and Leader Effectiveness Leadership Learning Institute Championing the Individual Needs of All Students Colloquia Building Leadership Capacity Through Seminar-Style Events Job Embedded PD Transform school cultures for sustainable student achievement Performance Management Improve the Success of Leaders, Teachers & Students	201 S. Gulph Rd., King of Prussia, PA 19406 https://www.americanreading.com/
Answer Pad	Formative & Summative Assessment for the 1:1 & B.Y.O.D. Classroom	74 Jordan Lane, Stanford, CT 06903 http://theanswerpad.com/
Anne Dalton	Copyright and Fair Use Workshops	http://www.daltonlegal.com/

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 recovery, remediation, intervention, acceleration, and exam preparation. Schools across the country are successfully using Apex Learning digital curriculum to meet the needs of students, from building foundational skills to creating opportunities for advanced coursework.	1215 Fourth Avenue, Suite 1500, Seattle, WA 98161 http://www.apexlearning.com/
Bloomboard	A holistic set of tools and products to power both effective coaching and continuous, personalized, competency-based learning for educators.	430 Cowper Street, Suite 250, Palo Alto, CA 94301 https://schools.bloomboard.com/
Blue Ribbon Testing	An online assessment engine, with over 20 question types, providing baseline assessments tied to Common Core Standards for K-12.	
Bozemanscience.com Inc. - Paul Andersen	Unlocking the Power of the NGSS Effective Classroom Design The Flipped Classroom The Blended Learning Cycle Classroom Game Design The Future of Education Educational Technology That Actually Works Educational Screencasting Design Thinking Inquiry Science Labs Motivating Students Today Future Proof Your Classroom Science Cubes Moodle Meeting High Expectations Teaching AP Science Teaching Science Online Teaching for Mastery Girls in STEM The Future of Assessment	3017 Westridge Dr., Bozeman, MT 59715 http://www.bozemanscience.com/
Brain Hurricane	Brain Hurricane partners with schools to help personalize learning for each student. We help elementary and middle schools implement blended learning solutions for math and literacy in after school programs.	13150 Cornish Drive, Cardiff, CA 92007
Bridges	A pioneer in education technology since 1988, XAP provides state-level sponsors, school districts and individual schools with online tools for students and adults to explore careers, and discover, plan for, and apply to colleges and universities. Today, XAP's products are used by thousands of K-12 institutions and colleges and universities in the United States and Canada	# 100-100 Corporate Pointe, Culver City, CA 90230-8703 https://access.bridges.com
BrightBytes	BrightBytes improves the way millions of people around the world learn. Our team of researchers and statisticians uses in-depth analysis to power a business intelligence and decision support platform, called Clarity. Clarity makes this research educative, engaging, and actionable, giving educational leaders the data to make informed decisions about students, staff, stakeholders and systems and drive learning outcomes	490 2nd Street, #302, San Fancisco, CA 94107 http://brightbytes.net/

C8 Sciences	C8 Sciences is the only company to offer integrated computer and physical exercises –"cognition cross-training." ACTIVATE™ for Schools is a comprehensive, advanced learning system designed to enrich the learning capabilities of every student enrolled. The program is especially beneficial for students with ADHD, autism, or other learning deficits.	5 Science Park, New Haven, Connecticut 06511
Cambium	Cambium Learning ® Group is a leading educational solutions and services company that is committed to helping all students reach their full potential by providing evidence-based solutions and expert professional services to empower educators and raise the achievement levels of all students. The company is composed of four business units: Voyager Sopris Learning ™, Learning A–Z, ExploreLearning ®, and Kurzweil Education	17855 Dallas Parkway, Suite 400 Dallas TX 75287 www.cambiumlearning.com
Carnegie Learning	Carnegie Learning provides comprehensive solutions to raise students' math knowledge through a combination of classroom activities, adaptive software, and teacher professional development	437 Grant Street, Suite 918, Pittsburgh, PA 15219 https://www.carnegielearning.com/
Castle Software	Castle Learning Online has focused on technology-based solutions for the classroom that combine 21st century technology with proven educational principles. Our mission is to help teachers and administrators like you to empower every student to reach his or her full academic potential. A supplement to classroom instruction, Castle Learning Online provides web-based review, testing and assessment tools for elementary, middle and high school teachers and students in all core areas.	50 Countryside Lane, Depew, NY 14043 http://corp.castlelearning.com/
Centris Group	Centris Group is committed to providing special education software and subject matter expertise to support special education professionals in achieving program compliance, best-practices, and efficiency.	100 Merrick Rd, 418E Rockville Centre, NY 11570 http://www.centrisgroup.com/
Certica	Certica Solutions and Academic Benchmarks join forces to provide the first EdTech Platform-as-a-Service: centralized data, content and application functionality to power an integrated EdTech world.	301 Edgewater Place, Suite I I 0, Wakefield. Massachusetts, 01880 http://www.certicasolutions.com/
Chester Technical	CTS is an authorized US reseller for SANS Language Lab products, SANS Inc. is the Exclusive Licensor of Sony Language Learning Software. We have 40+ years of experience and continue to support our customer's, old and new, with service, sales and installation	I 0 Whitewood Lane, No. Branford, CT 06471 http://ctslabs.com/
Classlink	Classlink is a management system for cloud based software	45East Madison Avenue, Suite 7, Clifton, NJ 07011
Compass Learning	Standards aligned K-12 instructional software for greater student achievement	203 Colorado Street, Austin, Texas 78701 https://compasslearning.com/

Control Alt Achieve - Eric Curts	Provides customized, hands-on, engaging professional development and presentations on most any topic related to Google Apps and how it can be used to transform teaching and learning in schools. The training can be: As little as a one hour session, to as long as a 5-day in-depth Google boot camp With a small group of participants, to hundreds of staff members On site and in person, or delivered remotely through video conferencing From a wide range of common topics, to training specifically designed for your needs	http://www.controlaltachieve.com/
Corwin - Jim Knight	Instructional Coaching Instructional Leadership Workshops High-Impact Instruction: This seminar provides an overview of high-yield teaching strategies built into the framework for great teaching, known as the Big Four. Specifically, participants will learn about the instructional areas of content planning, formative assessment, engaging instruction, and community building. Creating an Impact School: Learn how to focus your professional learning on easy-to-understand targets, how to accelerate professional learning, and which teaching practices have the greatest impact in the classroom.	2455 Teller Road, Thousand Oaks, California 91320 https://us.corwin.com/en-us/nam/consultant/jim-knight
Creative Smarts Inc. - Greg Tang	Games Resource s 1-day Workshops. Greg's goal is to give teachers a deeper, more connected understanding of critical math concepts. Each workshop targets important skills, strategies and standards, and combines Greg's proven techniques with best practices from around the world. Teachers consistently rate Greg's workshops among the best they have ever attended. 2-day Institute. This year's Institute will be held August 8-9, 2016 in Seattle. Joining Greg will be friend and colleague Dr. Yeap Ban Har, considered by many to be the world's foremost expert on Singapore Math. 3-day Conference. In 2016, Greg will once again host his Math Plus Conference in Kansas City. Greg's speakers will include Dr. Dan Meyer, Singapore Math experts Dr. Yeap Ban Har and Char Forsten, Dr. James Tanton, Dr. Richard Bisk, Dr. Sandy Atkins, Tammy Worcester Tang, Dr. Stephane Bonneaud, and Presidential Award Winner Catherine Kuhns. Author Visits. Since 2001, Greg has visited more than 750 schools across the U.S. and Canada. He continues to do a limited number of visits each year, and teachers and parents rave about his ability to engage and excite even the most reluctant learners. Whether it's 50 or 500 students, Greg makes	52 Alexander Avenue, Belmont, MA 02478 http://gregtangmath.com/
Curriculum Associates	Curriculum Associates is a company committed to making classrooms better places for teachers and students. Our award-winning products, include i-Ready®, Ready®, BRIGANCE®, and other programs, They provide teachers and administrators with flexible resources that deliver meaningful assessments and data-driven, differentiated instruction for children.	153 Rangeway Rd., No. Billerica, MA, 01862
Decision Insite LLC	DecisionInsite provides the nation's school district leaders with the technology, analytics and expertise they need to understand how enrollment impacts their District – past, present and future.	101 Pacifica, Ste 380 Irvine CA 9618 http://decisioninsite.com/

Desire 2 Learn	Competency Based Learning	500 York Road, Towson, MD 21204 http://www.d2l.com/
Developing Minds Inc. - Marcia Tate	Workshops, Institute & Online Courses by Marcia Tate Growing Dendrites Institute Growing Dendrites: 20 Instructional Strategies that Engage the Brain." Mathematics Worksheets Don't Grow Dendrites: Preparing Your Child for Success in School and in Life: 20 Ways to Increase Your Child's Brain Power Reading and Language Arts Workshops Don't Grow Dendrites: 20 Literacy Strategies that Engage the Brain Science Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain Shouting Won't Grow Dendrites: 20 Techniques for Managing a Brain-compatible Classroom "Sit & Get" Won't Grow Dendrites: 20 Professional Development Strategies that Engage the Adult Brain Social Studies Worksheets Don't Grow Dendrites: 20 Instructional Strategies That Engage the Brain Assessment: How Do We Know They're Learning? The Power of Positive Thinking Teacher Expectations and Student Achievement (TESA) Worksheets Don't Grow Dendrites: 20 Instructional Strategies that Engage the Brain Worksheets Don't Grow Dendrites: 20 Instructional Strategies for Teaching the Common Core State Standards	P.O. Box 82880, Conyers, Georgia, 30013 http://www.developingmind sinc.com/
Discovery Education	We partner with districts to: Collaboratively design professional learning plans that provide continuous improvement in teachers' skills Support professional learning communities via access to the Discovery Educator Network (DEN) Address professional learning needs for both classroom teachers and district administrators Provide highly-trained and certified educators for all on-site and web-based professional learning experiences	One Discovery Place, Silver Spring, MD 20910 http://www.discoveryeducati on.com/

Dr. Abby Reisman	Areas of Expertise Teaching and learning in history classrooms Teacher education and professional development Adolescent literacy Curriculum Reading Like A Historian	826 South 48th Street, Apt #3, Philadelphia, PA 19143 http://scholar.gse.upenn.edu/reisman/
Dr. Andrea Honigsfeld	Differentiated Instruction for at Risk Learners, Co-teaching strategies for English Language Learners, Innovative & Successful Practices for the 21st Century	Molloy College - http://www.molloy.edu/academics/undergraduate-programs/education/education-faculty-and-staff/andrea-honigsfeld
Dr. Erin Kearney	Cultural Dimensions of Foreign/Second Language Teaching and LearningLanguage Teacher Development and EducationEarly Foreign Language Learning and Language AwarenessClassroom Discourse and Interaction in L2 Settings	University at Buffalo - http://gse.buffalo.edu/about
Dr. Maria Dove	Strategies for English Language Learners, Co-teaching strategies for English Language Learners, Teacher Mentoring	Molloy College - http://www.molloy.edu/academics/undergraduate-programs/education/education-faculty-and-staff/maria-dove
DreamBox	Elementary and Middle School Adaptive Math Software	305 108th Avenue, NE 3200, Bellevue, WA 98004 http://www.dreambox.com/
EBSCO	We offer premium content through databases, e-books, journals and magazines, and more, as well as a versatile discovery tool for searching across all library resources. Our content and feature-rich technology platforms serve the needs of researchers at all levels, whether they access EBSCO products at academic institutions, schools, public libraries, hospitals and medical institutions, corporations or government institutions.	10 Estes Street Ipswich, MA 01938 https://www.ebsco.com/who-we-serve/schools
Edgenuity	Edgenuity provides engaging online and blended learning education solutions that propel success for every student, empower every teacher to deliver more effective instruction, and enable schools and districts to meet their academic goals. Edgenuity delivers a range of Core Curriculum, AP®, Elective, Career and Technical Education (CTE), and Credit Recovery courses aligned to the rigor and high expectations of state, Common Core and iNACOL standards and designed to inspire life-long learning.	860 East Chaparral Drive, Suite 100, Scottsdale AZ 85250 http://www.edgenuity.com/
Edmentum	Blended Learning, Online Courses, Formative Assessment, Individualized Learning	600 West g3ro Street, Suite 300 -8200 Tower, Bloomington, MN 55437 http://www.edmentum.com/
eDoctrina	eDoctrina, a multi-purpose curriculum mapping and assessment data software that is being used by hundreds of schools throughout the U.S.	317 Vulcan Street, Buffalo, NY 14207 http://www.edoctrina.org/

Education for the Future - Bradley Geise	Examples Of Our Professional Learning Offerings: Workshops Data/School Improvement Institutes Train The Trainers Sessions Conference Sessions International Work Work With Universities Questionnaire Support Services General Consulting Services Using Data for Continuous School Improvement	400 West First Street, Chico, CA 95929-0230 http://eff.csuchico.edu/
Educational Vistas	Assessment Development, Assessment Scoring, Online Testing	718 State Street, Schent"..ctady, New York 12307 http://www.edvistas.com/
EdVation	We can help you engage student learning with MiiQuest, a blended learning platform, Exibi, a simple and powerful portfolio tool, and the award-winning TechSteps digital content. Our pd21 online professional development prepares teachers to inspire digitally savvy students.	00 112th Ave NE, Suite 240, Bellevue, WA 98004 http://www.edvation.com/
Erie County Office of Personnel	Partner with E1B to provide PD in the area of NYS Civil Service law, regulations and procedures in the hiring and maintenance of classified public employees.	95 Franklin St Buffalo, NY 14202 http://www2.erie.gov/emplo yment/
eSpark	Make iPad time more purposeful with curriculum your students will love. In eSpark, kids engage with the best third-party apps, videos, and quizzes curated to help them learn and practice skills in math and reading. As students progress, they extend their thinking and synthesize knowledge in a creative challenge before advancing to master new skills	833 W Jackson Blvd, Ste 700, Chicago, IL 60607 https://www.esparklearning. com/
FastBridge Learning	FastBridge is an assessment system for K-12 students for RTI purposes	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 real—just like the certified teachers who teach them. Public, private, and homeschool students from Kindergarten through 12th grade use our courses to succeed on their own time and schedules	2145 Metro Center Blvd., Suite 200, Orlando, FL 32835 https://www.flvs.net/

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Forecast5 Analytics	Forecast5 Analytics has built a software suite that can be used for numerous public sector tasks and projects. The applications can be used individually, however, users will find many opportunities to connect the component pieces to generate multi-dimensional output. The current roster of Forecast5 applications includes: An analytics tool that allows users to generate business insights with performance data and the ability to create customized benchmark peer groups Ways to use 5Sight: • Staffing Analytics and Position Control • Comparative Compensation Data • Financial Benchmarks and KPIs A map based application that allows users to integrate their own business data with Google Maps to generate new insights with geographic perspective Ways to use 5Maps: • Boundary Simulations • Enrollment/Demographic Projections • Map Based Analytics and Statistics A powerful budgeting and forecasting tool that allows users to simulate "what-if" scenario analysis for the purpose of developing multi-year financial forecasts Ways to use 5Cast: • Detailed Five-Year Financial Planning • Budget Preparation and Forecasting • "What-if" Simulations For Decisions A social network and peer collaboration platform that allows users to connect with industry colleagues in meaningful conversation and data sharing Ways to use 5Share: • Peer to Peer Collaboration • Data Collection and Sharing • State and National Insights Experienced consulting and solution development that allows local governments to maximize their investment in data analytics Ways to use 5Lab: • Assessing Organizational Performance • Developing Long Term Strategic and Financial Plans • Building Customized Data Sets and Analytics	2135 CityGate Lane, 7th Floor, Naperville, IL 60563 http://forecast5analytics.co m/
Frontline Technologies	To partner with E1B to provide training to certified administrators utilizing the online substitute placement service, AESOP.	1400 Atwater Dr Malvern, PA 19355

Fuel Education	flexible digital curriculum, customized curriculum, technology platform, educational services	2300 Corporate Park Dr., Herndon, VA 20171 http://www.getfueled.com/
Gale Cengage	A Passion for Libraries Toggle A Passion for Libraries Content Gale, a part of Cengage Learning, believes the library is the heart of its community, driving meaningful and measurable outcomes for individual users and groups. Gale is a partner to libraries and businesses looking to deliver educational content, tools and services to support entrepreneurship, encourage self-directed learning, aid in research and instruction, and provide enlightening experiences. Gale has been a leading provider of research and education resources to libraries for 60 years and is committed to supporting the continued innovation and evolution of libraries and their users. Classroom in Context (CLiC) Transform your resources into interactive classroom content with digital curriculum tools. Gale In Context Deliver the most-studied topics to middle and high school students with engaging online resources. Professional Development Resources Refine and develop skills with eBooks from leading publishers like ASCD, ISTE, and Corwin.	27500 Drake Road, Farmington Hills, Michigan; 48331 http://www.cengage.com/search/showresults.do?N=197+4294917621
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 How to Plan a Deeper Reading Lesson Writing The Common Core Writing Standards: Good News/Bad News Strategies to Get All Students Up and Writing The Value of Using Writing Models in the Classroom Writing Like a Reader Teaching Writing in the Age of Google Moving Students Beyond Fake School Writing Teaching Young Writers to Recognize Audience and Purpose Using Assessment to Drive Better Student Writing	1222 La Limonar Road, Santa Ana, CA 92705

Giovanna Claudio-Cotto	Spanish Teaching	Buffalo Public Schools https://www.linkedin.com/in/giovanna-claudio-cotto-a13a2388
Harbor Town Games (Master Guru),	Master Guru Instructional Games for ELA, Math, Science	249 Wilcox Street, PO Box 58, Wilson, NY 14172 www.playmasterguru.com/teachingresources.html
Hobson	We provide educational consulting services to help with the technical implementation of products, training and professional development to ensure our users know how to get the most out of our products, and support services to help users with issues they may come across as they use our products.	3033 Wilson Blvd, Suite 500, Arlington, VA 22201 https://www.hobsons.com/
Holocaust Resource Center	The Holocaust Resource Center of Buffalo (HRCOB) mission is to: Teach the Lessons of the Holocaust, Remember the Events of the Holocaust and Honor the Survivors and Victims of the Holocaust. This is achieved through documentation and personal testimony of local holocaust survivors, through the education of future generations with in-school visits and presentations, and through a wide range of in-service workshops.	336 Harris Hill Road Suite 302 Buffalo, NY 14221 716-634-9535 http://www.hrcbuffalo.org/
Hot Math	In addition to our for-pay step-by-step answers, math videos, and online math tutoring, we offer graphing calculator tutorials, learning activities, and math games.	18 Sunset Drive Kensington, CA 94707 http://hotmath.com/
Houghton Mifflin Harcourt	HMH creates engaging, dynamic and effective educational content and experiences from early childhood to K-12 and beyond the classroom, serving more than 50 million students in more than 150 countries. Available through multiple media, our content meets the needs of students, teachers, parents and lifelong learners, no matter where and how they learn	222 Berkeley Street, Boston, Massachusetts 02116 http://www.hmhco.com/
IBM	Analytics, Cloud, Commerce, IT Infrastructure, MobileFirst, Security, Watson	http://www.ibm.com/
iDesign	iDESIGN Solutions (iDESIGN) is a Value Added Reseller of technology for Science, Technology, Engineering, Arts, and Math (STEAM) education. The company sells 2D and 3D design software, VEX Robotics Classroom Kits & Parts, 3D Printers, teacher training and much more	205 SE Spokane St, Suite 300, Portland, OR 97202 http://www.idesignsol.com/
Imagine Learning	Teaching every child language and literacy skills is at the core of everything we do. We harness the power of technology to instruct kids with engaging computer software	191 River Park Drive, Provo, Utah 84604 http://www.imaginelearning.com/
Infinite Visions	Infinite Visions is a web-based personnel information system that provides a full range of features needed by administrators at the district and school level to manage personnel information, a portal for teachers to manage employee information, including employee profile, pay stubs, tax withholding information (W4) and more.	5101 Tennyson Parkway, Plano TX 75024
InfoBase Learning		31 West 3111 Street, 1111 Floor, New York, New York 10001
Institute for Research in Science Teaching (IRST); Fredonia, Michael Jabot	The Institute for Research in Science Teaching (IRST) does PD work with teachers P-12 around the use on inquiry-based science instruction and its impact on teacher and student learning.	280 Central Ave, Fredonia, NY 14063
Interactive Media		111 E. 1st St., Phoenix, Oregon 97535
Iris Gonzalez		Dunkirk City School District

iSafe	i-SAFE's mission is to make identity management and compliance with privacy laws simple. We secure children's privacy through education and services protecting the use of personal information, while helping schools and commercial providers of sites, services and apps to engage their customers responsibly and in compliance with Federal laws.	189 El Camino Real, Suite 201, Carlsbad, CA 92009 http://www.isafe.org/
iStation	Computer adaptive assessments, instruction, and more	8150 North Central Expressway, Suite 2000, Dallas, TX 75206 http://www.istation.com/
It's Learning	itslearning helps educators create innovative digital learning environments, to improve retention rates and reduce the cost of instruction. - See more at: http://www.itslearning.net/our-story#sthash.anICPSDX.dpuf	One Gateway Center, Suite 702, Newton, MA 02458 http://www.itslearning.net/
IXL	At IXL Learning, we are passionate about creating and supporting the best educational technology possible. We develop first-of-their-kind products used by millions of learners, from children to adults. People count on us to make learning as effective as it can be, and we are deeply committed to solving the real-world challenges faced by students and teachers around the planet	777 Mariners Island Boulevard, Suite 600, San Mateo, California, 94404 https://www.ixl.com/
JAMF	Apple continues to raise the bar of what is possible with technology in education. As more and more schools discover the power and benefits of Apple, Macs and iPads have become commonplace in schools. With this technology comes deployment and maintenance logistics as well as questions around security and privacy. With the Casper Suite, IT can efficiently and safely manage Apple devices so teachers can focus on teaching and students can focus on learning	301 4th Ave. S. Ste. 1075, Minneapolis, MN 55415 https://www.jamfsoftware.c om/
Jay McTighe & Associates	MAC Associates are highly experienced and successful educators who are available to conduct workshops and provide a variety of consultative services. In addition to their work with Understanding by Design®, the MAC Associates have collective expertise in the following areas: Assessment for Learning The Brain and Learning Curriculum Mapping Differentiated Instruction Formative Assessment Futures Visioning Instructional Strategies Peer Coaching Performance Task Design Personalized Learning Program Evaluation Reviews of Unit Plans and Assessments Rubric Design School Accreditation Planning Schooling by Design STEM (Science, Technology, Engineering and Mathematics) Strategic Planning Teacher and Principal Evaluation Technology 21st Century Skills	6581 River Run, Columbia, MD 21044 http://jaymctighe.com/

Kagan Professional Development	Kagan Publishing & Professional Development offers workshops and products in a number of related topics relating to active student learning including, cooperative learning, brain-friendly instruction, multiple intelligences, differentiated instruction, Win-Win Discipline, classroom management, and more. While Kagan as a publishing and professional development organization has steadily grown in both its offerings and popularity over the past few decades, some things have not changed: the central role of Kagan Structures in Kagan's trainings and publications and the firm commitment to and belief that, "It's All About Engagement!"	PO Box 72008, San Clemente, CA 92673-2008 http://www.kaganonline.com/
Knovation	Long before buzz words like personalized learning, digital transformation or OER were trending, we realized that free online resources could engage students and improve learning if they were well organized and presented for easy access.Our mission to go do something good for kids, every day, is brought to life by our trusted content collection – a wealth of online resources that makes learning personal.Our ability to impact every child is amplified by valued district partners who also seek to find better ways to engage students.	3630 Park 42 Drive, Suite 170F, Cincinnati, OH 45241 http://www.knovationlearning.com/
Learn 360 (InfoBase Learing)	Infobased Learning	http://support.infobaselearning.com/index.php?/videolearn360
Learning A-Z (PO Vender Name: LAZEL, INC Div	Learning A-Z is committed to helping teachers maximize the benefits of our products and finding new ways to incorporate our resources into the classroom. We proudly offer complimentary professional development and support services to every customer. Educators can sign up for free live sessions or choose to participate in prerecorded, self-paced webinars at their leisure. In addition to our free professional development options, we also provide custom webinars and on-site workshops for schools and districts.	1840 East River Rd, #320 Tucson, AZ 85718 https://www.learninga-z.com/
Learning Sciences	Learning Sciences International combines instructional strategies grounded in deep research with advanced web-based technology. We provide research-based professional development, customized initiatives, personalized e-learning, on-site training, research services, and supplementary resources to teachers, leaders, schools, and districts.	175 Cornell Road Suite 18, Blairsville, PA 15717 http://www.learningsciences.com/
Learning.com	We provide K-12 solutions to help students, teachers, and schools excel in a digital world. Districts around the country equip their students with the digital literacy skills needed for online assessments, college, and the workforce using our award-winning digital literacy solutions. We support districts as they move to digital content with tools to build and share district-created digital curriculum.	1620 SW Taylor St, Suite 100, Portland, OR 97205 http://www.learning.com/
Let's Go Learn	LGL's mission is to provide automated, individualized diagnostic testing, data, reporting, and instruction to boost an individual student's performance in reading and math. LGL Math and Reading assessments have been administered over 7,000,000 times worldwide.	705 Wellesley Ave. Kensington, CA 94708 https://www.letsgolearn.com/
Lexia	Lexia is a reading intervention program/software	
Lightsail	LightSail's adaptive literacy solution to embed engagement, motivation, assessment and student growth data into a reading experience that students – and teachers – love.	http://lightsailed.com/
Lightspeed	Web filter systems	106 East Sixth Street, Suite 500, Austin, TX 78701 http://www.lightspeedsystems.com/
Lincoln Library (PO Vender Name: Lincoln Library Press, Inc.	In keeping with the exciting advancements in technology, the entire contents of the Lincoln Library product line, plus additional content on American history and world biography, was made available through the Lincoln Library's online database, FactCite. Quickly becoming a standard in schools across the country (and around the world) FactCite has been recognized as a "Best Overall Reference K-12".	http://lincolnlibrarypress.myshopify.com/

Linkit	LinkIt! is focused on creating a simple, yet comprehensive solutions for assessment creation, delivery, scoring and reporting.	80 Fifth Avenue, Suite 1101□ NY, NY 10011 http://www.linkit.com/
LPA Software Solutions	IBM Cognos Workspace Advanced Training	400 Linden Oaks, Suite 140, Rochester, NY 14625 http://www.lpa.com/
Make Communities, LLC	Topics: Bike Safety, Safe Routes to School, Complete Streets	74 Edward Street, Buffalo, NY 14202 http://makecommunities.c o m/
Mandarin Library Automation	WEB HOSTING M5 Web Hosting DATA WORK We take pride in our 24 years of experience, knowledge and dedication to converting and enhancing all data types. Working together with you, our goal is to make the transition to our systems as smooth as possible. LABELS SERVICES Mandarin's Barcode Label Printing Service is a fast, reliable and high-quality way to get barcode labels for your library automated software system. 24/7/365 TECHNICAL SUPPORT Centralized, web-based library automation software management. We are here when you need us. Available 24 hours a day, 365 days a year, just call our toll free number, email, chat or let us connect to your computer. TRAINING Online & Onsite Training when you purchase Mandarin M3, Mandarin Oasis, or any other software module, you can choose to enjoy the convenience of online training or onsite training. ONSITE TECHNICAL SERVICES Centralized, web-based library automation software management. After you purchase your Mandarin system, the Mandarin Project Management Team will take over, working closely with all customers during data conversion, database customization, hardware delivery, and software configuration.	P.O. Box 272308 Boca Raton, FL 33427-2308 http://www.mlasolutions.co m/
Mastery Connect	MasteryConnect, educators can connect with colleagues throughout the nation to develop and share common assessments around the Common Core Curriculum. Educators can now extend their professional learning communities beyond their schools. This ready access to expanded expertise is exactly what we have been hoping would become available to educators	222 South Main Street, Salt Lake City, UT 84101 https://www.masteryconne c t.com/

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 13. Breaking the Content-Area Reading Code for Successful Comprehension, Grades 4-8 14. The Lesson Plan Lifesaver (Brain-Based and Highly Differentiated), Grades K-12 15. Right Words = Write Well (Word Choice), Grades 4-8 16. Calming the Raging Storms of Stress, Grades K-12, PARENTS 17. Raising Resilient Children, Grades K-12, PARENTS 18. Low Prep or High Prep Differentiated Strategies: You Choose! Grades K-12 19. Successful Summarizing Strategies, Grades 4-12 20. Bump Up the Questioning, Grades 4-8 Keynotes: Maximizing the Mind, DARE to Engage the Brain, Journey	2723 Bonar Hall Path, Duluth, GA 30097 http://www.maximizelearni n ginc.com/
McGraw Hill	Publisher and provider of education resources	8787 Orion Place, Columbus OH 43240 http://www.mheducation.co m/
McKay Consulting Group, LLC (Dr. Candi McKay)	We provide customized consultation, facilitation and training related to instructional leadership and teacher quality to school districts and state service agencies around the country. We customize professional development, training and consultation services to meet the needs of each client. Rather than offering "off the shelf", or "one size fits all" training programs, we design, develop and deliver services uniquely suited to the needs of your district. We design a plan that engages educators at every level in learning and authentic practice of the skills and understandings required for sustainable improvements in teaching and learning.	8590 Business Park Dr, Shreveport, Louisiana 71105 www.mckayconsulting.org
Media Flex, Inc. OPALS	Over the years, librarians' mission to provide access to authentic information for life long learners has been a constant in a context that has changed dramatically. Media Flex assists librarians in this mission by providing services, products and technology; all of which emerge from our open dialogue. Turn Key Training on OPALS system.	P.O. Box 1107 Champlain, NY 12919 http://www.mediaflex.net/s h owcase.jsp?record_id=52
Mind Research Institute	Through our uniquely visual, non-language-based approach to teaching math — delivered through our ST Math instructional software — students across the country are deeply understanding math, developing perseverance and problem-solving skills, and becoming life-long learners prepared for success.	111 Academy, Suite JOO, Irvine, CA 92617 http://www.mindresearch.o r g/

Modular Robotics	Robotics, of course, but math, engineering and design, biology and behavior, scientific inquiry and critical thinking, problem solving and collaboration, logic, and physics are on our list. We've written some of these activities and published them on our website and have more in the pipeline. If you get your Cubelets or MOSS and have an idea we haven't thought of yet, contact us so we can collaborate with you to test it out!	3085 Bluff Street, Boulder, CO 80301 http://www.modrobotics.com/
Montage	Montage Diversity Consultants, LLC aims to assist corporations and educational institutions reach their stated diversity goals through consultation, training, and organizational development.	513 N 39th Street, Philadelphia, PA 19104 http://www.montagediversity.com/
Movie Licensing USA (PO Vender Name: Swank Motion Pictures, Inc.	We are the exclusive providers of Public Performance Site Licenses to public libraries and K-12 schools which satisfies the copyright protection needed when entertainment movies are shown in the buildings. Swank Motion Pictures, Inc. has long standing, exclusive licensing agreements to this and other non-theatrical markets with most of the major Hollywood movie producers.	10795 Watson Road St. Louis, MO, 63127-1012
My Learning Plan	Our Mission brings that Vision to life as we provide state-of-the art, integrated online systems that enable educators to easily plan, manage, evaluate, and report on all forms of professional learning and all components of the processes for educator evaluation and appraisal.	8586 Potter Park Drive, Sarasota, FL 34238 https://www.mylearningplan
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. Our data collection hardware, testing software, and services enable teachers and administrators to identify student learning needs and achievement gaps, and address school improvement requirements throughout the organization. Our proven education solutions include OMR (optical mark read) and image scanners, test answer sheets, test scoring machines as well as a full complement of assessment software for paper-based, online, and interactive response pad test generation and delivery. Our brands include Prosper™ assessment system, Classroom Performance System (CPS), and OpScan® and EZData™ scanners.	3075 West Ray Road, Chandler, AZ 85226 http://www.k12pearson.com/teach_learn_cycle/DL/dgtllrng.html
Nelson Rivera	The Collegiate Science and Technology Entry Program (CSTEP) is a grant-funded program sponsored by the New York State Department of Education to support talented underrepresented students pursuing science, technology, engineering and mathematics (STEM), licensed professions and health-related professions. CSTEP offers key preparation, resources, and opportunities critical to student success.	University at Buffalo 222 Norton Hall Buffalo, NY 14260 https://buffalo.collegiatelink.net/organization/CSTEP
Newsela	Newsela builds reading comprehension through leveled articles, real-time assessments and actionable insights.	https://newsela.com
Niagara Frontier Council For the Social Studies	Local social studies council associated with NYS Council For Social Studies. Provides professional development resources and opportunities for teachers.	229 Genessee Street # 113 Buffalo, NY 14202
NWEA	Our research-based assessments, professional development, personalized service, technical support, and alliances with researchers and community groups have global recognition - See more at: https://www.nwea.org/#sthash.X173Gvbk.dpuf	121 NW Everett Street, Portland, Oregon 97209 https://www.nwea.org/
PowerSchool	PowerSchool is a web-based student information system that provides a full range of features needed by administrators at the district and school level to manage student information, a portal for teachers to enter classroom-specific data, and portals to foster communication	http://www.powerschool.com/

	between the school and parents and students. Using PowerSchool, teachers are able to record grades and attendance for students to view at home. PowerSchool's open and easily customizable design allows districts to easily extend SIS capabilities to meet their individual needs including independent software vendor applications.	http://www.e1b.org/OurServices/ByServiceDirectory/Detail.aspx?ServiceCode=650.200
Randa	RANDA acquires, manages and utilizes data providing administrators and teachers a variety of education intelligence: student data (student identification, student demographics, summative and formative assessments, student growth, course completion, and college readiness), educator data (educator identification, educator demographics, professional development/continuing education), Teacher/Student Data Link (TSDL), value added assessment alignment, teacher effectiveness, and third-party data (community demographics, school climate, early warning data).	5000 Meridian Blvd., Suite 400, Franklin, TN 37067 http://randasolutions.com/
Reading & Language Arts Centers Inc.	Phonics First® is RLAC's nationally accredited Orton-Gillingham course used to teach literacy. Our dynamic and interactive Professional Development courses and workshops give special and general education teachers the knowledge and expertise to implement evidence-based strategies that improve student achievement. Phonics First® employs the Orton-Gillingham principles of instruction to reading, is language-based, multisensory, structured, sequential, cumulative, cognitive, and flexible.	36700 Woodward Avenue, Bloomfield Hills, MI 48304 http://rlac.com/
Redbird Math	Our digital curriculum features the latest advances in adaptive learning, gamification and digital project-based instruction to engage and propel students through the learning continuum. But we know that's not enough. Our blended learning implementation services help bridge the gap between the promise of technology and realities of the classroom. And our professional development offerings help educators become equipped with the training and support required to effectively implement the latest pedagogical practices.	1999 Harrison Street, 1gh Floor Suite 1900, Oakland, CA 94612 http://redbirdlearning.com/
Renaissance Learning	Renaissance Learning is a world leader in cloud-based assessment, teaching, and learning solutions	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 exceptional platforms seamlessly combine to provide customizable solutions in the areas of Student Achievement, eLearning and Professional Development.	3864 Adler Place, STE 200, Bethlehem, PA 18017 http://www.rightreasontech.com/
Rosen (PO Vender Name: The Rosen Publishing Group	Rosen Publishing, Inc. is an independent educational publishing house that was established in 1950 to serve the needs of students in grades Pre-K -12 with high interest, curriculum-correlated materials	29 East 21st St. New York, NY 10010 https://www.rosenpublishing.com
Rosetta Stone	Rosetta Stone is software to help learn a new language	135 West Market Street, Harrisonburg, VA 2280
Rubicon West, Inc.	Rubicon Atlas is curriculum mapping software	135 West Market Street, Harrisonburg, VA 22801
Ruth D. Casillas, Consultant	The Language Assessment Center (LAC), located at 33 Ash Street, provides initial assessment for students identified through the Home Language Questionnaire as having a language other than English spoken at home. The LAC provides each student with an oral interview in English and administers the New York State Identification Test for English Language Learners (NYSITELL), as prescribed by Commissioner's Regulations Part 117 and Part 154. The staff communicates with the Central Registration Center to ensure appropriate placement of students in schools with bilingual and/or English as a Second Language (ESL) services.	Erie 1 BOCES, RBE-RN, http://www.buffaloschools.org/ForeignLanguages.cfm?subpage=883

Safari Montage	SAFARI Montage provides K–12 school districts with a fully integrated Learning Object Repository, Digital Lesson Tools, Video Streaming Library, and IPTV & Live Media Streaming, designed to handle video efficiently. The solution is IMS interoperable with other systems using standards working with virtually all classroom technology, mobile devices and district systems. The full suite of integrated modules provides a single interface for users to access and manage all digital, visual resources from within the school district network or from home. SAFARI Montage servers come preloaded with educational video titles tied to the curriculum from the industry's leading video publishers, which include Schlessinger Media, PBS, The History Channel, National Geographic, Scholastic, Disney Education, BBC and more. SAFARI Montage is now the only commercial digital distributor of PBS, library of full-length programs to schools nationwide. In addition, school districts can easily upload and manage their own digital content, and disseminate it to all users throughout the school or district.	7 Norden Lane, Huntington Station, NY 11746 http://www.safarimontage.com/
Sarah Brown Wessling	Selected Titles Riding Mistakes Out of Mediocrity: How We Must Re-Think Getting Better Are We Asking the Right Questions? Creating Cultures of Learning The Let-Go That Gets More: Shifting Learning Agency The Perfect Mess: Finding Our Best Teaching Selves Writing the Poetry of Our Profession Selected Topics creating classroom cultures of learning Common Core implementation teacher leadership productive failure creating thinkers; teaching analysis learning related to literacy instructional coaching and administrators as instructional leaders	10410 Stonebridge Drive, Johnston, IA 50131 http://sarahbrownwessling.com/

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	524 Broadway, New York, NY 10012 http://www.scholastic.com/teachers/
School Improvement	School Improvement Network is a professional learning provider for educators. We're driven by a single-minded cause: to help 100% of teachers become more effective, so that 100% of students are college and career ready. Everything we do supports personalized learning opportunities for educators, resulting in improved teacher effectiveness and dramatically higher student achievement.Our products help schools and districts achieve their goals, all while saving time, money and, most importantly, increasing student achievement.	32 West Center Street, Midvale UT 84047 http://www.schoolimprovem ent.com/
School Specialty	We provide innovative products and programs to the Educational Marketplace, servicing the needs of teachers and schools to ensure students of all ages receive the scholastic support they need to advance their learning and reach their full potential. From early childhood through high school and beyond, we are committed to providing our customers with the breadth and depth of educational knowledge and resources they need, serving as the one-stop industry solution. It is this commitment to service and our tailored offerings which set us apart	School Specialty PO Box 1579 Appleton, WI 54912-1579 https://store.schoolspecialty.com

Schoology	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] Schoology is offered to educators free of charge. Revenue is generated with a fee-based Enterprise product that includes premium add-ons such as customized branding, advanced analytics, single sign on (SSO), and data integration with existing student information systems (SIS).[9] Native mobile applications are available for iOS, Android, and Kindle devices. Product enhancements have included text message notifications, integrations with Google Drive, Dropbox, Evernote, IMS Global learning tools interoperability (LTI), a shared resources library, mastery analytics and a question importer for tests and quizzes.	115 W. 30th St. Suite 602, New York, NY 10001 https://www.schoology.com/
Scientific Learning	Fast Forward - A radically different online reading intervention that targets foundational phonemic awareness, language, memory, attention, processing and sequencing skills. Reading Assistant - The only online reading program that "listens" to students as they read out loud, intervenes when they struggle, and automatically scores students' oral reading	300 Frank Ogawa Plaza, Suite 600, Oakland, CA 94612 https://www.scilearn.com/
Shmoop	Over 100,000 Courses, Test Prep Resources, and Learning Guides	PO Box 0935 Los Altos. CA 94023
Silver Strong & Associates, LLC	The Thoughtful Classroom™—a renowned professional development program dedicated to the goal of "Making Students as Important as Standards." More recently, Dr. Silver has collaborated with Matthew J. Perini (SSA's Director of Publishing & Content Development) and hundreds of educators from across the country to develop The Thoughtful Classroom Teacher Effectiveness Framework (TCTEF)—a comprehensive system for observing, evaluating, and refining classroom practice.	3 Tice Road, Suite #2, Franklin Lakes, New Jersey 07414 http://www.thoughtfulclassroom.com/
Solution Tree	Solution Tree delivers comprehensive professional development to schools and districts around the world. Solution Tree has empowered K–12 educators to raise student achievement through a wide range of services and products including educator conferences, customized district solutions for long-term professional development, books, videos, and online courses. Last year, more than 25,000 educators attended Solution Tree events on professional learning communities, RTI, assessment, and other topics.	555 North Morton Street Bloomington, IN 47404 http://www.solution-tree.com/
ST4 Learning	Word tools	ST4 Learning P.O. Box 646 Morrison, CO 80465 http://www.goqsoftware.com/

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. What's Included: Standards-based lessons and activities Actionable, real-time data Instant feedback and built-in remediation Technology-enhanced item types Teacher resources Benchmarking (sold separately) And more!	PO BOX 674019, Dallas, TX 75267-4019 http://www.studyisland.com/
Sungard	SunGard® K-12 offers software solutions and professional services designed to help K-12 schools and school districts support student achievement and operational efficiency. PLUS 360 is a single integrated suite of software solutions for the management of student information, assessment and curriculum, special education, and financial and human resources. For more information about SunGard® K-12 (an FIS Company)	3 West Broad Street, Bethlehem, PA 18018 http://sungardk12.com/
Tamara O. Alsace, Consultant	Provided training and support to teachers, administrators, parents on issues related to cultural diversity, students iwth disabilities, and English language learners	Erie 1 BOCES RBE-RN https://www.linkedin.com/in/tamara-alsace-90a740a
TeachingBooks.NET	TeachingBooks.net is an easy-to-use website that adds a multimedia dimension to the reading experiences of children's and young adult books. Our online database is developed and maintained to include thousands of resources about fiction and nonfiction books used in the K–12 environment, with every resource selected to encourage the integration of multimedia author and book materials into reading and library activities	https://www.teachingbooks.net/
TEQ	We provide technology and professional development solutions to increase achievement in the following areas:	7 Norden Lane Huntington Station, NY 11746 http://www.teq.com/
The College Board	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 Advanced Placement Program. The organization also serves the education community through research and advocacy on behalf of students, educators and schools.	The College Board National Office 250 Vesey Street New York, NY 10281 https://www.collegeboard.or g
The Healthy Community Alliance	The activities described on this page reflect only a portion of Alliance activities. We host flu clinics, HEAP outreach, conduct activities for Academy Place Apartment residents, participate in numerous school and community events; produce and distribute newsletters and other health education and information materials, and work with our partners on many valuable projects to benefit the communities we serve.	1 School St., Suite 100, Gowanda, NY 14070 http://www.communityallian ce.org/
The Reading Solution	Instructional Technology Integration	

The Shomette Group - Don Shomette	Delivery of Common Core Curricula	P O Box 474 Radford, VA 24143
Think Through Math	Digital literacy, creative problem solving, and critical thinking	16 Federal Street, Floor 2, Pittsburgh, PA 15212
Thinkmap	Differentiating Instruction	
Trina Tardone	Building college- and career-readiness	Rumble Seed Marketing
Triumph Learning	Triumph Learning, LLC, is a leading educational content company based in New York City and publisher of print and digital K-12 resources, standards-aligned instructional materials and effective literacy programs, serving more than 6 million students in 36,000 schools in 2013	136 Madison Avenue, New York, NY 10036 http://www.triumphlearning.com/
Vocabulary.com	The quickest, most intelligent way to improve vocabulary. Vocabulary.com combines the world's smartest dictionary with an adaptive learning game that will have you mastering new words in no time	https://www.vocabulary.com/
Waterford	we make tools that grow the reach and impact of great teachers. We encourage and contribute to research around integrating technology and early learning. We use technology to personalize each child's learning experience. Because every child deserves a great start	590 East 9400 South. Sandy UT 84093 http://www.waterford.org/
Western New York Library Resources Council	WNYLRC provides professional development to the local library community in a variety of formats. Classes may be held at our Training Center, at off-site locations, or through online webinars. See our schedule on the workshops page. Most classes are open to anyone, but WNYLRC members pay a lower price. To register for a class you must first create an account by clicking on the "Create an accout" link at the top of the page and entering the information requested. When your registration is complete you will then be able to register for the above mentioned training opportunities. Continuing Education Credits are available for half-day workshops of 2 hours or more, full-day workshops, seminars or institutes sponsored by WNYLRC and held at WNYLRC or other location as specified. Lynda.com accounts are available to all WNYLRC members at no cost. This is an online library of training modules on various software tools, general technical skills, and management/organization. Use our Lynda.com signup form to request your license. WNYLRC Knowledge Base Tutorials On Demand has freely-available tutorials on resource sharing applications and programs.	4950 Genesee St., Suite 170, Cheektowaga, NY 14225
WNY Education Associates	Center focused on developing curriculum, assessment design, best practices, instructional coaching and feedback.	94 McKinley Avenue, Kenmore, NY 14217
WNY Teacher Center at E1B	Our center provides professional development courses and resources to advance innovative, high quality instruction, as well as to support districts' visions and respond to the needs of teachers and the educational community.	355 Harlem Rd., West Seneca, NY 14224 http://www.teachercenter.e1b.org/

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