

**Continuing Teacher
Leader Education
Professional Development Plan
2019-2020**



IN THE PURSUIT OF EXCELLENCE

Schoharie Central School District

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

Our District Vision:

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

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INTRODUCTION

Schoharie Central School District's Professional Development Plan (to cover Continuing Teacher Leader Education activities) is a requirement of Subpart 100.2(dd) and 80-6 of New York State's Regulations of the Commissioner of Education. This plan will henceforth be referred to as the PD Plan and the Continuing Teacher Leader Education it describes as CTLE.

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

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

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

The District further recognizes that it is important to minimize the time that teachers are away from their students and classrooms and the necessity of providing for and participating in Continuing Teacher Leader Education activities at times when classroom contact time is least affected.

As a district, we believe that Continuing Teacher Leader Education should:

- Be aligned with NYS standards and initiatives
- Be designed to improve student achievement
- Be research based
- Be meaningful to teachers in their classroom.
- Be embedded and ongoing so that our teachers can see it used in classrooms and use it in their own classroom.
- Have follow through provided with sufficient time to make changes
- Involve accountability that is non-evaluative
- Be focused, consistent, relevant to teachers, students and curriculum
- Allow for support/coaching time for implementation
- Be available to all teaching and administrative staff
- Professional learning related to educator practice and curriculum development should be culturally responsive and reflect the needs of the community that the school(s) and District serves.

As a district, we want our Continuing Teacher Leader Education to

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

“Given that research indicates that teacher quality is the single most powerful influence on student achievement, it is essential to ensure that teachers are

provided with ongoing, high quality professional development to sustain and enhance their practice.” –NYSED Office of Teaching Initiatives

THE CONTINUING TEACHER LEADER EDUCATION COMMITTEE

*“Most great learning happens in groups. Collaboration is the stuff of growth.”
-Sir Ken Robinson Ph.D.*

The Board-appointed Continuing Teacher Leader Education committee shall include the following individuals with experience in developing and evaluating curriculum.

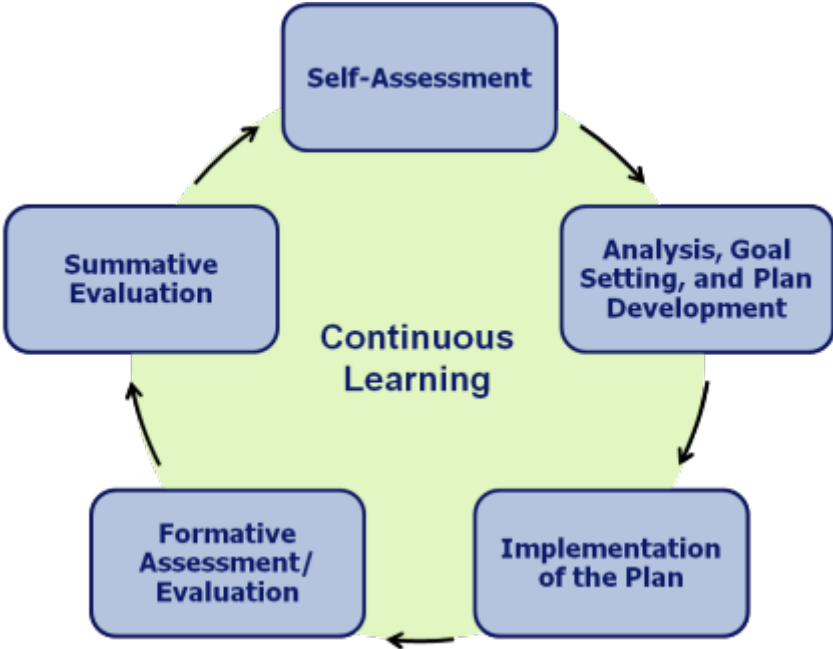
- At least 60% teacher members designated by the STA President
- The superintendent or his/her designee
- School administrators
- Teaching assistants
- At least one parent
- A representative from higher education if available (as per Commissioner’s Regulations 100.2).

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

In addition to planning the Continuing Teacher Leader Education for the district, the Continuing Teacher Leader Education committee is responsible for developing an annual Professional Development Plan. The plan developed by the Continuing Teacher Leader Education team shall: include subject matter connected to the learning Standards, respond to student achievement data, be shaped by teaching staff needs connected to daily school experiences, correspond to practices

expected by the New York State Teaching Standards, and increase staff knowledge, skillfulness, and professional growth. The plan will be assessed on a continual basis and the Continuing Teacher Leader Education team will present annually to the Board of Education and faculty. The proposed plan shall be approved annually by the Board of Education by the October meeting.

Continuing Teacher Leader Education Committee Cycle of Analysis and Planning



NEW YORK STATE TEACHING STANDARDS

CTLE will be designed to help teachers follow the *New York State Teaching Standards: Standard I: Knowledge of Students and Student Learning*: Teachers acquire knowledge of each student, and demonstrate knowledge of student development and learning to promote achievement for all students.

Standard II: Knowledge of Content and Instructional Planning: Teachers know the content they are responsible for teaching, and plan instruction that ensures growth and achievement for all students.

Standard III: Instructional Practice: Teachers implement instruction that engages and challenges all students to meet or exceed the learning standards.

Standard IV: Learning Environment: Teachers work with all students to create a dynamic learning environment that supports achievement and growth.

Standard V: Assessment for Student Learning: Teachers use multiple measures to assess and document student growth, evaluate instructional effectiveness, and modify instruction.

Standard VI: Professional Responsibilities and Collaboration: Teachers demonstrate professional responsibility and engage relevant stakeholders to maximize student growth, development, and learning.

STANDARDS FOR PROFESSIONAL LEARNING

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

Learning Communities : Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership : Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources : Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data : Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs : Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation : Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long term change.

Outcomes : Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards.

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

NEEDS ANALYSIS

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

- Reports and Guidance from the New York State Department of Education (NYSED)
- Reports from the Center for School Improvement at the University at Albany's School of Education (CASDA)
- [Reports from Generation Next](#)
- School Report Card data (which includes demographic and disaggregated student data, Regents scores, Grade 3-8 NYS Assessment results, graduation rates, student attendance, etc.)
- Standards-based progress report and report card data
- Benchmark assessments (i-Ready, Fountas & Pinnell, running records, DIBELs, etc.)
- Progress monitoring of IEP goals
- Diagnostic assessments
- Formative and summative assessments
- Feedback from department chairs, curriculum coordinators, etc.
- Faculty evaluations from Continuing Teacher Leader Education activities, courses, etc.
- Faculty needs assessments of [staff distributed by the Committee](#)
- Discipline referral data and VADIR reports
- Regents diplomas data
- College enrollment after High School
- National Board Certification
- Model Lesson Viewing (from an in-house or outside consultant)

GOALS AND PRIORITIES

District Goals and Priorities

The district's Professional Development plan aligns with the District's Mission, Goals and Priorities.

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

DISTRICT GOALS AND PRIORITIES

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

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

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

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

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

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

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

Building Goals and Priorities

Our planned Continuing Teacher Leader Education also aligns with each of our buildings' missions, goals and priorities.

ELEMENTARY SCHOOL GOALS AND PRIORITIES

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

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

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

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

MISSION STATEMENT: *The community of Schoharie Elementary is dedicated to creating and sustaining a learning environment which supports and values individual growth and accomplishment in an environment which is collaborative and nurturing. The core values of honesty, fairness, perseverance, responsibility and patience are actively discussed, modeled, encouraged and recognized daily.*

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

JR. HIGH / HIGH SCHOOL GOALS AND PRIORITIES

- 1. Improve daily student attendance.**
- 2. Improve school climate and student achievement on state assessments.**
- 3. Provide professional development for teachers in the areas of most need.**

MISSION STATEMENT: *The Mission of Schoharie Jr./Sr. High School is to create a climate of academic excellence and social responsibility that prepares the next generation of college and career-ready citizens.*

VISION STATEMENT :*The vision of Schoharie Jr./Sr. High School is to collaborate with all stakeholder groups to help students become critical thinkers who have the ability to honor and recognize the individual differences of others. We will prepare students to make positive contributions*

to their community by providing an environment of mutual respect and positivity. Clear communication of expectations and the education of the whole child will be the focus of our work.

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

Personal Continuing Teacher Leader Education Goals

The Continuing Teacher Leader Education Committee recognizes the importance of personal professional goals. [We also recognize that throughout the school year, there may emerge previously unidentified needs for professional growth and learning in topics not planned for.](#) Toward this end, teachers are allowed and encouraged to complete high quality Continuing Teacher Leader Education outside of the district.

Personal Continuing Teacher Leader Education Requests

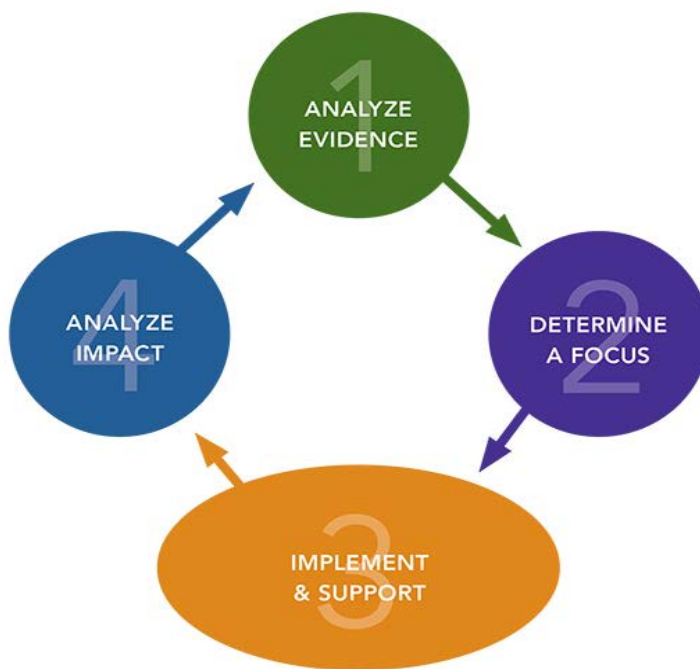
Teachers seeking to pursue their personal Continuing Teacher Leader Education goals must submit their ideas through the [Frontline Education Professional Learning \(formerly known as My Learning Plan\) system to their direct supervising administrator as well as the superintendent for approval.](#) The superintendent (or designee) will ensure that the requested CTLE complies with NYSED guidelines is rigorous and tied to current learning standards. Content of courses, workshops, and other Continuing Teacher Leader Education experiences submitted for Continuing Teacher Leader Education Hours should be directly related to [District and/or Building Goals and The Ten Standards of High Quality Continuing Teacher Leader Education](#) adopted by the NYS Board of Regents:

CTLE designed on data	Content knowledge and quality teaching	Researched-based professional learning
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Collaboration	Diverse learning	Student learning
Parent, family, community engagement	Data driven Continuing Teacher Leader Education	Technology
	Evaluation	

Teachers seeking to attend a professional conference will follow current district policy so that the administration can ensure that the Continuing Teacher Leader Education is provided in such a way as to minimize the time that teachers are away from their students and classrooms.

Teachers seeking to pursue their personal Continuing Teacher Leader Education goals will be encouraged to follow the following cycle of reflection, planning, action, and evaluation.



PROFESSIONAL LEARNING OPPORTUNITIES AND DELIVERY MODELS

The CTLE Committee recognizes the special needs of adult learners and the importance of offering choice wherever possible in order to differentiate instruction by learning style and prior knowledge. The committee, other

administrators, individual teachers, and groups of teachers organize and support many professional learning opportunities.

Continuing Teacher Leader Education opportunities will be rigorous and tied to the current learning standards. Opportunities presented in Appendix C are connected to district goals and expected outcomes.

Schoharie Central Schools approves activities provided by BOCES and all other NYSED approved sponsors. An approved list of Continuing Teacher Leader Education providers are found in Appendix D.

A list of district-provided Continuing Teacher Leader Education activities for this school year is included in Appendix C. Schoharie Central Schools approves activities provided by BOCES and all other NYSED approved sponsors.

District Staff Development (Continuing Teacher Leader Education) Days

During the 2019-2020 school year, Schoharie Central School teachers will participate in the equivalent of four Staff Development (Continuing Teacher Leader Education) days.

The planning of the content and structure of regional days are developed and directed by the District's administration in collaboration with outside organizations. The planning of the content and structure of district level days is developed and directed by the CTLE Committee.

RELATED STATE MANDATES

APPR

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

The Mentoring Program

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

Continuing Teacher Leader Education for Certified Teachers after 2004

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

- Staff Development (Continuing Teacher Leader Education) Days
- Pedagogy presentations/discussions at faculty meetings, curriculum meetings, grade-level or team meetings, department meetings, etc.
- Attendance at high quality Continuing Teacher Leader Education within or outside of the district in pursuit of their personal Continuing Teacher Leader Education goals.

One Hundred Hours for Teaching Assistant III Certificate Holders

As required in Commissioner's Regulation 80-3.6 (b)(1), Teaching Assistant III certificate holders must complete 100 hours of Continuing Teacher Leader Education every five years in order to maintain their certification. Schoharie Central Schools will provide opportunities to meet this requirement through appropriate documentation of attendance in the equivalent of four Staff Development (Continuing Teacher Leader Education) days totaling a maximum of 20 hours yearly or 100 hours over the five-year period. Teaching assistants may

also request to attend other Continuing Teacher Leader Education activities during their employment.

The Next Generation Learning Standards

The Next Generation Learning Standards for English Language Arts K-12 are designed to develop lifelong practices for reading and writing. The Next Generation Learning Standards for Mathematics K-12 reflect revisions, additions, vertical movement, and clarification to the current mathematics standards. Both sets of Standards revisions outline a rigorous bar for what our students need to know and be able to do in order to succeed in college and career. The district has begun the process to implement these standards, fundamentally changing and improving instructional strategies that advance student learning.

Long-term Substitutes

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

Dignity for All Students Act

Through our participation in BOCES, Schoharie Central Schools can offer training for all employees as required under the Dignity for All Students Act.

Teacher Coaches

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

ESSA

Provisions for Teachers Certified in Bilingual and English Language Learner (ELL) Education Teachers possessing a Professional certificate in the certificate title of English to speakers of other languages (all grades) or a holder of a bilingual extension under section 80-4.3 of this Title must complete their CTLE hours with a minimum of 50 percent in language acquisition aligned with the core content area of instruction taught, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for English language learners. Schoharie Central School's Professional Development Plan 2019-2020

meets (and will apply for an) exemption from the professional development requirements in language acquisition for ELLs. There are fewer than 30 English language learner students enrolled or English language learners make up less than five percent of the SCS population.

EVALUATION

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

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

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

For every Staff Development (Continuing Teacher Leader Education) day, time will be reserved for 15 minutes of small group discussion and written evaluation to recap and assess the effectiveness of the CTLE and its instructor.

REFERENCES

LEARNING FORWARD: THE PROFESSIONAL LEARNING ASSOCIATION
<http://learningforward.org/publications/implementing-common-core>

APPENDIX A

**Continuing Teacher Leader Education Committee Faculty Members
2019-2020**

Appointed Administrator: David Blanchard
Andrea Polikoski, Kevin Calacone, Matthew Wright

Facilitator:
Megan Langan

Co-Facilitator:
Anne Donzelli

Members:
Adriene Bush
Jen (McClure) Chavez
Ashley Dorey
Natalie McKay
Hailey Modelewski
Amy Rudolph
Daniel Saddlemire

APPENDIX B

The Mentoring Program

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

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

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

Responsibilities of the Mentor

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

There will be two levels of Mentees, Level I and Level II. All teachers new to the district, no matter their previous experience, will receive a Mentor. Mentors will

be limited to two (2) Level I Mentees in a given year. Level II Mentees are those teachers continuing employment from Level I or teachers with prior experience in the district who are either changing grade levels or job titles. Mentors may have up to five (5) Level II Mentees at the same time, but may have any number fewer than five (5).

Mentor responsibilities include: participating in required workshops, meeting weekly with Level 1 Mentees for a minimum of one (1) hour, meeting with Level II Mentees as needed/requested for a minimum of one (1) hour per month, and completing all required documentation, including but not limited to weekly logs.

[Types of mentoring activities include, but are not limited to; observing instruction, instructional planning, peer coaching, team coaching, culturally appropriate and responsive practices and activities relating to school culture.](#) They are also responsible for providing feedback, strategies, suggestions and guidance to the Mentee(s), using training materials, as agreed upon by the Steering Committee, to implement the program with fidelity, and completing an annual evaluation of the program and make recommendations for improvement.

Responsibilities of the Mentee

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

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

APPENDIX C

District-Provided Continuing Teacher Leader Education Activities for the 2019-2020 School Year

CTLE DATE	ACTIVITY/TOPICS
September 3 (full day)	<ul style="list-style-type: none"> ● Cybersecurity (postponed) ● NARCAN training ● Mentor/Mentee
September 25	<ul style="list-style-type: none"> ● Epilepsy Foundation of NENY (Seizure)
October 9, 2019	<ul style="list-style-type: none"> ● HAZCOM/ Sexual Harassment
October 15, 2019	<ul style="list-style-type: none"> ● Generation Ready
November 22, 2019	<ul style="list-style-type: none"> ● K-8 ELA & Math Standards ● 9-12- TBD ● Teaching Assistants- Science Content
March 20, 2020	<ul style="list-style-type: none"> ● TBD
Faculty Meetings (Monthly)	<ul style="list-style-type: none"> ● Ongoing (CTLE regarding building level initiatives)
Elementary Faculty Meetings (2x Monthly)	<ul style="list-style-type: none"> ● Content <ul style="list-style-type: none"> ○ 9-16-19: Reflex Math training ○ 10-21-19 ○ 11-18-19 ○ 12-9-19 ○ 1-13-20 ○ 2-10-20 ○ 3-9-20 ○ 4-20-20 ○ 5-11-20 ○ 6-9-20 ● Social/Emotional <ul style="list-style-type: none"> ○ 9-23-19: Co-teach strategies ○ 10-28-19 ○ 11-25-19 ○ 12-16-19 ○ 1-27-20

	<ul style="list-style-type: none"><input type="radio"/> 2-24-20<input type="radio"/> 3-16-20<input type="radio"/> 4-27-20<input type="radio"/> 5-18-20<input type="radio"/> 6-15-20
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Appendix D

Continuing Teacher Leader Education Providers

<p><u>Local Education Groups:</u> Capital Region BOCES and all other BOCES in NYS Center for Instruction, Technology & Innovation (CiTi) Genesee Valley Educational Partnership CASDA Capital District Teacher Center NERIC Schoharie Central School District NYSUT Generation Ready <i>Other New York State Public School Districts</i> Berkshire Farm Center and Services for Youth</p> <p><u>Individual People:</u> Andrew Shannock Dr. Kushner District Medical Provider</p> <p><u>Content Area Organizations:</u> NYLA (Library) IRA (Reading) Science organization Computer Science Math organization Music Therapeutic Crisis</p>	<p>Interventions for Schools (TCIS) Art PE RSE-TASC (SpEd & ELL) (NYSED) OSE Educational Partnership Social Studies Foreign Language Technology Family and Consumer Science Business Epilepsy Foundation of Northeastern NY The Down Syndrome Aim High Resource Center (DSAHRC) Center for Autism and Related Disabilities (CARD-Albany) Think:kids (Collaborative Problem Solving- CPS) SafeSchools: Online Training <u>Product/Service Provider:</u> i-Ready Houghton-Mifflin Scholastic McGraw-Hill TEQ (BER) Bureau of Education & Research Learning Forward</p>	<p>Whispering Pines Frontline Education (formerly MyLearning Plan/ IEP-Direct) RTI-M Centris Educational VISTA Goalbook Unique Learning System Reflex (Math) Center for the Collaborative Classroom (Being a Writer)</p> <p><u>Colleges/Universities:</u> SUNY Albany College of St. Rose Cornell University Union College SUNY Oneonta SUNY Cobleskill RPI Russell Sage <i>Other New York State Colleges and Universities</i></p> <p>*Schoharie Central Schools approves activities provided by BOCES and all other NYSED approved sponsors.</p>
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