



PROFESSIONAL DEVELOPMENT PLAN

July 1, 2018 - June 30, 2019

Aligned with the West Genesee Strategic Plan for Educational Improvement

The mission of the West Genesee Central School District in partnership with the community is to ensure that each student attains the knowledge, skills and attitudes necessary, not only for lifelong learning, but also for becoming a cooperative, self-directed, productive, caring citizen, through continuous lifelong learning.

District Name: West Genesee Central School District **BEDS Code:** 4201 01 06 0000
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PROFESSIONAL DEVELOPMENT PLAN PURPOSE

The purpose of the West Genesee Professional Development Plan is to improve the quality of teaching and learning by ensuring all teachers and staff participate in substantial professional development in order that they remain current with their profession and meet the learning needs of their students. This plan also ensures that holders of Level III teaching assistant certificates and that substitute teachers who work on a long-term basis are provided the opportunity to participate in the professional development program of the district. Finally, this plan recognizes that all teachers, teaching assistants and staff need to participate in professional development to implement the best professional strategies to maximize student learning and success. In order to be appointed to positions by the Board of Education, professional staff must demonstrate proof of training in school violence prevention and intervention.

PROFESSIONAL DEVELOPMENT TEAM

The Professional Development Committee is a cross section of teachers, administrators, support staff, parents, business partners, and Board of Education representation. Every building has at least one representative.

Scope of Professional Development Team Responsibility

The professional development team will collaborate in:

- Goal-Setting – aligned to Strategic Planning Focus Areas, Objectives, and Actions
- Needs Analysis – based on student achievement data
- Planning and Development of research-based professional development and activities
- Plan Implementation
- Evaluation and modification of the plan for annual Board of Education approval
- Mentoring Program

The West Genesee / Syracuse University Teaching Center's Directing Council serves as the District Professional Development Planning Team, and by statute, has representatives from all buildings and all stakeholder groups. Most members represent multiple stakeholders

Professional Development Team Composition

Superintendent or Superintendent Designee	1
District Director	1
West Genesee Administrators' Association	3
West Genesee Teachers' Association	15
West Genesee Paraprofessional Association	1
West Genesee Parent Teacher Association	1
West Genesee Mentoring Coordinator	1
West Genesee Board of Education	1
Community members	2
Syracuse University representative	1

NEW YORK STATE DEPARTMENT REGULATIONS AND REQUIREMENTS

This professional development plan is in compliance with Commissioner's Regulations 100.2 (dd) that requires each district and BOCES to collaboratively create professional development plans that are reviewed annually. Additionally, professional development activities outlined in this plan provide teachers with the opportunities needed to meet and maintain the Continuing Teacher Leader Education (CTLE) requirements as defined by The Board of Regents in Subpart 80-6 of the Regulations of the Commissioner of Education to implement Chapter 56 of the Laws of 2015 relating to the registration process for any holder of a classroom teaching, school leader and teaching assistant certificate that is valid for life (Permanent, Professional and Level III Teaching Assistant) and the establishment of Continuing Teacher and Leader Education (CTLE) requirements for Professional and Level III Teaching Assistant certificate holders.

The plan has constructed requirements for professionals' participation in professional development, which will be outlined within the action plans. On an organizational level, principals, teachers and teaching assistants can anticipate, on average, opportunities to gain at least 20 CTLE sponsor-approved hours per year.

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

PHILOSOPHY

Professional development at West Genesee is a vital component of our commitment to serving our teachers and paraprofessionals and we are committed to their success. We offer high-quality, research-based professional development to provide ongoing growth for practitioners within our organization, as well as to the assessment of ongoing professional development initiatives. Professional development provided employees is tailored to the needs of the district, and building, progresses across grade levels (K-graduation) and when appropriate, is continuous and sustained.

We strive to provide professional development in alignment with the New York State Professional Development Standards (<http://www.highered.nysed.gov/tcert/pdf/pdstds.pdf>):

1. **Designing Professional Development:** Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.
2. **Content Knowledge and Quality Teaching:** Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.
3. **Research-based Professional Learning:** Professional development is research-based and provides educators with opportunities to analyze, apply, and engage in research.
4. **Collaboration:** Professional development ensures that educators have the knowledge, skill, and opportunity to collaborate in a respectful and trusting environment.
5. **Diverse Learning:** Professional development ensures that educators have the knowledge and skills to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.
7. Parent, Family, and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in their children's education.
8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.
9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.
10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

PROFESSIONAL DEVELOPMENT PLAN NEED/DATA ANALYSIS

The West Genesee School district has developed a professional development plan that will be reviewed annually by the District Professional Development Team and approved by the Board of Education. This plan is aligned to the District's Strategic Plan for Educational Improvement. Each year, as the Strategic Planning Team updates the Focus Areas and Actions, the professional development plan will reflect those new or updated emphases. Our Professional Development will provide opportunities to increase and maintain knowledge and skills of best practices which will lead to increasing student achievement by

- Embedding the New York State Next Generation for Mathematics and English Language Arts into Grades 6-12 Curriculum and Instruction.
- Providing all students with the additional time and support to learn at high levels utilizing a Multi-Tiered System of Support.
- Refining academic and social emotional counseling services to maintain a safe and supportive environment promoting the dignity and achievement of all members of the school community.
- Maintaining support and access to instructional technology including, but not limited to, professional development, human resources and equipment.
- Implementing New York State K-12 Social Studies Framework and analyze New York State Science Learning Standards.

Needs Assessment Resources

District and School Report Cards	Graduation Rates	APPR Data
District and School Accountability Reports	Student Attendance Rate	Teacher Retention
Special Education Reports	Completer Rates	BEDS Data
WG / SU Teaching Center survey results	Regents Diploma Rates	Advanced Designation Diploma Rates

PROFESSIONAL DEVELOPMENT TIME ANALYSIS

	State Required Hours Over 5 Years	State Required Hours for Language Acquisition	Average Hours Each Year
<ul style="list-style-type: none"> ● Professionally-licensed Teachers ● Level 3 Teaching Assistants ● Professionally-licensed Administrators 	100	15 hours for all staff listed in first column except TESOL who require 50 hours	20 (3 in language acquisition)
All other certified teachers, administrators, and teaching assistants	NA	NA	20 (3 in language acquisition)

The District will provide professional development on an annual basis through the following venues:

- Board of Education approved staff development days during school hours
- Professional development opportunities before, during, and after school hours
- Summer staff development
- Out of district professional development
- Professional Development Committee sponsored conferences
- West Genesee / Syracuse University professional development offerings

PROFESSIONAL DEVELOPMENT PLAN IMPLEMENTATION

Focus 1: Embed the New York State Next Generation for Mathematics and English Language Arts into Grades 6-12 Curriculum and Instruction.			
Activities and Strategies:			
Inputs	Evidence	Responsibility	Timeline
Literacy & Math Coaching Teacher-designed Curriculum Development workshops Paraprofessional Academy Teacher Observations Construction and review of pacing guides and vertical alignment Common assessments and data meetings Professional Mondays Superintendent's Conference Days OCM BOCES Leadership Meetings	Increased growth for student on STAR or Common end-of-unit assessments (baseline September 2018 data) Increased passing and mastery rates of 3% on the June 2019 Regents Examinations in ELA and Algebra 1 (baseline June 2018 data)	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum and Instruction ● Coordinator of Instructional Technology Training ● Director of Secondary Education ● Principals ● Instructional Coaches ● Department Chairs ● Subject Area Coordinators ● Teachers ● Teaching Assistants 	July 2018 - June 2019

Focus 2: Provide all students with the additional time and support to learn at high levels utilizing a Multi-Tiered System of Support.

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Literacy and Math Institutes Standards-based grading workshops Teacher-designed Curriculum Development workshops Collective Responsibility workshops Teacher Observations Construction and review of pacing guides and vertical alignment Common assessments and data meetings Grade-level Workshops Professional Mondays Superintendent's Conference Days OCM BOCES Leadership Meetings	Increased student growth as demonstrated by Rtl screening data - resulting in fewer students (5% less) requiring Tier 3 services (baseline data September 2018) Increased proficiency of 5% on NYS English as a Second Language Achievement Test (baseline data August 2018)	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum and Instruction ● Coordinator of Instructional Technology Training ● Director of Secondary Education ● Principals ● Instructional Coaches ● Department Chairs ● Subject Area Coordinators ● Teachers ● Teaching Assistants 	July 2018 - June 2019

Focus 3: Refine academic and social emotional counseling services to maintain a safe and supportive environment promoting the dignity and achievement of all members of the school community.

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
Positivity Project workshops Respect and Responsibility workshops Researched-based programming training from ADAPEP counselors Suicide prevention workshops Mental Health Awareness workshop Dignity for All Students workshop Crisis Prevention Institute trainings District Safety Plan update and training Professional Mondays Superintendent's Conference Days Internet Safety / Social Media awareness	Decrease of 5% in VADIR-reportable offenses (baseline June 2018 data) Increased Daily Attendance rate of 1.5% (baseline June 2018 data) Creation of chronic absenteeism reduction plan as defined by NYS ESSA application K-5 ADAPEPs work plan completion (as required by Office of Alcohol and Substance Abuse Services) Teachers of technology incorporate Internet Safety into curriculum	<ul style="list-style-type: none"> ● Superintendent ● Director of Accountability and Instructional Support ● Director of Staff Relations ● Assistant Director of Special Education ● Principals ● Social Workers ● Counselors ● Psychologists ● Teachers ● Teaching Assistants ● Non-instructional personnel 	July 2018 - June 2019

Focus 4: Maintain support and access to instructional technology including, but not limited to, professional development, human resources and equipment.

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
<p>Instructional Technology workshops (including but not limited to)</p> <ul style="list-style-type: none"> ● LinkIt ● Front Row ● STAR ● Google Suite for Education ● ActivInspire ● SchoolTool ● IEP Direct ● 504 Direct ● Instructional Technology Conference Days ● SAMR Model for Transformative Teaching ● Chrome Apps & Extensions ● Web 2.0 Tools <p>Common Assessment Data meetings</p> <p>Professional Mondays</p> <p>Superintendent's Conference Days</p>	<p>Teacher-designed benchmarks for instructional technology implementation goals</p> <p>Increase the number of staff members who integrate technology into their teaching/work assignment</p> <p>Increase the number of staff members who participate in district workshops designed to promote the classroom use of new technologies</p>	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum and Instruction ● Director of Instructional Technology ● Coordinator of Instructional Technology Training ● Director of Special Education ● 504 Coordinator ● Principals ● Instructional Coaches ● Technology Trainers ● Instructional Technology Support Specialists ● Teachers 	<p>July 2018 - June 2019</p>

Focus 5: Implement New York State K-12 Social Studies Framework and analyze New York State Science Learning Standards.

Activities and Strategies:

Inputs	Evidence	Responsibility	Timeline
<p>Teacher-designed Curriculum Development workshops</p> <p>Teacher Observations</p> <p>Construction and review of pacing guides and vertical alignment</p> <p>Common assessments and data meetings</p> <p>Vertical Planning Meetings</p> <p>Professional Mondays</p> <p>Superintendent's Conference Days</p> <p>OCM BOCES Leadership Meetings</p>	<p>Increased use of Social Studies Inquiries and Enduring Questions</p> <p>Growth on common assessments in Social Studies</p> <p>Increased passing and mastery rates of 3% on the June 2019 Regents Examinations in Global History and US History (baseline June 2018 data)</p> <p>Successful implementation of one new science kit in Grades K-6</p>	<ul style="list-style-type: none"> ● Assistant Superintendent for Curriculum and Instruction ● Coordinator of Instructional Technology Training ● Director of Secondary Education ● Principals ● Instructional Coaches ● Department Chairs ● Subject Area Coordinators ● Teachers 	<p>July 2018 - June 2019</p>

MENTORING PROGRAM

The purpose of the West Genesee Central School District Mentoring Program for probationary teachers is to improve instruction by retaining highly qualified new and experienced teachers. The mentoring program benefits both the mentor and the mentee. More importantly, however, instructional benefits will accrue for the students. Teachers never having received mentoring will be paired with a mentor for 12 months commencing with the start date with the District.

The mentoring program promotes professional goals and is comprised of the following elements:

- Orientation to the District
- Observation versus Visitation
- Parent Communication
- Importance of Feedback
- The Whole Child
- Questioning, Engagement, and Homework
- Reflection and Goal-Setting

Mentor Selection Procedure and Guidelines

- Participation in the program is voluntary.
- Applicants to the mentoring program shall be tenured staff with a demonstrated knowledge of the same subject as the mentee, in so far as possible.
- Mentors will be selected from a pool of applicants. The pool of applicants will be established by mutual agreement of the building principal or designee and a representative designated by the WGTA. The mentor pairing will be assigned by the building principal or designee from the established pool.
- The mentor will be paid an annual stipend of one thousand dollars (\$1000). The stipends will be paid in two equal checks, on the first pay period in December and the second in the last pay period in June.
- The process by which mentoring is implemented shall be mutually agreeable to the District and the WGTA and shall be reviewed on an annual basis.
- The mentor and mentee will meet over the course of the school year and the Mentoring Process will include direct conversations and classroom visitations.
- Training in the Mentoring Program will be available to mentors and mentees during the new teacher orientation at workshop rate.
- All information that arises from the Mentoring Process shall remain confidential and shall not be used for evaluative purposes.

The Role of the Mentor

A mentor teacher is a tenured teacher in the West Genesee School District who has volunteered for this role. The mentor is assigned to a non-tenured teacher, the mentee, for the duration of the mentee's first year of employment with the District. The mentor will be able to do the following:

- Familiarize the mentee with school and district procedures, guidelines, and expectations,
- Link the mentee to human and material resources,
- Share teaching strategies and information about the instructional process,
- Share ideas for interacting positively with parents as a whole and in one-to-one situations,
- Give guidance regarding discipline, scheduling, planning, and organizing,
- Assist the mentee with the physical setting of the classroom,
- Allow the mentee to visit his/her classroom to view lessons and discuss them,
- Visit the mentee's classroom to collect data that the mentee requests and share data with the mentee in a non-evaluative way,
- Promote self-reflection and self-analysis by the mentee,
- Assist the mentee in setting goals,
- Advocate for the mentee,
- Counsel the mentee when difficulties arise and offer support through listening,
- Model professionalism,
- Maintain confidentiality.

The Mentor is also expected to:

- Participate in workshops and training sessions offered by the Mentoring Program, and
- Complete Mentoring program evaluations following every workshop and at the end of the year.

Preparation of Mentors

Nominees chosen to be mentors must participate in mentoring training. Mentor training occurs during New Teacher Orientation. If there is a need for the applicant to mentor a new teacher prior to the next August training date, individualize training will take place. The Coordinator will be responsible for such training. Training will include but is not limited to the following:

- Theory on adult learning
- Theory of teacher development
- Information on the first year of teaching
- Elements of the mentoring relationship including confidentiality
- Peer coaching techniques

- Time management methodology
- Data collection and feedback

Types of Mentoring Activities and Allotted Time for Mentoring

A combination of summer workshops, common planning times, after-school workshops, and full-day visitations may encompass the mentoring activities. Some examples of activities include:

- Planning and Reflecting conferences
- Visitation of the mentor's classroom by mentee
- Visitation of the mentee's classroom by the mentor
- Attending mentoring workshops or training sessions
- In-district visitations, and
- Curricular planning conferences.

PROFESSIONAL DEVELOPMENT RECORD RETENTION

The district will maintain a record of the professional development for all staff according to the State set guidelines on record retention and as defined in the 100.2 General School Requirements. Additionally, the certificate holder shall maintain his/her own record of completed professional development. These records will include: program title, total number of hours completed, number of hours completed to help English Language Learners, sponsor's name, attendance verification, and date / location of program, date of birth and last four digits of SSN. The district and certificate holder are required to keep these records for three years after the 5-year cycle in which they were applied.

PROVISIONS FOR SCHOOL VIOLENCE AND PREVENTION TRAINING

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

Upon request or determination of necessity, West Genesee will provide refreshers on school violence prevention and intervention.

In instructional settings, West Genesee will also utilize Crisis Prevention Institute model. All staff will be trained in crisis prevention for students in grades K through 12.

PROVISIONS FOR TEACHERS CERTIFIED IN BILINGUAL AND ENGLISH LANGUAGE LEARNER 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.

West Genesee teachers will utilize the expertise and trainings provided by the Regional Bilingual Education- Resource Network to fulfill these requirements.

Appendix A

List of anticipated workshop topics, trainings, and consultants to be offered and/or utilized during the 2018-2019 school year which will be available to faculty and staff where CTLE credit will be awarded.

West Genesee provides professional development on the following topics and programs:

Topics	Topics	Topics
<i>Active Student Engagement</i>	<i>Ensemble Video</i>	<i>Mental Health Education</i>
<i>Assessment Audits</i>	<i>Elmos/Document Cameras</i>	<i>Mentoring Support</i>
<i>Assessment design</i>	<i>Epson Projectors</i>	<i>Microsoft, Inc.</i>
<i>Assessment literacy</i>	<i>Excel</i>	<i>MyLearning Plan</i>
<i>Assessment tracking & analysis</i>	<i>Explicit Instruction</i>	<i>Naviance</i>
<i>balanced Assessment systems</i>	<i>Explicit Reading Comprehension Strategy Instruction</i>	<i>New Teacher Support</i>
<i>BEDS reporting</i>	<i>Explicit Vocabulary Instruction</i>	<i>New York State P-12 Science Learning Standards</i>
<i>blended learning</i>	<i>Fast Score</i>	<i>Olweus</i>
<i>BrightBytes</i>	<i>FastBridge Learning</i>	<i>online learning</i>
<i>BYOD</i>	<i>FastForWord</i>	<i>Pearson Virtual Learning</i>
<i>Chromebooks</i>	<i>Flipped Classroom</i>	<i>Prioritizing Curriculum</i>
<i>Classroom Accommodations & Modifications</i>	<i>Formative Assessment Strategies</i>	<i>Problem-Based Learning</i>
<i>Co-Teaching</i>	<i>Foundations of Framework in K-12 Science Education</i>	<i>Professional Learning Communities</i>
<i>coding/robotics</i>	<i>Frontline Education (MLP/OASYS)</i>	<i>Project-Based Learning</i>

<i>Collaborative Data Inquiry Teams</i>	<i>Front Row</i>	<i>Promethean/ActivInspire/Classflow</i>
<i>Collective responsibility</i>	<i>G Suite (Google Apps) training</i>	<i>Regents reporting and analysis</i>
<i>Comprehension Toolkit</i>	<i>Google, Inc.</i>	<i>Response to Intervention</i>
<i>Content Area Literacy</i>	<i>Growth Mindset</i>	<i>RTI PLC</i>
<i>Continuous Improvement Planning</i>	<i>IEP Direct</i>	<i>Scaffolding Instruction</i>
<i>Creating Assessments</i>	<i>IEP Goals Development and Progress Monitoring</i>	<i>School Counseling</i>
<i>Crisis Prevention Institute</i>	<i>IEP Review for Educational Benefit</i>	<i>School Messenger</i>
<i>data analysis</i>	<i>Inquiry based Instruction</i>	<i>School Sites</i>
<i>data coaching and facilitation</i>	<i>Instructional Coaching</i>	<i>Schooltool</i>
<i>data coordinator training</i>	<i>Instructional strategies for science</i>	<i>Science Leadership</i>
<i>data literacy</i>	<i>Instructional Technology</i>	<i>Social Studies Leadership</i>
<i>data processes and protocols</i>	<i>Interactive White Boards</i>	<i>Social Studies Collaboratives</i>
<i>data reporting and verification</i>	<i>Internet Safety</i>	<i>Social Studies Frameworks</i>
<i>data security and privacy</i>	<i>iPad training</i>	<i>Social Studies Inquiry Based Curriculum</i>
<i>data team training</i>	<i>Learner Focused Relationships</i>	<i>Special Education Continuum: Roles & Responsibilities</i>
<i>data-driven conversations/dialogue</i>	<i>Learning Targets</i>	<i>Specially Designed Instruction</i>
<i>data-driven instruction</i>	<i>Lesson Study</i>	<i>Standards Based Grading and Reporting</i>
<i>Data/RTI/Assessment audits</i>	<i>Leveled Literacy Interventions</i>	<i>STAR Math Enterprise</i>
<i>Differentiated Instruction</i>	<i>LinkIt!</i>	<i>STAR Reading Enterprise</i>
<i>Digital Citizenship</i>	<i>Literacy Coaching</i>	<i>STAR Renaissance Learning</i>

<i>Digital Storytelling</i>	<i>Literacy Institute</i>	<i>Strategic Planning Facilitation</i>
<i>Dignity for All Students Act Trainings</i>	<i>Math Institute</i>	<i>Strategies to Engage Students</i>
<i>Discovery Education</i>	<i>Math module support</i>	<i>Strategies to Engage Students from Poverty</i>
<i>Drug and Alcohol Education</i>	<i>Math Standards</i>	<i>Suicide Prevention</i>
<i>Edmodo</i>	<i>mediaCONNECT</i>	<i>Teaming with Paraprofessionals to Meet Students' Needs</i>
<i>ELA Modules support</i>	<i>504 Direct</i>	<i>Videoconferencing</i>

West Genesee works with the following providers to offer professional development on the teaching standards as indicated below:

Provider Name	Focus 1	Focus 2	Focus 3	Focus 4	Focus 5
<i>American Red Cross</i>			<i>content collaboration</i>		
<i>American School Counselor Association</i>			<i>Instructional practice</i>		
<i>Amplify Education</i>	<i>content and planning</i>	<i>instructional practice</i>			<i>Content and planning</i>
<i>ASCD</i>	<i>instructional practice</i>	<i>Instructional practice</i>	<i>Instructional practice</i>	<i>Instructional practice</i>	<i>Instructional practice</i>
<i>Cambium Learning</i>	<i>collaboration</i>	<i>Instructional practice</i>			
<i>Camillus Narcotics Council</i>			<i>collaboration</i>		
<i>CNY Affiliate of NYS ASCD</i>	<i>leadership</i>		<i>Learning environment</i>		
<i>CNYRIC</i>			<i>Leadership, instructional practice</i>		
<i>CNY Art Council</i>				<i>collaboration</i>	

<i>Crisis Prevention Institute</i>			<i>Learning environment</i>		
<i>Data Analysis Technical Assistance Group</i>				<i>collaboration</i>	
<i>Edcamp Foundation</i>					
<i>FastBridge Learning, LLC</i>	<i>content and planning</i>	<i>instructional practice</i>			
<i>Foreign Language Association of Chairpersons</i>		<i>assessment</i>			
<i>Front Row Education, Inc.</i>	<i>content and planning</i>	<i>evaluating intervention effectiveness</i>			
<i>Hudson Valley Community College</i>				<i>collaboration</i>	
<i>LeMoyne College</i>	<i>content and planning</i>	<i>instructional practice</i>	<i>Students and student learning</i>		<i>collaboration</i>
<i>Literacy Research Association</i>	<i>collaboration</i>	<i>content and planning</i>			
<i>National Association for Music Education</i>		<i>Instructional practice</i>			
<i>National Council of Teachers of Mathematics</i>	<i>instructional practice</i>	<i>content and planning</i>			
<i>New York Library Association</i>	<i>Content and planning</i>				
<i>NYS Department of Health</i>			<i>collaboration</i>		
<i>NYS Association for College Admissions Counseling</i>			<i>Learning environment</i>		

NYSASCD	<i>Instructional practice</i>	<i>collaboration</i>	<i>Learning environment</i>	<i>collaboration</i>	<i>Instructional practice</i>
NYSCATE				<i>Leadership, instructional practice</i>	
NYS School Music Association		<i>Learning environment</i>			
OCM BOCES	<i>Content and planning</i>	<i>Content and Planning</i>	<i>Leadership</i>	<i>Coaching</i>	<i>Instructional Practice</i>
Positivity Project			<i>Learning environment</i>		
Regional Bilingual Education Resource Network		<i>Language acquisition</i>			
Solution Tree	<i>Content and planning</i>	<i>Content and Planning</i>			
St. John Fisher College					<i>Collaboration</i>
Science Teachers' Association of NYS					<i>Instructional practice</i>
Syracuse University	<i>content and planning</i>	<i>instructional practice</i>	<i>learning environment</i>	<i>students and student learning</i>	<i>collaboration</i>
Terra Science and Education					<i>collaboration</i>
University of Minnesota		<i>Intervention</i>			
University of Rochester				<i>collaboration</i>	
Voyager Sopris Learning	<i>content and planning</i>	<i>Intervention impact</i>			

<i>West Genesee / Syracuse University Teaching Center</i>	<i>Instructional practice</i>	<i>Content and planning</i>	<i>Learning environment</i>	<i>Collaboration</i>	<i>Instructional Practice</i>
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