Greater Johnstown School District
PROFESSIONAL DEVELOPMENT PLAN
2019-2021

BEDS Code 17-06-00-01-000
Superintendent: Dr. Patricia Kilburn
VISION STATEMENT

The Greater Johnstown School District will provide the opportunity for ongoing professional growth for the purpose of improving student achievement.

GOAL OF THE PROFESSIONAL DEVELOPMENT PROGRAM

The goal of the Professional Development Program is to enhance the quality of teaching and student learning.

PROFESSIONAL DEVELOPMENT PLANNING TEAM

The Professional Development Team includes teacher or parent representatives from the six school buildings within the district. The Greater Johnstown School District currently has fifteen members that consist of volunteers and designees. Most of the team members are teachers. There is also representation from administration and parents of the educational community.

2019-21 PDP Team

<table>
<thead>
<tr>
<th>Team Member</th>
<th>Discipline</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anne Bagot</td>
<td>Social Studies</td>
<td>Teacher/JTA</td>
</tr>
<tr>
<td>Katrina Bevington</td>
<td>Special Education</td>
<td>Teacher</td>
</tr>
<tr>
<td>Beth Brower</td>
<td>English</td>
<td>Teacher/Mentor Coordinator</td>
</tr>
<tr>
<td>Dom Mylott</td>
<td>Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Nicole Panton</td>
<td>Director of Curr. and PD</td>
<td>Superintendent’s Designee</td>
</tr>
<tr>
<td>Cory Cotter</td>
<td>Administrator</td>
<td>JAA/Parent</td>
</tr>
<tr>
<td>Kim Preston</td>
<td>Elementary</td>
<td>Teacher/Parent</td>
</tr>
<tr>
<td>Rachel Heroth</td>
<td>Director of Technology</td>
<td>Superintendent’s Designee</td>
</tr>
<tr>
<td>Nicole Davis</td>
<td>Elementary</td>
<td>Teacher/Parent</td>
</tr>
<tr>
<td>Kristin Meashaw</td>
<td>Elementary</td>
<td>Teacher</td>
</tr>
<tr>
<td>Jessica Stock</td>
<td>Special Education</td>
<td>Teacher/Parent</td>
</tr>
<tr>
<td>Amanda Bernaski</td>
<td>Mathematics</td>
<td>Teacher</td>
</tr>
<tr>
<td>Cyndi Cromer</td>
<td>Physical Education</td>
<td>Teacher</td>
</tr>
<tr>
<td>Andy LaCoppala</td>
<td>Music/Band</td>
<td>Teacher</td>
</tr>
</tbody>
</table>
Regularly scheduled meetings are held the first Tuesday of every other month, commencing in October. The meetings are held in the Johnstown High School Cafeteria at 3:30 p.m. New members are always welcome.

**LINKED TO THE DISTRICT GOALS**

1. To improve student achievement by providing integration, instruction, and assessment and by providing academic intervention services.
2. To support higher expectations of staff by providing professionals the training required to perform duties as defined in the Professional Development Plan.
3. To continue open communication with staff and community, including extending parent involvement in the schools.
4. To provide for the coordination of technology and academic problem-solving skills through integrating technology into curriculum and instruction.
5. To promote the development of respectful and well-rounded young adults by encouraging the participation of all students in extra-curricular activities, co-curricular activities, and through the incorporation of character education programming.
6. To develop a fiscally responsible budget that is reflective of proven educational practices that serves the needs of the students and the staff.

**PROFESSIONAL DEVELOPMENT DEFINITION**

Professional development can be thought of as a complex process that results in long term, positive change in schools. Such efforts include sharing of current research, enhancing instructional strategies, modification of classroom assessments, strengthening the leadership characteristics of individuals, and promoting individual growth and development. Professional development experiences that encourage collegiality, collaboration, discovery, and problem solving enhance the individual strengths of the staff as well as the organization as a whole. The focus of the Professional Development Program is the individual educator, working with other educators and stakeholders, to provide the best learning opportunities/environment for students. The process includes planning, risk taking, trial and error, reflection, modification, and a continuous commitment to excellence. An ongoing professional Development Program is results-driven and directly linked to student performance.
GUIDELINES USED TO CREATE THE PROFESSIONAL DEVELOPMENT PLAN

The program is/has/provides:

● Integrated with district goals
● Driven by data on student outcomes
● Designed according to teacher-identified needs
● Primarily school-based
● Focused primarily on methods of instruction and assessment
● Informed by research and teaching and learning
● Developed collaboratively
● Enables teachers to work together
● Continuous and ongoing
● Based on the premise that teachers, like students, learn by doing
● Evaluated according to the impact on teacher effectiveness and the impact on student learning
### THE PROFESSIONAL DEVELOPMENT TEAM RESPONSIBILITIES

<table>
<thead>
<tr>
<th>RESPONSIBILITY</th>
<th>TIMELINE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan Design</td>
<td>January – June 2020</td>
</tr>
<tr>
<td>Facilitating the Needs Assessment Survey district wide</td>
<td>School year 2020-21</td>
</tr>
<tr>
<td>Review/critique/revision of the PDP draft</td>
<td>November 2020-Spring 2021</td>
</tr>
<tr>
<td>Revision of the PDP draft</td>
<td>November 2020-Spring 2021</td>
</tr>
<tr>
<td>2-4 Annual Meetings</td>
<td>Every ten-twenty weeks - after school</td>
</tr>
<tr>
<td>• Discussion and documentation of implementation concerns</td>
<td></td>
</tr>
<tr>
<td>• Recommendations for immediate modifications if needed</td>
<td></td>
</tr>
<tr>
<td>• Design of year end survey</td>
<td></td>
</tr>
<tr>
<td>• Set PD Goals and Objectives for the upcoming year</td>
<td></td>
</tr>
<tr>
<td>• Organize PD sessions over the course of the year that align with PD Goals and Objectives</td>
<td></td>
</tr>
<tr>
<td>Evaluation Meeting</td>
<td>December 2020 - after school</td>
</tr>
<tr>
<td>• Plan evaluation</td>
<td></td>
</tr>
<tr>
<td>• District Report</td>
<td></td>
</tr>
<tr>
<td>• Recommendations for the plan</td>
<td></td>
</tr>
</tbody>
</table>

### NEEDS ASSESSMENT

As a result of the review of the existing professional development plan (hereafter referred to as PDP), the committee members drafted the attached professional development planning survey for the elementary and for the secondary level. Based on the results of the survey, and new state education requirements, priority topics for professional development are as follows:
DETERMINING DISTRICT NEEDS

● State mandates require that the professional development plan articulate professional growth experiences for all teachers across all grade levels and subject areas.

● State mandates indicate the need for:
  o Updated APPR training (The Danielson 2011 rubric, the APPR process: TIPs, Appeals, etc…, SLO’s (Student Learning Objectives), and student performance measures.
  o Implementing the Dignity for All Students Act

● Next Generation Learning Standards and New Standards in Science, Social Studies, Art and Mental Health indicate the need for:
  o Integration of reading strategies in all content areas
  o Integration of the mathematical practices into daily curriculum (particularly perseverance and problem solving)
  o Integration of inquiry based instructional strategies to support implementation of Social Studies Frameworks and Art Standards

● APPR and the NYS Teaching Standards indicate the need for the following among others:
  o Knowledge of students and student learning
    ▪ Knowledge of child development and trauma impacts on student development
    ▪ Instructional strategies that support the needs of each student, modifying instruction to meet diverse learning needs and instructional interventions.
  o Knowledge of Content and instructional planning
    ▪ Content as it unfolds horizontally and vertically
    ▪ Content as it relates to other disciplines
  o Instructional practice
    ▪ Research based instructional practices in the classroom
    ▪ Teachers to facilitate student-student and student-teacher interaction
    ▪ Instruction in multiple modalities (oral, written, graphic, kinesthetic, tactile).
    ▪ Teachers to motivate students to initiate their own learning
  o Learning Environment
    ▪ Respectful safe environment
    ▪ Classroom management
    ▪ Behavioral interventions and supports
    ▪ Instructional groupings
- Effective use of teaching assistants
  - Assessment for Student Learning
    - Teachers to design, select and use a range of assessments such as;
      - Formative, summative, diagnostic
      - Multiple formats
      - Multiple Measures
    - Teachers to analyze and use data appropriately
    - Teachers to provide students timely feedback based upon such analysis
    - Students set personal learning goals
  - Professional Responsibilities and Collaboration
    - Collaborate with colleagues and the community
    - Communicate & collaborate with families
  - Professional Growth
    - Set goals to address strengths and weaknesses
    - Communicate and collaborate with students, colleagues, other professionals and the community to improve practice
    - Remain current in content & pedagogy
- Consultant services identified the following areas for improvement:
  - The continued implementation of Positive Behavior Intervention and Supports (PBIS) in all buildings as appropriate
  - Differentiation of instruction to meet the diverse needs of all students in the classroom
- All State Assessments & Accountability Reports indicate the need for:
  - Increase in the Graduation rate
  - Increase in the performance of students in Math and ELA/literacy; with a specific focus on Students With Disabilities and Economically Disadvantaged students.
  - Decrease chronic absenteeism rate
- District wide student surveys indicate a need for real-word curriculum application, instructional approaches and learning opportunities.
- Professional Development in the areas of school and student awareness and safety
  - As appropriate
- School Emergency Team
  - As needed
The JTA Professional Development Survey for teachers indicated the need for:

- Content-specific professional development
- Technology professional development as needed
- Differentiating instruction to meet the needs of All Learners (academically and behaviorally)
- Behavior/Classroom management
- Professional development for small groups: speech, counselors, psychologists
- Teaching via centers/workstations
- Curriculum/assessment development and alignment
- Increased professional development opportunities for Teaching Assistants.

The survey identified the following potential obstacles: Time was indicated as the biggest need, and biggest obstacle (not enough of it) to professional development. Understanding of the meaning for PD, or how PD ties in with district goals and day-to-day instruction is important, along with access to technology for effective PD.

Based upon an open commentary survey responding to the question, “If you had two hours per month to collaborate with colleagues on any topic to impact student learning what topic would you choose? When/how would you collaborate with colleagues?”, and open enrollment of professional learning communities throughout the district, the following areas of professional development were identified by teachers:

Curriculum & Assessment Development and Revision
Incorporation of and alignment to NYS/Next Generation Learning Standards
Creation/Adaptation/Revision of classroom curricular materials
Creation/Adaptation/Revision of assessments
Creation of new courses or cross-disciplinary opportunities
Integrating related technologies

Culture & Climate
Developing building/school wide character building initiatives to promote student success, a sense of school-community and to enhance relationships with the community at large
Implementing restorative practices to build community and relationships with students, staff and families
Developing the capacity of the school community to understand the impact of environment and home experiences on student learning, socialization and success
Using data to determine progress and next steps
Integrating related technologies

Differentiating Instruction, Intervention and Progress Monitoring
Modification & development of curriculum and assessment to meet student needs
Implementation of interventions for individual and groups of students
Implementation of effective progress monitoring tools and techniques
Flexibly grouping students to better meet individual and subgroup needs
Integrating related technologies

Technology Integration
Implementing software and devices in the classroom
Implementing best practices in technology
Supporting student use of technology
Developing digital citizens
Implementing home-school technology services/programs etc..
Implementing collaborative technology

Supporting students’ literacy
Implementing researched-based practices in literacy instruction and development for individual, groups, classes and schools’ of students.

Best practices in grading
Implementing best practices in students’ grading and related reporting.
Integrating related technologies

Implementing Professional Learning Communities
A committed, collaboration of professionals who are informed by data, reaching a greater understanding and implementation of best practices in education and instruction toward the outcome of increased student achievement.

**Other**
Professional development aligned to specific content/job/title areas.
**Priority areas of Professional Development**

The needs analysis findings described above are included in the comprehensive priority areas of professional development described below.

**GOAL 1:** Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, Teacher-Leader Effectiveness and Data-Driven Instruction.

**GOAL 2:** Assist in, lead, and/or facilitate the development of technological literacy and facilitate the effective use of all appropriate educational technology and industry-standard technology.

**GOAL 3:** Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

**GOAL 4:** Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.
MENTORING COMPONENT

With the mentoring regulations, effective September 2004, the Johnstown School District administration and staff recognized the importance of providing a mentoring experience for new teachers, which will partially fulfill their professional certificate. Mentoring Policy 6180 was adopted by the Greater Johnstown School District Board of Education (attached).

In compliance with State Education Department’s Memorandum of 2004, this Professional Development Plan includes language addressing the mentoring program. The mentoring program will be effective in September 2004. The first teacher hired with an initial certificate and under the new guidelines will begin teaching in the district in September 2004. The mentor program stated herein will then begin.

MENTORING PROGRAM

The purpose of the mentoring program is to increase the retention of new teachers and improve their ability to assist students to make academic gains consistent with the New York State Learning Standards.

The mentor’s role is to provide guidance and support to a new teacher. However, additional mentor responsibilities may be negotiated and reflected in collective bargaining agreement (specifically, the Curriculum and Instructional Leaders’ responsibility to serve as an academic mentor according to the Johnstown Teachers’ Association contact). Refer to Appendix VII for the Greater Johnstown School District Mentor Program.
### Professional Development Components and Implementation: 2018-2021

*See rubric listed under professional development log*

#### THE ADMINISTRATIVE COMMITMENT

<table>
<thead>
<tr>
<th>SUPPORT/INVOLVEMENT</th>
<th>WHAT DOES IT LOOK LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicates the need for professional development to the stakeholder groups</td>
<td>Forums, newsletters, meetings, community visits, etc.</td>
</tr>
<tr>
<td>Establishes standards and priorities for professional development</td>
<td>Use of the National Staff Development Council Staff Development Criteria, the NYS Teacher Standards, NYS assessment timeline, ESEA, IDEA 2004, the Professional Development Team’s needs assessment, etc.</td>
</tr>
<tr>
<td>Reviews and/or modifies District and/or building policies needed to support higher standards, improved student achievement, and successful implementation of the professional development plan</td>
<td>Modification of attendance, grading, parent notification policies, District-mandated course for promotion or graduation, use of teachers’ time, etc.</td>
</tr>
<tr>
<td>Modifies or creates incentives needed to support a successful professional development plan</td>
<td>Time, money, rewards, etc.</td>
</tr>
<tr>
<td>Allots time for teacher interaction, ongoing collaboration, and training</td>
<td>During the school day (coverage of supervisory duties), after school, early release days (4 per year), conference days (4 per year), summer sessions, master scheduling, etc.</td>
</tr>
<tr>
<td>Supports teacher exploration and experimentation with promising instruction, assessment and intervention practices that are research-based</td>
<td>Discusses innovations at collaborative meetings, observes classroom activities, participates in individual interviews, advocates with parents, the community, the media, and the Board of Education, etc.</td>
</tr>
</tbody>
</table>
### THE ADMINISTRATIVE COMMITMENT (continued)

<table>
<thead>
<tr>
<th>SUPPORT/INVOLVEMENT</th>
<th>WHAT DOES IT LOOK LIKE?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Invests resources in a variety of professional growth activities</td>
<td>Staff training, collaboration, planning, action research, research lessons, visitations, curriculum development, design of assessments, etc.</td>
</tr>
<tr>
<td>Determines resource allocation with careful attention to quality</td>
<td>Measurement of the impact of professional development on student work habits, progress, achievement, etc., assessment of staff needs, attention to strategies for the most effective approaches for resource allocation</td>
</tr>
<tr>
<td>Encourages use of teacher expertise</td>
<td>Recruitment of committee facilitators, workshop facilitators, public spokespeople, etc.</td>
</tr>
<tr>
<td>Recognizes and communicates the “big picture” regarding school reform, professional growth, etc.</td>
<td>Makes decisions, creates policy, and sends the message that:</td>
</tr>
<tr>
<td></td>
<td>● The focus is overall student improvement and helping students reach their greatest potential, not just successful performance on state assessment</td>
</tr>
<tr>
<td></td>
<td>● Professional growth, like student progress, is a process, not an event</td>
</tr>
</tbody>
</table>
DISTRICT RESOURCES

<table>
<thead>
<tr>
<th>PROFESSIONAL DEVELOPMENT, HUMAN RESOURCES</th>
<th>APPR &amp; NYS Teaching Standards</th>
<th>Improving Literacy &amp; Math outcomes for students</th>
<th>Engaging and Personalized Learning</th>
<th>Safety &amp; Climate</th>
<th>Curriculum/Assessment</th>
<th>Content/Certification Specific:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Outside Trainers/Organizations</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Community</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Personnel with Expertise</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Administrator or Teacher Facilitators (meetings/collaboration)</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Outside Consultants</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

FUNDING SOURCES

The following fiscal sources will be used to support the professional development program:

Professional Development Budget

Building Level Conference Budget

Federal & Grant funds, as available, such as but not limited to, Title & SIG grants.
**PROCEDURE FOR OUTSIDE CONFERENCES**

Teachers interested in attending outside conferences must submit their requests to their building principals for approval via My Learning Plan.

If possible, estimated costs for conference requests should be submitted during the fall of each school year.

It is recommended that the conferences/workshops listed below be given priority:

- Professional Organizational Conferences
- State Conferences
- Capital Area Staff Development Association Conferences
- Teacher Center Conferences
Professional Development Goals and Programming

The goal of the Professional Development Program of the Greater Johnstown School District is to enhance the quality of teaching and student learning.

- GJSD staff are encouraged to complete a minimum of 25 hrs. of Professional Development per year.
- Certified staff are required to maintain hours using My Learning Plan.
- Teachers, Level III Teaching Assistants, and administrators who hold a Professional Certificate are required to complete 100 hours of State endorsed activities that lead to Continuing Teacher Leader Effectiveness (CTLE) hours every five years in order to maintain the validity of their certification.
**GOAL 1:** Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, Teacher-Leader Effectiveness and Data-Driven Instruction.

**Objective 1.1:** Train instructional leaders and instructional staff on content-specific learning standards and instructional practices.

**Strategies/Activities**

- Adapt curricula and programs for alignment to learning standards.
- Provide training and support for awareness, capacity building and implementation of newly adopted learning standards.
- Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based on researched-based instructional practices in respective disciplines.

**Action Plan**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Potential Providers</th>
<th>Timeline</th>
</tr>
</thead>
</table>
| Support instructional staff in developing awareness, capacity building and implementation of standards-aligned curricula, instructional models and modules/units. | GJSD PD Catalog  
Professional Development day agendas  
Attendance Rosters  
Curriculum Maps  
Units/modules for implementation  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  
Presentation materials | HFM BOCES  
District Administration/Teacher Leaders  
Brenda McGuire, LLC  
Greater Capital Region Teacher Center  
School Library System of NYS  
Content-Specific NYS and national Professional Organizations  
Professional Learning Communities (See PLC List) | July 2019 - June 2021 |
<table>
<thead>
<tr>
<th>Provide ongoing support developing/revising curriculum maps.</th>
<th>GJSD PD Catalog</th>
<th>HFM BOCES</th>
<th>July 2019 - June 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development day agendas</td>
<td>District Administration/Teacher Leader</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance Rosters</td>
<td>Greater Capital Region Teacher Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Maps</td>
<td>School Library System of NYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units/modules for implementation</td>
<td>Content-Specific NYS and national Professional Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td>Professional Learning Communities (See PLC List)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation materials</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Provide opportunities for staff to enhance their content knowledge and learn appropriate teaching strategies based on researched-based instructional practices in respective disciplines.</th>
<th>GJSD PD Catalog</th>
<th>HFM BOCES</th>
<th>July 2019 - June 2021</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Professional Development day agendas</td>
<td>District Administration/Teacher Leaders</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Attendance Rosters</td>
<td>Greater Capital Region Teacher Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Curriculum Maps</td>
<td>School Library System of NYS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Units/modules for implementation</td>
<td>Content-Specific NYS and national Professional Organizations</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td>Professional Learning Communities (See PLC List)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Presentation materials</td>
<td>Curriculum Associates</td>
<td></td>
</tr>
</tbody>
</table>
Continue to train and support all instructional staff in the implementation of best-practices in literacy and mathematics instruction

<table>
<thead>
<tr>
<th>GJSD PD Catalog</th>
<th>HFM BOCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development day agendas</td>
<td></td>
</tr>
<tr>
<td>Attendance Rosters</td>
<td></td>
</tr>
<tr>
<td>Curriculum Maps</td>
<td></td>
</tr>
<tr>
<td>Units/modules for implementation</td>
<td></td>
</tr>
<tr>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td></td>
</tr>
<tr>
<td>Presentation materials</td>
<td></td>
</tr>
<tr>
<td>District Administration/Teacher Leaders</td>
<td></td>
</tr>
<tr>
<td>Greater Capital Region Teacher Center</td>
<td></td>
</tr>
<tr>
<td>School Library System of NYS</td>
<td></td>
</tr>
<tr>
<td>Content-Specific NYS Professional Organizations</td>
<td></td>
</tr>
<tr>
<td>Professional Learning Communities (See PLC List)</td>
<td></td>
</tr>
</tbody>
</table>

| July 2019 - June 2021 |

NYS PD Standards Addressed:

- ☒ Standard 1: Designing Professional Development
- ☒ Standard 2: Content Knowledge and Quality Teaching
- ☒ Standard 3: Research-based Professional Learning
- ☒ Standard 4: Collaboration
- ☒ Standard 5: Diverse Learning
- ☒ Standard 6: Student Learning Environments
- ☐ Standard 7: Parent, Family and Community Engagement
- ☒ Standard 8: Data-driven Professional Practice
- ☒ Standard 9: Technology
- ☐ Standard 10: Evaluation
GOAL 1: Assist in, lead, and/or facilitate the alignment of program practices to the requirements of current New York State academic initiatives including but not limited to: Next Generation Learning Standards, NYS Learning Standards, CTE Standards, CDOS, APPR 3012-d, Teacher-Leader Effectiveness and Data-Driven Instruction.

Objective 1.2: Train instructional leaders and instructional staff on effective teacher/leader practices and evaluation.

Strategies/Activities

- Provide training and support for implementation of effective evaluation and feedback.
- Provide opportunities for staff to enhance their pedagogical knowledge and enhance teaching practices
- Provide opportunities for staff to enhance their leadership skills

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
</tr>
</tbody>
</table>
| Continue to provide training and support on staff and administrator observations, student performance measures, and the process of evaluation including APPR 3012-d regulations. | GJSD PD Catalog
Professional Development day agendas
Attendance Rosters
Staff and Administrator Evaluations
APPR 3012-d documentation
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)
Presentation materials | BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)
District Administrators/Teacher Leaders
Statewide Professional Development Group
GJSD Mentors
Professional Learning Communities (See PLC List)
Vendors (See Vendor list in appendix) | Yearly 2019-2021 and as requested or as changes are made at the State level |
| Provide ongoing support and feedback surrounding the NYS teaching standards. | GJSD PD Catalog  
Professional Development day agendas  
Attendance Rosters  
GJSD Mentoring Program  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  
Presentation materials | BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)  
District Administrators/Teacher Leaders  
Statewide Professional Development Group  
GJSD Mentors  
Professional Learning Communities (See PLC List) | September 2019 - June 2018 |
|---|---|---|---|
| Provide opportunities for staff to enhance their leadership skills | GJSD PD Catalog  
Professional Development day agendas  
Administrator Evaluations  
APPR 3012-d documentation  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  
Presentation materials | BOCES (HFM, WSHWE, Capital Region, Questar/NERIC)  
District Administrators/Teacher Leaders  
Statewide Professional Development Group  
GJSD Mentors  
Professional Learning Communities (See PLC List) | July 2019 - June 2018 |
Provide training for administrators, teachers, and teaching assistants on strategies to meet students’ diverse needs and monitor their progress

<table>
<thead>
<tr>
<th>GJSD PD Catalog</th>
<th>HFM BOCES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional Development day agendas</td>
<td>District Administration/Teacher Leaders</td>
</tr>
<tr>
<td>Attendance Rosters</td>
<td>Greater Capital Region Teacher Center</td>
</tr>
<tr>
<td>Curriculum Maps</td>
<td>School Library System of NYS</td>
</tr>
<tr>
<td>Units/modules for implementation</td>
<td>Content-Specific NYS Professional Organizations</td>
</tr>
<tr>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td>District Teacher Leaders (Department Chairs, Grade Level Leaders, etc.)</td>
</tr>
<tr>
<td>Presentation materials</td>
<td>Professional Learning Communities (See PLC List)</td>
</tr>
</tbody>
</table>

**NYS PD Standards Addressed:**
- [x] Standard 1: Designing Professional Development
- [x] Standard 2: Content Knowledge and Quality Teaching
- [x] Standard 3: Research-based Professional Learning
- [x] Standard 4: Collaboration
- [x] Standard 5: Diverse Learning
- [x] Standard 6: Student Learning Environments
- [ ] Standard 7: Parent, Family and Community Engagement
- [x] Standard 8: Data-driven Professional Practice
- [ ] Standard 9: Technology
- [x] Standard 10: Evaluation

**Dates:**
- July 2019 - June 2021
GOAL 2: Assist in, lead, and/or facilitate the development of technological literacy and facilitate the effective use of all appropriate technology.

Objective 2.1: Train instructional leaders and instructional staff on appropriate use of technological tools for professional purposes.

Strategies/Activities
- Provide ongoing training for currently used technological software programs and platforms including but not limited to SchoolTool, DataMate, Google applications, substitute service software, Stafftrac, and ServiceNow, Industry standard technology, Clever.

<table>
<thead>
<tr>
<th>Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Inputs</strong></td>
</tr>
<tr>
<td>Provide training for administrators, teachers and teaching assistants on use of software applications and other technologies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td>Support administrators, teachers and teaching assistants on use of software applications and other technologies</td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
NYS PD Standards Addressed:

- **Standard 1: Designing Professional Development**
- ☒ **Standard 6: Student Learning Environments**
- ☒ **Standard 7: Parent, Family and Community Engagement**
- ☒ **Standard 8: Data-driven Professional Practice**
- ☒ **Standard 9: Technology**
- ☐ **Standard 10: Evaluation**

- ☐ **Standard 2: Content Knowledge and Quality Teaching**
- ☐ **Standard 3: Research-based Professional Learning**
- ☐ **Standard 4: Collaboration**
- ☐ **Standard 5: Diverse Learning**
GOAL 3: Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

Objective 3.1: Train staff in approaches which promote student success, enhance a sense of school community, and maximize school-community relationships.

### Strategies/Activities
- Assist with and/or facilitate training on specific school-community involvement techniques and strategies, such as Restorative Justice
- Support faculty and staff in the implementation of such approaches (see above)

### Action Plan

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Establish professional learning communities focused on research-based approaches to support parent and student engagement in the school community</td>
<td>Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) Professional Development day agendas and evaluations</td>
<td>District Administrators/Teacher Leaders HFM BOCES NERIC School Support staff (school psychologists, guidance counselors, Professional Learning Communities (see PLC list)</td>
<td>July 2019 - June 2021</td>
</tr>
</tbody>
</table>
| Provide trainings on restorative practices that can be used by faculty and staff to improve student and community relationships | GJSD PD Catalog  
Professional Development day agendas  
Attendance Rosters  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) | District Administrators/Teacher Leaders  
HFM BOCES  
NERIC  
School Support staff (school psychologists, guidance counselors,  
Professional Learning Communities (see PLC list) | July 2019 - June 2021 |
|---|---|---|---|
| Support professional learning communities to increase faculty and staff understanding of the impact of trauma on academic success | GJSD PD Catalog  
Professional Development day agendas  
Attendance Rosters  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) | District Administrators/Teacher Leaders  
HFM BOCES  
NERIC  
School Support staff (school psychologists, guidance counselors,  
Professional Learning Communities (see PLC list) | July 2019 - June 2021 |

NYS PD Standards Addressed:
- ✔️ Standard 1: Designing Professional Development
- ☐ Standard 2: Content Knowledge and Quality Teaching
- ✔️ Standard 3: Research-based Professional Learning
- ✔️ Standard 4: Collaboration
- ✔️ Standard 5: Diverse Learning
- ✔️ Standard 6: Student Learning Environments
- ✔️ Standard 7: Parent, Family and Community Engagement
- ✔️ Standard 8: Data-driven Professional Practice
- ☐ Standard 9: Technology
- ☐ Standard 10: Evaluation
**GOAL 3:** Provide support for the health, safety, social, and emotional well-being of our students and staff in order to optimize the effectiveness of the learning environment.

**Objective 3.2: Train staff in social cognizance and inter-relational techniques to enhance positive relationships with students and others**

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Assist with and/or facilitate training on targeted interventions (such as TCI)</td>
</tr>
<tr>
<td>● Develop data-based decision-making using the skills of school-based intervention teams to solve problems</td>
</tr>
<tr>
<td>● Provide trainings regarding mental health, social-cognizance, and inter-relational techniques to enhance positive relationships with students and others</td>
</tr>
</tbody>
</table>

**Action Plan**

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Responsibility</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training on targeted interventions (Handle with Care)</td>
<td>GJSD PD Catalog Attendance Rosters Presentation materials and resources</td>
<td>District Administrators/Teacher Leaders Vendor: Handle with Care</td>
<td>July 2019 - June 2021</td>
</tr>
<tr>
<td>Analyze behavior data to better understand student needs and develop specific interventions</td>
<td>SBIT/CST Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td>District Administrators/Teacher Leaders</td>
<td>July 2019 - June 2021</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
</tbody>
</table>
| BAT (Behavior Assessment Teams)  
Professional Development day agendas and evaluations  
Suspension Rates  
 Behavioral referrals  
 Attendance  
 Intervention progress monitoring reports | | HFM BOCES  
 NERIC  
 School Support staff (school psychologists, guidance counselors,  
 Professional Learning Communities (see PLC list) | |
| Provide trainings regarding mental health, social-cognizance, student safety, and inter-relational techniques to enhance positive relationships with students and others | GJSD PD Catalog  
 Attendance Rosters  
 Presentation Materials and Resources | District Administrators/Teacher Leaders  
 Regional BOCES (HFM, Questar/NERIC, WHSHWE, Capital Region)  
 Brenda McGuire, LLC  
 School Support staff (school psychologists, guidance counselors)  
 Family Counseling Center  
 Catholic Charities  
 Mental Health Association of NYS  
 Fulton County Public Health | July 2019 - June 2021 |
<table>
<thead>
<tr>
<th>NYS PD Standards Addressed:</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Standard 1: Designing Professional Development</td>
</tr>
<tr>
<td>☐ Standard 2: Content Knowledge and Quality Teaching</td>
</tr>
<tr>
<td>☒ Standard 3: Research-based Professional Learning</td>
</tr>
<tr>
<td>☒ Standard 4: Collaboration</td>
</tr>
<tr>
<td>☒ Standard 5: Diverse Learning</td>
</tr>
<tr>
<td>☒ Standard 6: Student Learning Environments</td>
</tr>
<tr>
<td>☒ Standard 7: Parent, Family and Community Engagement</td>
</tr>
<tr>
<td>☒ Standard 8: Data-driven Professional Practice</td>
</tr>
<tr>
<td>☐ Standard 9: Technology</td>
</tr>
<tr>
<td>☒ Standard 10: Evaluation</td>
</tr>
</tbody>
</table>
GOAL 4: Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.

Objective 4.1: Train instructional staff in the implementation of the use of data as a conversational tool with students to enhance their growth and personal achievement

Strategies/Activities

- Provide continuing training on unpacking standards and developing student learning targets
- Provide training and support for implementation of learning-based assessment design
- Provide training and support on standards-based grading and reporting
- Provide training and support on the use of data as a conversational tool with students to enhance their growth and personal achievement

Action Plan

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Potential Providers</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide training and support for implementation of quality learning-based assessment design.</td>
<td>GJSD PD Catalog Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)</td>
<td>District Administrators/Teacher Leaders HFM BOCES Karen Bailey, Educational Consulting Professional Learning Communities (see PLC list) Content-specific NYS and National Professional Organizations</td>
<td>Summer 2019 – June 2021</td>
</tr>
</tbody>
</table>
| Provide training and support on standards-based grading and reporting. | GJSD PD Catalog  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) | District Administrators/Teacher Leaders  
HFM BOCES  
Professional Learning Communities (see PLC list)  
Content-specific NYS and National Professional Organizations | Summer 2019 – June 2021 |
|---|---|---|---|
| Provide training and support on the use of data as conversations with students to enhance growth and achievement. | GJSD PD Catalog  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.) | District Administrators/Teacher Leaders  
HFM BOCES  
Karen Bailey, Educational Consulting  
Professional Learning Communities (see PLC list)  
Content-specific NYS and National Professional Organizations | Summer 2019 – June 2021 |

**NYS PD Standards Addressed:**
- ✗ Standard 1: Designing Professional Development
- ✗ Standard 2: Content Knowledge and Quality Teaching
- ✗ Standard 3: Research-based Professional Learning
- ✗ Standard 4: Collaboration
- ✗ Standard 5: Diverse Learning
- ✗ Standard 6: Student Learning Environments
- □ Standard 7: Parent, Family and Community Engagement
- ✗ Standard 8: Data-driven Professional Practice
- □ Standard 9: Technology
- □ Standard 10: Evaluation
GOAL 4: Continue to support the integration of instructional strategies, skills and learning to promote and enhance a student-centered learning culture.

Objective 4.2: Train instructional staff in appropriate methodologies and approaches to promote student-centered classrooms.

<table>
<thead>
<tr>
<th>Strategies/Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Provide opportunities and training to develop skills for instructional design, communication, and classroom learning that enables student-led learning and digital citizenry</td>
</tr>
<tr>
<td>● Provide embedded support through peers such as instructional coaching, mentoring, and peer observation (Such as Critical Friends PLC)</td>
</tr>
<tr>
<td>● Provide opportunities and training to integrate technology and related applications to promote and enhance a student-centered learning culture</td>
</tr>
<tr>
<td>● Provide training and support on instructional strategies such as PBL or inquiry based learning</td>
</tr>
</tbody>
</table>

Action Plan

<table>
<thead>
<tr>
<th>Inputs</th>
<th>Evidence</th>
<th>Potential Providers</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provide opportunities and training to develop skills for instructional design, communication, and classroom learning that enables student-led learning and digital citizenry</td>
<td>GJSD PD Catalog  Professional Development day agendas  Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  Presentation materials</td>
<td>District Administrators/Teacher Leaders  HFM BOCES  GJSD Mentors  Professional Learning Communities (see PLC list)  Content-specific NYS and National Professional Organizations  Brenda McGuire, LLC</td>
<td>Summer 2019 – June 2021</td>
</tr>
</tbody>
</table>
| Provide embedded support through peers such as instructional coaching, mentoring, and peer observation | GJSD PD Catalog  
Professional Development day agendas  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  
Presentation materials | District Administrators/Teacher Leaders  
HFM BOCES  
GJSD Mentors  
Professional Learning Communities (see PLC list)  
Content-specific NYS and National Professional Organizations  
Brenda McGuire, LLC | Summer 2019 – June 2021 |
| Provide opportunities and training to integrate technology and related applications to promote and enhance a student-centered learning culture | GJSD PD Catalog  
Professional Development day agendas  
Communication Artifacts- (meeting agendas, minutes, materials, online collaborations, guidance documents, etc.)  
Presentation materials | District Administrators/Teacher Leaders  
HFM BOCES  
NERIC  
Vendors (see Vendor list in appendix)  
Professional Learning Communities (see PLC list)  
Content-specific NYS and National Professional Organizations  
District Technology Department members  
Content-specific NYS and National Professional Organizations | Summer 2019 – June 2021 |
NYS PD Standards Addressed:
☒ Standard 1: Designing Professional Development
☒ Standard 2: Content Knowledge and Quality Teaching
☒ Standard 3: Research-based Professional Learning
☒ Standard 4: Collaboration
☒ Standard 5: Diverse Learning
☒ Standard 6: Student Learning Environments
☐ Standard 7: Parent, Family and Community Engagement
☒ Standard 8: Data-driven Professional Practice
☐ Standard 9: Technology
☐ Standard 10: Evaluation
APPENDIX

I. Rubric (to be used for plan evaluation and for log).

II. GJSD Board of Education Policies for Support of the Professional Development of Staff (#4410 and #6160)

III. New York State Teacher Standards

IV. NSDC Standards for Staff Development (revised 2001)

V. GJSD Mentor Program and Mentor Log (revised December 2015)

VI. GJSD Mentor Policy #6180
Appendix III: NEW YORK STATE TEACHER 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.

Element I.1:

Teachers demonstrate knowledge of child and adolescent development, including students’ cognitive, language, social, emotional, and physical developmental levels.

Performance Indicators:

a. Teachers describe orally or in writing an understanding of the developmental characteristics of their students.

b. Teachers create developmentally appropriate lessons that address students’ learning differences and needs.

c. Teachers implement lessons and modify instruction based upon students’ developmental needs.

Element I.2:

Teachers demonstrate knowledge of current research in learning and language acquisition theories and processes.

Performance Indicators:

a. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the learning needs of each student.

b. Teachers design lesson plans and adjust instruction to include a variety of strategies that support the language acquisition needs of each student.
c. Teachers explain their instructional decisions citing current research.

**Element I.3:**

Teachers demonstrate knowledge of and are responsive to diverse learning needs, strengths, interests, and experiences of all students.

Performance Indicators:

a. Teachers vary and modify instruction to meet the diverse learning needs of each student.

b. Teachers create, deliver, and adapt instruction to address each student’s strengths, interests, and experiences.

c. **Element I.4:**

Teachers acquire knowledge of individual students from students, families, guardians, and/or caregivers to enhance student learning.

Performance Indicators:

a. Teachers utilize strategies that enable two-way communication with each student’s parents, guardians, and/or caregivers.

b. Teachers use a variety of techniques to accommodate the communication needs of each student’s parents, guardians, and/or caregivers.

**Element I.5:**

Teachers demonstrate knowledge of and are responsive to the economic, social, cultural, linguistic, family, and community factors that influence their students’ learning.

Performance Indicators:

a. Teachers incorporate a knowledge and understanding of the school community when planning and implementing instruction.
b. Teachers incorporate an understanding of their students’ strengths and limitations, and the environmental factors that influence their students’ learning.

c. Teachers attend to an individual student’s personal and family experiences by incorporating multiple perspectives.

**Element I.6:**

Teachers demonstrate knowledge and understanding of technological and information literacy and how they affect student learning.

Performance Indicators:

a. Teachers use technological tools and a variety of communication strategies to engage each student.

b. Teachers assist students to become knowledgeable and critical consumers and users of quality information.

**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.*

**Element II.1:**

Teachers demonstrate knowledge of the content they teach, including relationships among central concepts, tools of inquiry, structures and current developments within their discipline(s).

Performance Indicators:

a. Teachers incorporate key concepts during instruction through the use of multiple representations and explanations.
b. Teachers engage students to use key disciplinary language with comprehension through instruction.

c. Teachers demonstrate the effective use of current developments in pedagogy and content.

d. Teachers design learning experiences that foster student understanding of key disciplinary themes.

e. Teachers demonstrate knowledge of the learning standards and their application throughout their instruction and practice.

**Element II.2:**

Teachers understand how to connect concepts across disciplines, and engage learners in critical and innovative thinking and collaborative problem-solving related to real world contexts.

**Performance Indicators:**

a. Teachers facilitate students’ ability to develop diverse social and cultural perspectives.

b. Teachers incorporate perspectives from varied disciplines and interdisciplinary skills in their instruction.

c. Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.

d. Teachers model and encourage effective use of interpersonal communication skills to build student capacity for collaboration.

e. Teachers create opportunities for students to apply disciplinary and cross-disciplinary knowledge to personal experiences and real world problems.
Element II.3:
Teachers use a broad range of instructional strategies to make subject matter accessible.

Performance Indicators:

a. Teachers design instruction that reflects the multiple experiences, strengths, and learning needs of students.

b. Teachers adapt instruction in response to various levels of student understanding.

c. Teachers make meaningful connections between content and students’ life experiences.

d. Teachers create opportunities for students to engage in self-directed learning.

Element II.4:
Teachers establish goals and expectations for all students that are aligned with learning standards and allow for multiple pathways to achievement.

Performance Indicators:

a. Teachers design learning experiences that are aligned with learning standards.

b. Teachers articulate clear learning objectives that align with learning standards.

c. Teachers include opportunities for students’ to achieve learning goals in a variety of ways.
Element II.5:

Teachers design relevant instruction that connects students’ prior understanding and experiences to new knowledge.

Performance Indicators:

a. Teachers determine current levels of students’ understanding and knowledge of content through questioning techniques, discussion, and other methods.

b. Teachers address common misconceptions in the content area through instructional methods.

c. Teachers design learning experiences that connect students’ prior knowledge and instruction to new content.

Element II.6:

Teachers evaluate and utilize curricular materials and other appropriate resources to promote student success in meeting learning goals.

Performance Indicators:

a. Teachers organize physical space to reflect an awareness of learner needs and curricular goals.

b. Teachers incorporate a knowledge and understanding of technology in their lessons to enhance student learning.

c. Teachers organize and effectively use time to achieve learning goals.

d. Teachers select and adapt curricular materials to align with state standards and meet diverse learning needs.

e. Teachers access appropriate resources to meet specific learning differences or needs.
Standard III: Instructional Practice

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

Element III.1:

Teachers use research-based practices and evidence of student learning to provide developmentally appropriate and standards-driven instruction that motivates and engages students in learning.

Performance indicators:

a. Teachers align instruction to standards.

b. Teachers implement instruction proven to be effective in prior research.

c. Students are actively and cognitively engaged through teacher facilitation of student-to-student and student-to-teacher interactions.

Element III.2:

Teachers communicate clearly and accurately with students to maximize their understanding and learning.

Performance indicators:

a. Students understand directions and procedures.

b. Teachers use a variety of questioning techniques to advance student learning and reflection.

c. Students’ comments and questions are acknowledged and utilized to advance learning.

d. Students understand lesson content through a teacher’s use of multiple modalities, such as oral, written, graphic, kinesthetic,
and/or tactile methods.

e. Teachers adjust communication in response to student needs.

**Element III.3:**

Teachers set high expectations and create challenging learning experiences for students.

Performance indicators:

a. Teachers articulate high expectations for all students.

b. Students have a clear understanding of measures of success.

c. Teachers challenge and support all students by incorporating various instructional strategies, experiences, and resources.

**Element III.4:**

Teachers explore and use a variety of instructional approaches, resources, and technologies to meet diverse learning needs, engage students, and promote achievement.

Performance indicators:

a. Teachers use an understanding of students’ diverse backgrounds to individualize interactions and differentiate instruction.

b. Teachers incorporate instructional approaches and technologies to provide students with opportunities to demonstrate mastery of learning outcomes.

c. Teachers incorporate motivating and meaningful opportunities in instruction to engage students in learning experiences.
Element III.5:

Teachers engage students in the development of multidisciplinary skills, such as communication, collaboration, critical thinking, and use of technology.

Performance Indicators:

a. Students synthesize and express ideas both in written and oral formats.

b. Students work effectively with others, including those from diverse groups and with opposing points of view.

c. Students make decisions, solve problems, and take actions as appropriate.

d. Students solve problems and/or acquire new knowledge through creative and innovative approaches to learning.

e. Students utilize technologies and resources to solve real world problems.

Element III.6:

Teachers monitor and assess student progress, seek and provide feedback, and adapt instruction to student needs.

Performance Indicators:

a. Teachers utilize various types of formative assessment during instruction to monitor and check for student understanding and assess progress.

b. Teachers seek and provide feedback during and after instruction.

c. Teachers adjust the pace of instruction, focus of instruction, and method of delivery based on students’ progress.
Standard IV: Learning Environment

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

Element IV.1:

Teachers create a mutually respectful, safe, and supportive learning environment that is inclusive of every student.

Performance Indicators:

a. Teachers are caring and respectful in their interactions with students.

b. Teachers embrace student diversity as an asset in the classroom.

c. Teachers recognize and reinforce positive interactions among students.

d. Teachers create a climate of acceptance and respect.

e. Teachers create an environment where students show responsibility to and for one another.

Element IV.2:

Teachers create an intellectually challenging and stimulating learning environment.

Performance Indicators:

a. Teachers encourage students to set high standards and expectations for their own performance.

b. Teachers motivate students to initiate their own learning and strive to achieve challenging learning goals.
c. Teachers promote students’ curiosity and enthusiasm for learning.
d. Students are actively engaged in learning.
e. Students openly express their ideas.
f. Students show pride in their work and accomplishments.

**Element IV.3:**

Teachers manage the learning environment for the effective operation of the classroom.

Performance Indicators:

a. Teachers establish, communicate, and maintain clear standards and expectations for student behavior.
b. Teachers develop, implement, and adapt routines and procedures to manage activities and transitions.
c. Teachers facilitate instructional groupings to maximize student participation, cooperation, and learning.
d. Students exhibit respectful classroom interactions.

**Element IV.4:**

Teachers organize and utilize available resources (e.g., physical space, time, people, technology) to create a safe and productive learning environment.

Performance Indicators:

a. Teachers arrange and adapt the physical environment to accommodate individual and group learning needs and to celebrate
student accomplishments.

b. Teachers ensure that all students have equitable access to available resources and technologies.

c. Teachers effectively use the services and skills of available volunteers and paraprofessionals.

d. Teachers know and implement policies and procedures to ensure student safety.

**Standard V: Assessment for Student Learning**

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

**Element V.1:**

Teachers design, select, and use a range of assessment tools and processes to measure and document student learning and growth.

Performance Indicators:

a. Teachers use appropriate diagnostic and ongoing assessment to establish learning goals and inform instruction.

b. Teachers use formative assessment to inform teaching and learning.

c. Teachers use summative assessment to measure and record student achievement.

d. Teachers design assessments that are aligned with curricular and instructional goals.

e. Teachers design and select assessments that accurately determine mastery of student skills and knowledge.

f. Teachers use multiple measures and multiple formats, including available technology, to assess and document student
performance.

g. Teachers implement required testing accommodations.

**Element V.2:**

Teachers understand, analyze, interpret, and use assessment data to monitor student progress and to plan and differentiate instruction.

Performance Indicators:

a. Teachers analyze data accurately.

b. Teachers provide timely feedback to engage students in self-reflection and self-improvement.

c. Teachers use assessment data to set goals and design and differentiate instruction.

d. Teachers engage students in self-assessment of their learning goals, strategies, and outcomes.

**Element V.3:**

Teachers communicate information about various components of the assessment system.

Performance Indicators:

a. Teachers provide access to information on student assessments.

b. Teachers provide appropriate information and interpretation of various assessment data.
Element V.4:

Teachers reflect upon and evaluate the effectiveness of their comprehensive assessment system to make adjustments to it and plan instruction accordingly.

Performance Indicators:

a. Teachers demonstrate an understanding of assessment measures, grading, and procedures.

b. Teachers develop a plan for their overall assessment system.

c. Teachers use their plans and assessment data to adjust teaching and assessment practices.

Element V.5:

Teachers prepare students to understand the format and directions of assessments used and the criteria by which the students will be evaluated.

Performance Indicators:

a. Teachers communicate the purposes of the assessments they use.

b. Teachers prepare all students for the demands of particular assessment formats, and provide appropriate accommodations, including accommodations in testing conditions, for students with exceptional learning needs.

c. Teachers articulate assessment criteria to students and provide parameters for success.

d. Teachers equip students with assessment skills and strategies.
e. Students practice various formats of assessments using authentic curriculum.

**Standard VI: Professional Responsibilities and Collaboration**

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

**Element VI.1:**

Teachers uphold professional standards of practice and policy as related to students’ rights and teachers’ responsibilities.

Performance Indicators:

a. Teachers demonstrate a high standard of honesty, integrity, ethical conduct, and confidentiality when interacting with students, families, colleagues, and the public.

b. Teachers are proactive and advocate to meet the needs of students.

c. Teachers use self-reflection and stakeholders’ feedback to inform and adjust professional behavior.

d. Teachers advocate, model, and manage safe, legal, and ethical use of information and technology, including respect for intellectual property and the appropriate documentation of sources.

e. Teachers complete training in response to state and local requirements and jurisdictions.

**Element VI.2:**

Teachers engage and collaborate with colleagues and the community to develop and sustain a common culture that supports high expectations for student learning.

Performance Indicators:
Element VI.3:

Teachers communicate and collaborate with families, guardians, and caregivers to enhance student development and success.

Performance Indicators:

a. Teachers invite families, guardians, and caregivers to share information to enhance and increase student development and achievement.

b. Teachers communicate in various ways student performance, progress, and expectations for student growth, and provide opportunities for discussion.

c. Teachers suggest strategies and ways in which families can participate in and contribute to their students’ education.
Element VI.4:

Teachers manage and perform non-instructional duties in accordance with school district guidelines or other applicable expectations.

Performance Indicators:

a. Teachers collect required data and maintain timely and accurate records (e.g., plan books, lunch counts, attendance records, student records, etc.)

b. Teachers manage time and attendance in accordance with established guidelines.

c. Teachers maintain classroom and school resources and materials.

d. Teachers participate in school and district events.

Element VI.5:

Teachers understand and comply with relevant laws and policies as related to students’ rights and teachers’ responsibilities.

Performance Indicators:

a. Teachers communicate relevant regulations and policies to stakeholders.

b. Teachers maintain confidentiality regarding student records and information.

c. Teachers report instances of child abuse, safety violations, bullying, and other concerns in accordance with regulations and policies.

d. Teachers adhere to board policies, district procedures, and contractual obligations.

e. Teachers access resources to gain information on standards of practice, relevant law, and policy that relate to students’ rights
Standard VII: Professional Growth

Teachers set informed goals and strive for continuous professional growth.

Element VII.1:
Teachers reflect on their practice to improve instructional effectiveness and guide professional growth.

Performance Indicators:

a. Teachers examine and analyze formal and informal evidence of student learning.

b. Teachers recognize the effect of their prior experiences and possible biases on their practice.

c. Teachers use acquired information to identify personal strengths and weaknesses and to plan professional growth.

Element VII.2:
Teachers set goals for, and engage in, ongoing professional development needed to continuously improve teaching competencies.

Performance Indicators:

a. Teachers set goals to enhance personal strengths and address personal weaknesses in teaching practice.

b. Teachers engage in opportunities for professional growth and development.

Element VII.3:
Teachers communicate and collaborate with students, colleagues, other professionals, and the community to improve practice.

Performance Indicators:
a. Teachers demonstrate a willingness to give and receive constructive feedback to improve professional practice.

b. Teachers participate actively as part of an instructional team to improve professional practice.

c. Teachers receive, reflect, and act on constructive feedback from others in an effort to improve their own professional practice.

**Element VII.4:**

Teachers remain current in their knowledge of content and pedagogy by utilizing professional resources.

Performance Indicators:

a. Teachers benefit from, contribute to, or become members of appropriate professional organizations.

b. Teachers access and use professional literature and other professional development opportunities to increase their understanding of teaching and learning.

c. Teachers expand their knowledge of current research as it applies to curriculum, instruction, and assessment methods.

---

**Appendix IV: NSDC STANDARDS FOR STAFF DEVELOPMENT**  
Revised 2001

**Context Standards**

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and District (Learning Communities)
- Requires skillful school and district leaders who guide continuous instructional improvement (Leadership)
● Requires resources to support adult learning and collaboration (Resources)

**Process Standards**

Staff development that improves the learning of all students:

● Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement (Data Driven)
● Uses multiple sources of information to guide improvement and demonstrate its impact (Evaluation)
● Uses learning strategies appropriate to the intended goal (Design)
● Applies knowledge about human learning and change (Learning)
● Provides educators with the knowledge and skills to collaborate (Collaboration)

**Content Standards**

Staff development that improves the learning of all students:

● Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations to their academic achievement (Equity)
● Deepens educators’ content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately (Quality Teaching)
● Provides educators with knowledge and skills to involve families and other stakeholders appropriately (Family Involvement)
Appendix VI: GJSD Mentor Program

Greater Johnstown School District

Mentor Program

Rationale

The mentoring program will enable the GJSD to attract and retain “highly qualified” teachers. The program will enhance the quality of instruction by providing beginning teachers (Beginning Teacher's) with collegial support and integration into the school culture.
Mission Statement

The purpose of the mentoring program is to support and assist Beginning Teacher's in their professional development through interaction and dialogue that enriches, invigorates and encourages continued academic growth.

Mentoring is successful when the educational community works together to assure that the goals of the program are met. The outcomes will focus on retaining quality teachers and improved student performance in accordance with the state mandates.

Beliefs

We believe…that teaching and learning is a lifelong process, therefore it is necessary to support and assist Beginning Teacher's with perfecting the skills to be flexible, adaptable, and able to meet new challenges.

We believe…that effective instruction can be accomplished through collaboration of Beginning Teacher's “seasoned” colleagues, and the entire school community—with ideas, energy and experiences.

We believe…that the monitoring relationship fosters a variety of instructional methods and ideas that will ultimately impact student achievement and performance.

1. Purpose and Intended Outcomes:
   The purpose of the JTA district’s mentoring program for a first year teacher is to improve student achievement, retain good teachers, and improve teaching skills.

   Outcomes
   - Help new teachers transition from preparation to practice
- Provide guidance and support
- Develop and improve instructional skills in order to improve student achievement
- Help transmit the culture of the school community
- Increase the retention rate for good beginning teachers
- Create a professional learning culture where information is shared to improve teaching and learning

2. The Role of the Mentor

The role of the mentor will be to guide and support first year teachers as advisors. Mentors will be required to complete the district mentor training. Effective mentor training relates directly to achievement of program outcomes. Training will focus on the development of coaching skills, how to engage beginning teachers in critical reflection on their teaching practice, and collecting and interpreting evidence of effective teaching. The district mentoring program will require appropriate professional development such as: teacher development, knowledge of beginning teacher needs, including classroom management techniques, conferencing skills, coaching techniques, communication and facilitation skills, time management skills, etc.

3. Mentor Coordinator must meet the following qualifications:
   - Tenured teacher in the district
   - Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
   - Demonstrated commitment to their own professional growth
   - Demonstrated commitment to their own colleagues’ professional growth
   - Demonstrated exceptional planning, organizational, time management, and communication skills
   - Ability to work collaboratively and cooperatively with program participants and administration
   - Completion of District sponsored and/or approved mentor training program

The responsibilities of the mentor program coordinator
If it is determined by the Superintendent that a mentor coordinator is appropriate the responsibilities will include but not be limited to:

- Organizing year round activities including: Mentor training and professional development opportunities
- Addressing concerns between mentors and new teachers
- Acting as a liaison between the professional development committee, the mentor selection committee, and parties that make up the GJSD
- Conducting annual review of participants to determine the mentors who should be recommended for continuing mentor appointment with input from building coordinators and administrators.
- Maintaining documentation organized by NYS regulations
- Assisting in the new teacher orientation

4. Mentor Selection

   The mentor program committee will accept applications from current and recently retired teachers seeking to mentor. Mentors will be chosen by a selection committee represented by JTA, the mentor coordinator, and District Administration. The final decision will be made by the district administrator.

   **Mentor Selection Committee**

   The mentor selection committee will consist of:
   - Mentor Coordinator/ Teacher from the PDP Committee
   - Superintendent or his/her designee
   - JTA Representative

   **Responsibilities of the Mentor Selection Committee Members**
The committee members responsibilities include, but are not limited to:

- Reviewing applications and, through consensus of the committee, selecting mentor candidates
- Matching mentors with mentees
- Providing guidance and support
- Encouraged to attend the new teacher orientation

Who can mentor?
The mentor position is open to all teachers, active or retired, who demonstrate the criteria identified below and who complete the application process. Extenuating circumstances will be at the discretion of the committee.

- Tenured teacher in the district or recently retired from the district
- Demonstrated thorough knowledge of pedagogical practices, professional skills, and subject matter
- Demonstrated commitment to their own professional growth
- Demonstrated commitment to their own colleagues’ professional growth
- Collegial Attitude
- Willingness to allow first year teachers to develop their own effective teaching style
- Completion of approved mentor training (up to 2 mentor training days over the summer (August) - to be paid by the district)
- Interested candidates need to submit a letter of interest by June 1st to the District Office
- Mentors will be chosen and notified ASAP
- Mentors will be required to attend new teacher orientation before school starts
- Building principals may be asked for input regarding mentor applicants

Mentor Application Process

- Mentor application completed
- Mentor training
- 2 letters of reference: 1 by administrator, 1 by a co-teacher
• Interview for the selection committee

JTA will inform teachers of mentorship availability. Completed applications are due to the Superintendent and the Selection Committee with two letters of recommendation by June 1st of each year. The Mentor Selection Committee will interview mentors by June 25 and forward names to the Superintendent by June 30th. Through the selection process,Selection Committee members will select mentors. The selected mentors will be placed in a mentor pool and will be utilized as needed. It is the committee’s responsibility to make matches between new teachers and mentors in consultation with the building principals. Selected candidates must be available to participate in a minimum of two days of summer training and additional training support sessions that are scheduled throughout the year with no compensation. If there are no selected mentor candidates, the Superintendent will appoint a mentor that may not currently be a retired or active teacher, but will have had teaching experience.

5. Types of mentoring activities
   All mentoring activities will be centered around the Danielson Framework. Joint lesson planning, observing, modeling instruction, peer coaching, team teaching, scheduling effective interaction between mentor and first year teacher to meet anticipated outcomes, orienting the first year teacher to the school culture, engaging in professional development activities, developing curriculum, book study, etc.

6. Time allotted for mentoring
   In order to achieve the program’s outcomes, sufficient time must be allocated for mentoring to occur. Mentors and mentees shall meet at mutually agreed upon times. The District will make every effort to provide a common planning time.

7. Mentor/Mentee matches
   A designated committee designed by JTA and administration will be responsible for
matching mentors with new teachers, based on needs and certification areas. In the eventuality that a mentor relationship is
troubled beyond repair, an adjustment will be made.

New teacher and mentor assignments

If possible, new teacher made matches will be made by August 15. Newly hired teachers will receive a letter informing them
about the mentor program from the PDP Committee. This letter will include their mentor’s name and phone number. It will
also include the date of the new teacher orientation. Information about subsequent professional development may also be
included. All effort will be made to pair teachers hired after August 15 with mentors within 45 days of their hiring date.
Mentors and new teachers are encouraged to contact each other upon notification. All mentors will have a teaching assignment
in the same building as the new teacher when possible. All mentors must be approved by the Board of Education.

Resolving Problems

When there is a problem between the mentor and the mentee, they should first try to resolve it between themselves. If that
does not work, one or both are to take the problem to either the mentor coordinator or the JTA selection committee
representative as is appropriate for resolution. In the event that the problem cannot be resolved, the selection committee will
assign a new mentor to the mentee for the remainder of the school year.

8. First Year Mentor Program

The following is a combined list of things that will need to be addressed throughout the
year. The monthly mentor checklists must be turned into the mentor coordinator with dates of completion in January and June.
In most instances each mentor will be assigned one mentee; however, certain situations may occur whereby more than one
mentee will be assigned to a mentor.
9. New to District Teachers
   Use same monthly checklists as First Year Teachers, but modify as necessary. New to District teachers and level III teaching assistants will be mentored in a group with a ratio of one mentor per three new teachers in each building.

10. Teacher Placed on a TIP
    The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan ("TIP"). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator, and any other administrators who conducted an observation in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the teacher’s performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed.

11. Non-Tenured Teachers (2nd - 4th Year of Teaching)
    Teachers will work in groups per building with ratio maximum of one mentor per five mentees. Teachers will meet to focus on the monthly topics. There will be professional development workshops provided by the mentor coordinator, as well as, other teachers within the district.

Knowledge Based Information:
- Review calendar and schedule weekly meetings
- Orient the new teacher to their room, supplies, building, class roster/schedule, daily record keeping procedures, school procedures, first day procedures
- Assist in filling out paperwork for new employees
- Introduce to all staff and faculty
- Discuss the need for a safe and positive school environment
- Assist in setting up the classroom
- Discuss the special needs of students, pedagogical issues
- Share teaching experiences and offer suggestions when asked
- Discuss short and long term planning/curriculum maps
- Review monthly calendar and discuss how the school celebrates holidays
- Discuss altered schedules (½ days, parent conferences, etc.)
- Set up observations of the new teacher and by the new teacher
- Discuss snow days, field trips, 5-week reports, grading, standards and assessments, workshops
- Discuss formal teacher evaluation and professionalism
- Videotape a lesson so they can observe their lesson, discuss outcome, self-reflection, setting goals
- Discuss state exams, assessments
- Discuss requisitions and procedures on ordering supplies
- Develop awareness of teaching methods to make sure they are meeting the needs of the students
- Allow the new teacher to be proactive in acknowledging challenges and solutions, self-evaluation, growth, strengths/weaknesses
- Discuss school wide plans and procedures for next year

Building a Relationship
- Plan to attend school meetings and school social functions with Mentee
- Exchange phone numbers/email
- Share own experiences and offer advice when asked
- Keep daily or weekly contact with Mentee
- Self-evaluate
- Be supportive and build a trust
- Confidentiality
- Ask other new Mentees/Mentors to join in on a group discussion
- Foster independence by building self-confidence and resources
Mentor Teacher Application Form

I am interested in being considered for the position of mentor. I understand that the role of the mentor is a critical factor in the success of new and novice teachers.

Directions: Answer the following questions and submit the form to the Business Office % Ann Stefka by ________________________.

Name ______________________________________________

School ______________________________________________

Subject/Grade Level/ ____________________________________

Number of years in the district ____________________________

Tenured  Yes or No

  ● Why do you want to become a mentor?
• What abilities and experiences do you bring to the process of mentoring new and novice teachers?

• What professional development activities you have participated in within the last year?

• What extracurricular/teams/initiatives/PLC’s/committees are you currently participating in?

Teacher’s Signature __________________________________________ Date __________
Mentor/Mentee Agreement of Ground Rules

**Open Door Policy** - both of us will make ourselves available to each other. We realize that at times, we may have quick questions, need some advice, or simply want to vent. We agree to make time (planned and spontaneous) for each other to do this.

**Humor** - we will use humor to make our jobs and time spent together more enjoyable. We are aware that teaching can be stressful and are prepared to do what we can for each other to alleviate some of this stress.

**Confidentiality** - we will not discuss any information from our meetings with colleagues or friends. We agree that our relationship in based on TRUST and HONESTY and do not want to violate this. We believe that this will create an environment in which we can self-reflect regularly.

**Promptness** - both of us believe that our time, as well as each other’s is valuable. We agree to be on time to scheduled meetings and observations. If something comes up unexpectedly, we agree to let each other know as soon as possible.

**Comfortable Environment** - we will provide a physically and emotionally comfortable environment for each other to meet in. We realize it is important to feel safe and be respectful of and to each other.

Signed by ____________________________ (mentor) & ________________________(mentee)

Date ________________
Mentor Reference Form

Dear Building Administrator:

_____________________________________ is applying for a position as a district mentor. The mentor selection committee is asking that you complete this recommendation for the teacher applying. Please return this recommendation by ______________________ to the business office ℅ Ann Stefka.

Please rate the teacher’s skills according to 1 = basic, 2 = proficient, 3 = distinguished

**Domain 1 - Planning and Preparation**

- [ ] Demonstrating knowledge of content and lesson planning
- [ ] Selecting instructional goals and assessing student learning
- [ ] Planning instructional units
- [ ] Planning for students with special needs, including “at risk” and “gifted”
- [ ] Understanding of cultural/ethnic differences

**Domain 2 - Classroom Environment**

- [ ] Managing student behavior
- [ ] Establishing appropriate levels of expectations for students
- [ ] Managing classroom procedures

**Domain 3 - Instruction**

- [ ] Developing, administering, and utilizing formal/informal assessments
- [ ] Utilizing various strategies to engage students (large group instruction, small group


Domain 4 - Professional Responsibilities

- Conferencing and communicating with parents
- Understanding of teaching/learning styles
- Establishing rapport with faculty and staff
- Reflecting on teaching

Statement of Recommendation from Building Principal

I believe that ______________________________ possesses the above requisite skills, knowledge, and attitude to effectively serve as a mentor for novice teachers. I recommend him/her for the position (additional comments are appreciated).

Name (Print) _______________________________ School ______________________
Name (Signature) ___________________________ Date ______________________

I DO NOT recommend ______________________________ to serve as a mentor (additional comments are appreciated).

Name (Print) _______________________________ School ______________________
Name (Signature) ___________________________ Date ______________________
Yearly Overview - areas of focus can be changed, if necessary.
- August - Mentor Training and New Teacher Orientation
- September - Needs Assessment, Goal Setting, Classroom Visitation, Classroom Management
- October - Classroom Visitation, Planning, SLO Development
- November - Assessment - New Teacher Retreat, Evidence Collection
- December - Effective use of Technology in the Classroom
- January - Update needs and goals, checksheet to district
- February - Differentiation
- March - Advocating for resources, SBIT
- April - Classroom Visitation
- May - TBD
- June - Update needs assessment, turn in checksheet to District to be filed
August - First Year Teacher

Date

- Review Mentor Planning Calendar
- Schedule weekly meetings convenient to both
- Orient the new teacher to his/her room and help locate supplies
- Orient the new teacher to the building, including copy machines, mailboxes, restrooms, workroom, and other essentials
- Assist in filling out new employee paperwork
- Orient the new teacher to daily record keeping procedures for attendance, lunch, etc.
- Orient the new teacher to class roster/schedule
- Introduce to all staff and faculty
- Help review first day of school plans, including discipline, room arrangement, and orientation materials
- School Tool
- Access Technology Needs
- Discuss the need to create a positive and safe environment
- Discuss safety procedures, fire drills, etc.
- Assist the new teacher in setting up classroom rules and procedures. Emphasize the need to reinforce these throughout the year
- Explain school procedures (BEDS, Substitute information, Conferences, Requisition forms, Paid Leave forms, etc.) traditions, and the unwritten rules for the school
- Take the new teacher on a community tour (ATM, lunch spots, banks, housing, places of interest, etc)

Building A Relationship
- Make plans to sit with the new teacher at meetings
- Exchange phone numbers and schedules
- Make it a point to be helpful without controlling
- Share professional and personal experiences to develop trust and confidence

Your own ideas/notes/reflections:

____________________________________________________
Mentor                                                Mentee
September - First Year Teacher

Date

- Discuss emergency, health, safety, discipline, and weather procedures
- Discuss Open House procedures
- Discuss IEPs
- Lesson plans
- Discuss professionalism (Dress, Language, Student Relationships, Cell phone, Social Media, etc.)
- Classroom management tips
- Discuss grading procedures
- Discuss parental communication
- Review and discuss short/long term planning/curriculum maps
- Discuss absences, substitute plans, AESOP
- Set up observation for mentee to observe mentor - follow up with discussion
- Set up observation for mentee to observe other tenured teachers (at least 2 more) - follow up with discussion
- Review monthly calendar
- Discuss alternate schedules, shortened periods, half day sessions, parent conference days, Superintendent conference days, etc.

Building A Relationship:
- Schedule meeting times for the month, reaffirm your accessibility
- Find opportunities to offer positive reinforcement
- Offer advice when asked
- Treat the new teacher as a fellow professional
- Revisit new teacher needs assessment and discuss monthly mentoring plans
- Continue to keep daily or weekly contact, depending on the needs of the new teacher
Your own ideas/notes/reflections:

_________________________________________  ______________________________________
Mentor                                      Mentee
October - New Teacher

Date

- Set up an opportunity to observe the new teacher teaching - follow up with discussion
- Review 5 week progress report and grading procedures
- SLO Creation
- Submitting final exams to Anne Stefka
- Discuss snow days, early dismissal procedures
- Discuss holiday celebrations for the month
- Begin discussing and preparing for parent teacher conferences
- Discuss and assess progress toward curriculum goals (maps)
- Review monthly calendar
- Discuss standards and assessments
- Discuss coping strategies for stress
- Discuss specific problems the new teacher is experiencing
- Assist the new teacher in finding training workshops in areas of identified need
- Discuss alternate schedules, shortened periods, half day sessions, parent conference days

Building a relationship:
- Do self-evaluation of your mentoring and list your goals for the second quarter
- Help the new teacher being to become a part of the teaching community by including them in faculty social activities
- Have the new teacher reevaluate their needs based on their first two months of teaching and make plans to cover any concerns
- Remember to be supportive of your new teacher at all times, praising them openly to others and discussing areas of concern during one on one conversations with them

Your own ideas/notes/reflectio ns:

__________________________________________  _______________________________________
Mentor                                      Mentee
November - New Teacher
New Teacher Retreat - Date TBA
Date

- Discuss holiday celebrations, gift giving, school programs, etc.
- Discuss cultural differences of students and their individual needs
- Discuss formal teacher evaluation procedures and concerns
- SLO resubmission
- Review monthly calendar
- Discuss professionalism in the workplace
- Discuss end of semester grade reporting
- Discuss 20 week exam procedures

Building a relationships:
- Invite the new teacher to observe you in both planned and unplanned situations
- Recognize that the new teacher, as a recent student, has knowledge from which you could benefit
- Show a personal interest in the new teacher
- Invite the new teacher to attend an extracurricular school event such as a game, play, or concert with you

Your own ideas/notes/reflections:

____________________________________________________________________________________
Mentor                                                                                     Mentee
December - New Teacher
Date

- Offer to videotape the new teacher so they can observe their own teaching
- Revisit pedagogical issues such as multiple intelligences, technology in the classroom, etc.
- Discuss any change in classes at the semester’s end
- Assist the new teacher in self-reflection and setting of goals for the second semester

Building a Relationship:
- Schedule meeting times for the month, reaffirming your accessibility
- Discuss school holiday customs, including secret pal, student sing-along, parties, and gift exchange

Your own ideas/notes/reflections:

________________________________________  ______________________________________
Mentor                                      Mentee
January - New Teacher
Date

_____ Discuss state exams including the dates, assessments and procedures
_____ Evaluate progress towards curriculum goals during first semester and discuss necessary modifications
_____ Discuss assessment procedures for both formal and informal assessments
_____ Revisit the teacher evaluation procedure and address concerns
_____ Help the new teacher get a jumpstart on requisitions by sharing catalogs, ordering procedures, etc.

**Building a Relationship:**
- Discuss what new teacher mentor activities have been most/least helpful and discuss possible changes
- Consider extending the new teacher’s circle of support by including other beginning and experienced teachers for sharing and for professional relationships
- Schedule meeting times for the month reaffirming your responsibility

**Your own ideas/notes/reflections:**

__________________________________________
Mentor

__________________________________________
Mentee
February - New Teacher

Date

_____ Help the new teacher begin an in-depth analysis of individual success in order to help them assist students who may be struggling

_____ Talk with the new teacher about time management

_____ Discuss holiday celebrations if appropriate

_____ Help the new teacher to be proactive by asking…”What challenges do you anticipate this month?” and “How will you handle them?”

_____ Help the new teacher set a monthly mentoring goal based on their needs and help them list possible resources for that goal

_____ Review course offerings in high school (if applicable)

_____ Follow up on procedures for filling out requisitions forms and how to submit them

Building a Relationship:
- Foster the growing independence of the new teacher by meeting informally on an as needed basis
- Point out resources for individual exploration, including workshops, school visitations, online training, etc.
- Build the new teacher’s self-confidence through the use of well earned praise

Your own ideas/notes/reflections:

__________________________________________
Mentor                                      Mentee
March - New Teacher

Date

- Discuss plan for spring parent/teacher conferences
- Discuss field trip policies and plans for the following year
- Discuss school-wide plans and policies
- Discuss resources for enrichment of district curriculum and district policies for additions to or deviations from curriculum

Building a Relationship:
- Encourage the new teacher to observe other teachers’ teaching styles
- Encourage the new teacher to keep a log of their successes and goals for improvement

Your own ideas/notes/reflections:

__________________________________________________________

Mentor

__________________________________________________________

Mentee
April - New Teacher
Date

- Discuss student motivation
- Discuss stress relievers
- Professional Goal Setting

**Building a Relationship:**
- Discuss what the new teacher would or would not repeat the following year and help them get a jump start on planning

**Your own ideas/notes/reflections:**

____________________________________________________________________________________

Mentor                                                                              Mentee
May - New Teacher

Date

- Encourage the new teacher to self-evaluate
- Discuss your perceptions of the new teacher’s growth throughout the year, discussing areas of strengths and weaknesses
- Assist the teacher in any remaining end of the year procedures

**Building a Relationship:**
- Recognize the end of the first year of teaching with celebration
- Plan on attending the Retirement Dinner Together
- Volunteer at WAW Scholarship Fundraiser

**Your own ideas/notes/reflections:**

________________________________________________________________________

Mentor

________________________________________________________________________

Mentee
June - New Teacher

Date

_____ Review end of year procedures with new teacher
_____ Discuss testing procedures
_____ Review the procedure for permanent student folders
_____ Review the end of year calendar
_____ Discuss end of year activities: graduation, locker clean up, book check in, etc.
_____ Sign up for summer professional development opportunities

**Building a Relationship:**

- Help the new teacher with pre-planning for fall
- Celebrate the end of the year

**Your own ideas/notes/reflections:**

______________________________

______________________________

Mentor

Mentee
Teacher placed on a TIP - Mentor Plan - Language from APPR

The NYS Commissioner’s Regulation (30-2.10) requires that any teacher with an annual professional performance review rated as Developing or Ineffective shall receive a Teacher Improvement Plan (“TIP”). A TIP is not a disciplinary action. A TIP shall be developed by the supervising administrator, and any other administrators who conducted an observation in consultation with the teacher and union representative. At the end of the timeline set forth in the TIP, the teacher, supervising administrator, and any other administrators who conducted an observation and union representative shall meet to assess the teacher’s performance and ability to achieve the goals set forth in the TIP. Based on the outcome of this assessment, the TIP may be deemed satisfied, modified and continued, or deemed as having been unsuccessfully completed.
2nd, 3rd and 4th Year Teacher Mentor Plan
(Teachers will remain in this group until they receive tenure)

Teachers will work in groups per building with ratio maximum of one mentor per five mentees. Teachers will meet to focus on the monthly topics. There will be professional development workshops provided by the mentor coordinator, as well as other teachers within the district.

All 2nd - 4th year teachers will be given the option to read: *What Great Teachers Do Differently - 17 Things That Matter Most* by Todd Whitaker. Groups choosing to use the optional book will meet for monthly book discussion groups.

January - 2nd - 4th year teachers will also have the option to read: *Good to Great Teaching* by Mary Howard. Groups choosing to use the optional book will meet for monthly book discussion groups.

Book Discussions
Teacher Videos
Focused Professional Development Sessions

New To District Teachers - Mentor Plan

Use same lists as New Teachers, but modify as necessary. New to District teachers will be mentored in a group with a ratio of one mentor per three new teachers in each building.
## Appendix VII: GJSD PDP Providers

**CTLE: Johnstown School District POTENTIAL PROVIDERS DETAILED INFORMATION**

<table>
<thead>
<tr>
<th>Last Name</th>
<th>First Name</th>
<th>Employer/Company</th>
<th>Title</th>
<th>Email</th>
<th>Phone Number</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ziskin</td>
<td>David</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>District Superintendent</td>
<td><a href="mailto:dziskin@hfmboces.org">dziskin@hfmboces.org</a></td>
<td>518-736-4300</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Hohenforst</td>
<td>Lorraine</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>Deputy Superintendent</td>
<td><a href="mailto:lhohenforst@hfmboces.org">lhohenforst@hfmboces.org</a></td>
<td>518-736-4305</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>DeTraglia</td>
<td>Jay</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>Director of CTE</td>
<td><a href="mailto:jdetraglia@hfmboces.org">jdetraglia@hfmboces.org</a></td>
<td>518-736-4330</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>DiMezza</td>
<td>Michael</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>Coordinator of CTE</td>
<td><a href="mailto:mdimezza@hfmboces.org">mdimezza@hfmboces.org</a></td>
<td>518-736-4330</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Tanner</td>
<td>Mark</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>Curriculum Coordinator</td>
<td><a href="mailto:mtanner@hfmboces.org">mtanner@hfmboces.org</a></td>
<td>518-736-4330</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Booth</td>
<td>Deb</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>School Library System Coordinator</td>
<td><a href="mailto:dbooth@hfmboces.org">dbooth@hfmboces.org</a></td>
<td>518-736-4370</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Caracco</td>
<td>Tara</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>Coordinator of Instructional Services</td>
<td><a href="mailto:tcaracco@hfmboces.org">tcaracco@hfmboces.org</a></td>
<td>518-736-4360</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Carroll</td>
<td>Julie</td>
<td>Hamilton-Fulton-Montgomery BOCES</td>
<td>PD Specialist</td>
<td><a href="mailto:jcarroll@hfmboces.org">jcarroll@hfmboces.org</a></td>
<td>518-736-4360</td>
<td>2755 St. Highway 67 Johnstown, NY</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Organization</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------------------</td>
<td>--------------------</td>
<td>------------------------------</td>
<td>-----------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Bargstedt</td>
<td>Laurie</td>
<td>Hamilton-Fulton-Mo</td>
<td>Coordinator of Adult Literacy</td>
<td><a href="mailto:lbargstedt@hfmboces.org">lbargstedt@hfmboces.org</a></td>
<td>518-736-4340</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td></td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Potter</td>
<td>Richard</td>
<td>Hamilton-Fulton-Mo</td>
<td>Alt. Education (ADK) Principal</td>
<td><a href="mailto:rpotter@hfmboces.org">rpotter@hfmboces.org</a></td>
<td>518-736-4321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td></td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Jacob</td>
<td>Michael</td>
<td>Hamilton-Fulton-Mo</td>
<td>Director of Special Education</td>
<td><a href="mailto:mjacob@hfmboces.org">mjacob@hfmboces.org</a></td>
<td>518-736-4321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td></td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Popp</td>
<td>Matthew</td>
<td>Hamilton-Fulton-Mo</td>
<td>Administrative Coordinator of</td>
<td><a href="mailto:mpopp@hfmboces.org">mpopp@hfmboces.org</a></td>
<td>518-736-4321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td>SPED</td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Salvagni</td>
<td>Daniel</td>
<td>Hamilton-Fulton-Mo</td>
<td>Administrative Coordinator of</td>
<td><a href="mailto:dsalvagni@hfmboces.org">dsalvagni@hfmboces.org</a></td>
<td>518-736-4321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td>SPED</td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Mangino</td>
<td>Patrick</td>
<td>Hamilton-Fulton-Mo</td>
<td>Digital Learning Specialist</td>
<td><a href="mailto:pmangino@hfmboces.org">pmangino@hfmboces.org</a></td>
<td>518-736-4321</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>montgomery BOCES</td>
<td></td>
<td></td>
<td>2755 St. Highway 67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Colucciello</td>
<td>Raymond</td>
<td>Greater Amsterdam</td>
<td>Superintendent</td>
<td><a href="mailto:rcolucciello@gasd.org">rcolucciello@gasd.org</a></td>
<td>518-843-3180</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>140 Saratoga Ave Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>O’Meally</td>
<td>Tyrone</td>
<td>Greater Amsterdam</td>
<td>HS Principal</td>
<td><a href="mailto:tomeally@gasd.org">tomeally@gasd.org</a></td>
<td>518-843-4932</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>140 Saratoga Ave Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>Davey</td>
<td>John</td>
<td>Greater Amsterdam</td>
<td>Asst. HS Principal</td>
<td><a href="mailto:jdavey@gasd.org">jdavey@gasd.org</a></td>
<td>518-843-4932</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>140 Saratoga Ave Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>Pietro</td>
<td>Christine</td>
<td>Greater Amsterdam</td>
<td>Asst. HS Principal</td>
<td><a href="mailto:cpietro@gasd.org">cpietro@gasd.org</a></td>
<td>518-843-4932</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>140 Saratoga Ave Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>Hanan</td>
<td>Elizabeth</td>
<td>Greater Amsterdam</td>
<td>Lynch Principal</td>
<td><a href="mailto:ehanan@gasd.org">ehanan@gasd.org</a></td>
<td>518-243-3716</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>55 Brandt Place Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>Myers</td>
<td>Charles</td>
<td>Greater Amsterdam</td>
<td>Lynch Asst. Principal</td>
<td><a href="mailto:cmyers@gasd.org">cmyers@gasd.org</a></td>
<td>518-243-3716</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SD</td>
<td></td>
<td></td>
<td>55 Brandt Place Amsterdam, NY</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>First Name</td>
<td>District</td>
<td>School Type</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
</tr>
<tr>
<td>------------</td>
<td>------------</td>
<td>---------------------------</td>
<td>-------------------</td>
<td>------------------------</td>
<td>-------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>Decker</td>
<td>Donna</td>
<td>Greater Amsterdam SD</td>
<td>Barkley Principal</td>
<td><a href="mailto:ddecker@gasd.org">ddecker@gasd.org</a></td>
<td>518-843-1850</td>
<td>66 DeStefano St. Amsterdam, NY</td>
</tr>
<tr>
<td>Penman</td>
<td>John</td>
<td>Greater Amsterdam SD</td>
<td>Marie Curie</td>
<td><a href="mailto:jpenman@gasd.org">jpenman@gasd.org</a></td>
<td>518-843-2871</td>
<td>9 Brice Street Amsterdam, NY</td>
</tr>
<tr>
<td>Romano</td>
<td>Eric</td>
<td>Greater Amsterdam SD</td>
<td>McNulty Principal</td>
<td><a href="mailto:eromano@gasd.org">eromano@gasd.org</a></td>
<td>518-843-4773</td>
<td>60 Brandt Place Amsterdam, NY</td>
</tr>
<tr>
<td>Miller</td>
<td>John</td>
<td>Greater Amsterdam SD</td>
<td>Tecler Principal</td>
<td><a href="mailto:jmiller@gasd.org">jmiller@gasd.org</a></td>
<td>518-843-4805</td>
<td>210 Norther Blvd. Amsterdam, NY</td>
</tr>
<tr>
<td>Tomlinson</td>
<td>Stephen</td>
<td>Broadalbin-Perth CSD</td>
<td>Superintendent</td>
<td><a href="mailto:tomlinsons@bpcsd.org">tomlinsons@bpcsd.org</a></td>
<td>518-954-2500</td>
<td>20 Pine Street Broadalbin, NY</td>
</tr>
<tr>
<td>Brooks</td>
<td>Mark</td>
<td>Broadalbin-Perth CSD</td>
<td>HS Principal</td>
<td><a href="mailto:brooksm@bpcsd.org">brooksm@bpcsd.org</a></td>
<td>518-954-2600</td>
<td>100 Bridge Street Broadalbin, NY</td>
</tr>
<tr>
<td>Barnhart</td>
<td>Adam</td>
<td>Broadalbin-Perth CSD</td>
<td>Asst. HS Principal</td>
<td><a href="mailto:barnharta@bpcsd.org">barnharta@bpcsd.org</a></td>
<td>518-954-2600</td>
<td>100 Bridge Street Broadalbin, NY</td>
</tr>
<tr>
<td>Bell</td>
<td>Wayne</td>
<td>Broadalbin-Perth CSD</td>
<td>MS Principal</td>
<td><a href="mailto:bellw@bpcsd.org">bellw@bpcsd.org</a></td>
<td>518-954-2700</td>
<td>1870 Co. Hwy. 107 Amsterdam, NY</td>
</tr>
<tr>
<td>Casey</td>
<td>Dan</td>
<td>Broadalbin-Perth CSD</td>
<td>Intermediate Principal</td>
<td><a href="mailto:caseyd@bpcsd.org">caseyd@bpcsd.org</a></td>
<td>518-954-2750</td>
<td>1870 Co. Hwy. 107 Amsterdam, NY</td>
</tr>
<tr>
<td>Strait</td>
<td>Bradley</td>
<td>Broadalbin-Perth CSD</td>
<td>Learning Community Principal</td>
<td><a href="mailto:strait@bpcsd.org">strait@bpcsd.org</a></td>
<td>518-954-2650</td>
<td>100 Bridge Street Broadalbin, NY</td>
</tr>
<tr>
<td>Lafountain</td>
<td>Terry</td>
<td>Broadalbin-Perth CSD</td>
<td>Director of Curriculum and Instruction/Grants</td>
<td><a href="mailto:lafountaint@bpcsd.org">lafountaint@bpcsd.org</a></td>
<td>518-954-2621</td>
<td>100 Bridge Street Broadalbin, NY</td>
</tr>
<tr>
<td>Foglia-Sanders</td>
<td>Christine</td>
<td>Broadalbin-Perth CSD</td>
<td>Director of Special Programs</td>
<td><a href="mailto:fogliac@bpcsd.org">fogliac@bpcsd.org</a></td>
<td>518-954-2727</td>
<td>1870 Co. Hwy. 107 Amsterdam, NY</td>
</tr>
<tr>
<td>Name</td>
<td>Last Name</td>
<td>School District</td>
<td>Position</td>
<td>Email</td>
<td>Phone number</td>
<td>Address</td>
</tr>
<tr>
<td>------------</td>
<td>-----------</td>
<td>--------------------------</td>
<td>-----------------------------------</td>
<td>---------------------------------</td>
<td>---------------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Fitzgerald</td>
<td>Nick</td>
<td>Canajoharie CSD</td>
<td>Superintendent</td>
<td><a href="mailto:Nick.fitzgerald@canjo.org">Nick.fitzgerald@canjo.org</a></td>
<td>518-673-6302</td>
<td>136 Scholastic Way Canajoharie, NY</td>
</tr>
<tr>
<td>TBD</td>
<td>TBD</td>
<td>Canajoharie CSD</td>
<td>HS Principal</td>
<td><a href="mailto:Rebecca.gleason@canjo.org">Rebecca.gleason@canjo.org</a></td>
<td>518-673-6331</td>
<td>136 Scholastic Way Canajoharie, NY</td>
</tr>
<tr>
<td>DePaolo</td>
<td>Chris</td>
<td>Canajoharie CSD</td>
<td>MS Principal</td>
<td><a href="mailto:christopher.depaolo@canjo.org">christopher.depaolo@canjo.org</a></td>
<td>518-673-6321</td>
<td>25 School District Rd Canajoharie, NY</td>
</tr>
<tr>
<td>Ward</td>
<td>Stacy</td>
<td>Canajoharie CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:Stacy.ward@canjo.org">Stacy.ward@canjo.org</a></td>
<td>518-673-6311</td>
<td>25 School District Rd Canajoharie, NY</td>
</tr>
<tr>
<td>Schwabrow</td>
<td>Jennifer</td>
<td>Canajoharie CSD</td>
<td>Director of Special Education</td>
<td><a href="mailto:Jennifer.schwabrow@canjo.org">Jennifer.schwabrow@canjo.org</a></td>
<td>518-673-6317</td>
<td>136 Scholastic Way Canajoharie, NY</td>
</tr>
<tr>
<td>Ellis</td>
<td>Michelle</td>
<td>Edinburg Common SD</td>
<td>Superintendent</td>
<td><a href="mailto:khromada@edinburgcs.org">khromada@edinburgcs.org</a></td>
<td>518-863-8412</td>
<td>4 Johnson Rd Edinburg, NY</td>
</tr>
<tr>
<td>Ciaccio</td>
<td>Thomas</td>
<td>Fonda-Fultonville CSD</td>
<td>Superintendent</td>
<td><a href="mailto:tciaccio@ffcsd.org">tciaccio@ffcsd.org</a></td>
<td>518-853-3332</td>
<td>112 Old Johnstown Rd Fonda, NY</td>
</tr>
<tr>
<td>Grady</td>
<td>Aaron</td>
<td>Fonda-Fultonville CSD</td>
<td>HS Principal</td>
<td><a href="mailto:agrady@ffcsd.org">agrady@ffcsd.org</a></td>
<td>518-853-3182</td>
<td>112 Old Johnstown Rd Fonda, NY</td>
</tr>
<tr>
<td>Zadoorian</td>
<td>David</td>
<td>Fonda-Fultonville CSD</td>
<td>MS Principal</td>
<td><a href="mailto:dzadoorian@ffcsd.org">dzadoorian@ffcsd.org</a></td>
<td>518-853-4747</td>
<td>112 Old Johnstown Rd Fonda, NY</td>
</tr>
<tr>
<td>Williams</td>
<td>Darcy</td>
<td>Fonda-Fultonville CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:dwilliams@ffcsd.org">dwilliams@ffcsd.org</a></td>
<td>518-853-3332</td>
<td>112 Old Johnstown Rd Fonda, NY</td>
</tr>
<tr>
<td>Dickson</td>
<td>Kristine</td>
<td>Fonda-Fultonville CSD</td>
<td>CSE/CPSE Chari</td>
<td><a href="mailto:kdickson@ffcsd.org">kdickson@ffcsd.org</a></td>
<td>518-853-3332</td>
<td>112 Old Johnstown Rd</td>
</tr>
<tr>
<td>Name</td>
<td>Last Name</td>
<td>School District</td>
<td>Position</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
</tr>
<tr>
<td>-----------</td>
<td>-----------</td>
<td>-------------------------</td>
<td>-----------------------------------</td>
<td>-----------------------------------------------</td>
<td>----------</td>
<td>-------------------------------------</td>
</tr>
<tr>
<td>Dougherty</td>
<td>Kathy</td>
<td>Fort Plain CSD</td>
<td>Superintendent</td>
<td><a href="mailto:kathy.dougherty@fortplain.org">kathy.dougherty@fortplain.org</a></td>
<td>518-993-4000</td>
<td>25 High St. Fort Plain, NY</td>
</tr>
<tr>
<td>Larrabee</td>
<td>Deborah</td>
<td>Fort Plain CSD</td>
<td>HS/MS Principal</td>
<td><a href="mailto:Deborah.larrabee@fortplain.org">Deborah.larrabee@fortplain.org</a></td>
<td>518-993-4000</td>
<td>1 West Street Fort Plain, NY</td>
</tr>
<tr>
<td>Crisman</td>
<td>Lauren</td>
<td>Fort Plain CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:Lauren.crisman@fortplain.org">Lauren.crisman@fortplain.org</a></td>
<td>518-993-4000</td>
<td>25 High St. Fort Plain, NY</td>
</tr>
<tr>
<td>Halloran</td>
<td>David</td>
<td>Gloversville Enlarged SD</td>
<td>Interim Superintendent</td>
<td><a href="mailto:dhalloran@gesdk12.org">dhalloran@gesdk12.org</a></td>
<td>518-775-5791</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>DeMallie</td>
<td>Richard</td>
<td>Gloversville Enlarged SD</td>
<td>HS Principal</td>
<td><a href="mailto:rdemallie@gesdk12.org">rdemallie@gesdk12.org</a></td>
<td>518-775-5710</td>
<td>199 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Bye</td>
<td>Dennis</td>
<td>Gloversville Enlarged SD</td>
<td>HS Associate Principal</td>
<td><a href="mailto:dbye@gesdk12.org">dbye@gesdk12.org</a></td>
<td>518-775-5710</td>
<td>199 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Batty</td>
<td>Mark</td>
<td>Gloversville Enlarged SD</td>
<td>MS Principal</td>
<td><a href="mailto:mbatty@gesdk12.org">mbatty@gesdk12.org</a></td>
<td>518-775-5720</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Jablonski</td>
<td>Andrew</td>
<td>Gloversville Enlarged SD</td>
<td>MS Asst. Principal</td>
<td><a href="mailto:ajablonski@gesdk12.org">ajablonski@gesdk12.org</a></td>
<td>518-775-5720</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>DiPasquale</td>
<td>Brian</td>
<td>Gloversville Enlarged SD</td>
<td>Blvd Principal</td>
<td><a href="mailto:bdipasquale@gesdk12.org">bdipasquale@gesdk12.org</a></td>
<td>518-775-5740</td>
<td>56 E. Blvd Gloversville, NY</td>
</tr>
<tr>
<td>Bobowski</td>
<td>Trisha</td>
<td>Gloversville Enlarged SD</td>
<td>Kingsborough Principal</td>
<td><a href="mailto:tbobowski@gesdk12.org">tbobowski@gesdk12.org</a></td>
<td>518-775-5730</td>
<td>24 W. 11th Ave Gloversville, NY</td>
</tr>
<tr>
<td>Priolo</td>
<td>Lisa</td>
<td>Gloversville Enlarged SD</td>
<td>Park Terrace Principal</td>
<td><a href="mailto:lpriolo@gesdk12.org">lpriolo@gesdk12.org</a></td>
<td>518-775-5750</td>
<td>50 Bloomingdale Ave Gloversville, NY</td>
</tr>
<tr>
<td>Kent</td>
<td>Laurie</td>
<td>Gloversville Enlarged SD</td>
<td>Director of Elementary Curriculum and Instruction</td>
<td><a href="mailto:lkent@gesdk12.org">lkent@gesdk12.org</a></td>
<td>518-775-5792</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Wager</td>
<td>James</td>
<td>Gloversville Enlarged SD</td>
<td>Director of Secondary</td>
<td><a href="mailto:jwager@gesdk12.org">jwager@gesdk12.org</a></td>
<td>518-775-5792</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>School</td>
<td>Department/Role</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
</tr>
<tr>
<td>-----------------</td>
<td>------------------------</td>
<td>-----------------------------</td>
<td>------------------------------------------------------</td>
<td>--------------------------------------------</td>
<td>------------</td>
<td>----------------------------------------------</td>
</tr>
<tr>
<td>DeMagistris</td>
<td>Director of Athletics</td>
<td>Gloversville Enlarged SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:mdemagistris@gesdk12.org">mdemagistris@gesdk12.org</a></td>
<td>518-775-5710</td>
<td>199 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>Collins</td>
<td>Director of Support Services/ CSE</td>
<td>Gloversville Enlarged SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:rcollins@gesdk12.org">rcollins@gesdk12.org</a></td>
<td>518-775-5796</td>
<td>234 Lincoln St. Gloversville, NY</td>
</tr>
<tr>
<td>TBD</td>
<td>Superintendent</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td></td>
<td>518-762-4611</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Cook</td>
<td>Asst. Superintendent</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:rcook@johnstownschools.org">rcook@johnstownschools.org</a></td>
<td>518-762-4611</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Satterlee</td>
<td>Director of Athletics</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:msatterlee@johnstownschools.org">msatterlee@johnstownschools.org</a></td>
<td>518-762-7636</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Heroth</td>
<td>Instructional Technology Director</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:rheroth@johnstownschools.org">rheroth@johnstownschools.org</a></td>
<td>518-762-4661</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>TBD</td>
<td>Director of Special Education, Pupil Services and Special Programs</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td></td>
<td>518-736-1708</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Hale</td>
<td>HS Principal</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:shale@johnstownschools.org">shale@johnstownschools.org</a></td>
<td>518-762-4661</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Lais</td>
<td>Asst. HS Principal</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:clais@johnstownschools.org">clais@johnstownschools.org</a></td>
<td>518-762-4661</td>
<td>1 Sir Bills Circle Johnstown, NY</td>
</tr>
<tr>
<td>Kraemer</td>
<td>MS Principal</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:rkraemer@johnstownschools.org">rkraemer@johnstownschools.org</a></td>
<td>518-762-3711</td>
<td>400 S. Perry St. Johnstown, NY</td>
</tr>
<tr>
<td>Caputo</td>
<td>Glebe Principal</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:joyce.caputo@johnstownschools.org">joyce.caputo@johnstownschools.org</a></td>
<td>518-762-3714</td>
<td>502 Glebe St. Johnstown, NY</td>
</tr>
<tr>
<td>Cotter</td>
<td>Pleasant Ave Principal</td>
<td>Greater Johnstown SD</td>
<td>Curriculum and Instruction</td>
<td><a href="mailto:ccotter@johnstownschools.org">ccotter@johnstownschools.org</a></td>
<td>518-762-8610</td>
<td>235 Pleasant Ave Johnstown, NY</td>
</tr>
</tbody>
</table>

*Greater Johnstown SD*
<table>
<thead>
<tr>
<th>Name</th>
<th>Title</th>
<th>School District</th>
<th>Office Title</th>
<th>Email</th>
<th>Phone</th>
<th>Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lent</td>
<td>Nicole</td>
<td>Greater Johnstown SD</td>
<td>Warren Street Principal</td>
<td><a href="mailto:nlent@johnstownschools.org">nlent@johnstownschools.org</a></td>
<td>518-762-3715</td>
<td>110 Warren St Johnstown, NY</td>
</tr>
<tr>
<td>Philo</td>
<td>Heather</td>
<td>Lake Pleasant CSD</td>
<td>Superintendent</td>
<td><a href="mailto:hphilo@lpschool.com">hphilo@lpschool.com</a></td>
<td>518-548-7571</td>
<td>120 Elm Lake Road Speculator, NY</td>
</tr>
<tr>
<td>Harper</td>
<td>Christopher</td>
<td>Mayfield CSD</td>
<td>Superintendent</td>
<td><a href="mailto:Harper.christopher@mayfieldcsd.org">Harper.christopher@mayfieldcsd.org</a></td>
<td>518-661-8207</td>
<td>27 School St Mayfield, NY</td>
</tr>
<tr>
<td>Woeski</td>
<td>Christopher</td>
<td>Mayfield CSD</td>
<td>HS Principal</td>
<td><a href="mailto:Woeski.christopher@mayfieldcsd.org">Woeski.christopher@mayfieldcsd.org</a></td>
<td>518-661-8200</td>
<td>27 School St Mayfield, NY</td>
</tr>
<tr>
<td>Lewis</td>
<td>Matthew</td>
<td>Mayfield CSD</td>
<td>Asst. HS Principal</td>
<td><a href="mailto:Lewis.matthew@mayfieldcsd.org">Lewis.matthew@mayfieldcsd.org</a></td>
<td>518-661-8200</td>
<td>27 School St Mayfield, NY</td>
</tr>
<tr>
<td>Hitrick</td>
<td>Katria</td>
<td>Mayfield CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:hitrick.katria@mayfieldcsd.org">hitrick.katria@mayfieldcsd.org</a></td>
<td>518-661-8251</td>
<td>80 North Main St Mayfield, NY</td>
</tr>
<tr>
<td>Sanford</td>
<td>Jennifer</td>
<td>Mayfield CSD</td>
<td>Director of Student Services</td>
<td><a href="mailto:sanford.jennifer@mayfieldcsd.org">sanford.jennifer@mayfieldcsd.org</a></td>
<td>518-661-8222</td>
<td>27 School St Mayfield, NY</td>
</tr>
<tr>
<td>Ford</td>
<td>Leslie</td>
<td>Northville CSD</td>
<td>Superintendent</td>
<td><a href="mailto:lford@northvillecsd.org">lford@northvillecsd.org</a></td>
<td>518-863-7000</td>
<td>131 S. 3rd St. Northville, NY</td>
</tr>
<tr>
<td>McFarland</td>
<td>Kyle</td>
<td>Northville CSD</td>
<td>HS Principal</td>
<td><a href="mailto:kmcfarland@northvillecsd.org">kmcfarland@northvillecsd.org</a></td>
<td>518-863-7000</td>
<td>131 S. 3rd St. Northville, NY</td>
</tr>
<tr>
<td>Reidell</td>
<td>Tammy</td>
<td>Northville CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:treidell@northvillecsd.org">treidell@northvillecsd.org</a></td>
<td>518-863-7000</td>
<td>131 S. 3rd St. Northville, NY</td>
</tr>
<tr>
<td>Natale</td>
<td>Joseph</td>
<td>Oppenheim-Ephratah-St Johnsville CSD</td>
<td>Superintendent</td>
<td><a href="mailto:joseph.natale@oesj.org">joseph.natale@oesj.org</a></td>
<td>518-568-2011</td>
<td>6486 St. Hwy. 29 St. Johnsville, NY</td>
</tr>
<tr>
<td>Heroth</td>
<td>Adam</td>
<td>Oppenheim-Ephratah-St Johnsville CSD</td>
<td>Jr/Sr. High Principal</td>
<td><a href="mailto:adam.heroth@oesj.org">adam.heroth@oesj.org</a></td>
<td>518-568-2011</td>
<td>44 Center St St. Johnsville, NY</td>
</tr>
<tr>
<td>Kawryga</td>
<td>Jeanine</td>
<td>Oppenheim-Ephratah-St Johnsville CSD</td>
<td>Elementary Principal</td>
<td><a href="mailto:Jeanine.kawryga@oesj.org">Jeanine.kawryga@oesj.org</a></td>
<td>518-568-2014</td>
<td>6486 St. Hwy. 29 St. Johnsville, NY</td>
</tr>
<tr>
<td>Sincavage</td>
<td>Thomas</td>
<td>Wells CSD</td>
<td>Superintendent</td>
<td><a href="mailto:tsincavage@wellscsd.org">tsincavage@wellscsd.org</a></td>
<td>518-924-6000</td>
<td>1571 St. RTE. 30 Wells, NY</td>
</tr>
<tr>
<td>Siddon</td>
<td>Jeremy</td>
<td>Wells CSD</td>
<td>Principal</td>
<td><a href="mailto:jsiddon@wellscsd.org">jsiddon@wellscsd.org</a></td>
<td>518-924-6000</td>
<td>1571 St. RTE. 30 Wells, NY</td>
</tr>
<tr>
<td>Name</td>
<td>Title</td>
<td>Organization</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------</td>
<td>---------------------------------------------------</td>
<td>------------------------------</td>
<td>--------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Ruberti, Richard</td>
<td>Superintendent</td>
<td>Wheelerville Union Free School District</td>
<td><a href="mailto:rruberti@wufsk8.org">rruberti@wufsk8.org</a></td>
<td>518-835-2171</td>
<td>2417 St. Hwy. 10 Caroga Lake, NY</td>
<td></td>
</tr>
<tr>
<td>Dettenrieder, Nicole</td>
<td>Principal</td>
<td>Wheelerville Union Free School District</td>
<td><a href="mailto:ndettenrieder@wufsk8.org">ndettenrieder@wufsk8.org</a></td>
<td>518-835-2171</td>
<td>2417 St. Hwy. 10 Caroga Lake, NY</td>
<td></td>
</tr>
<tr>
<td>Bailey, Karen</td>
<td>Consultant</td>
<td>Bailey Educational Consulting</td>
<td><a href="mailto:Karenbailey16@comcast.net">Karenbailey16@comcast.net</a></td>
<td>603-498-2371</td>
<td>PO Box 45 Greenwood, NH</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Staff/Curriculum Development Network -SCDN</td>
<td><a href="mailto:lhedges@herkimer-boces.org">lhedges@herkimer-boces.org</a></td>
<td>315-867-2004</td>
<td>352 Gros Blvd Herkimer, NY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Residential Child Care Project – TCI</td>
<td><a href="mailto:Ab358@cornell.edu">Ab358@cornell.edu</a></td>
<td>607-255-4528</td>
<td>Cornell university Beebe Hall Ithaca, NY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Statewide Professional Development Group</td>
<td><a href="mailto:lhedges@herkimer-boces.org">lhedges@herkimer-boces.org</a></td>
<td>315-867-2004</td>
<td>352 Gros Blvd Herkimer, NY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fulton-Montgomery Community College - FMCC</td>
<td></td>
<td>518-736-3622</td>
<td>2805 NY-67 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td>Bennett, Ashley</td>
<td>Professional Organization</td>
<td>Pro Start</td>
<td><a href="mailto:abennett@nraef.org">abennett@nraef.org</a></td>
<td>800-424-5156</td>
<td>2055 L St. NW Washington, DC</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Association of Career and Technical Education Administrators - ACTEA</td>
<td><a href="mailto:jmetz@acteainc.org">jmetz@acteainc.org</a></td>
<td>716-523-2367</td>
<td>PO Box 184 Johnstown, NY</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>CTE Statewide Curriculum and Assessment Project</td>
<td><a href="mailto:kjones@wswheboces.org">kjones@wswheboces.org</a></td>
<td>518-581-3741</td>
<td>WSWHE BOCES 27 Gick Rd Saratoga Springs, NY</td>
<td></td>
</tr>
<tr>
<td>LaGarde</td>
<td>Jennifer</td>
<td>Adventures of Library Girl</td>
<td>Consultant</td>
<td><a href="mailto:jennifer@librarygirl.net">jennifer@librarygirl.net</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>----------</td>
<td>----------</td>
<td>-----------------------------</td>
<td>------------</td>
<td>-------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Preddy</td>
<td>Leslie</td>
<td>American Association of School Librarians</td>
<td>Consultant</td>
<td><a href="mailto:lpreddy@ala.org">lpreddy@ala.org</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Farrington</td>
<td>Polly</td>
<td>P.A. Farrington Associates</td>
<td>Consultant</td>
<td><a href="mailto:polly@pafa.net">polly@pafa.net</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rubicon Atlas</td>
<td>Vendor</td>
<td><a href="mailto:hello@rubicon.com">hello@rubicon.com</a></td>
<td>503-223-7600</td>
<td>121 SW Salmon, Suite 1200 Portland, OR</td>
</tr>
<tr>
<td></td>
<td></td>
<td>i-READY</td>
<td>Vendor</td>
<td><a href="mailto:info@cainc.com">info@cainc.com</a></td>
<td>800-225-0248</td>
<td>153 Rangeway Rd North Billerica, MA</td>
</tr>
<tr>
<td>Mental Health Association of NYS</td>
<td>Organization</td>
<td><a href="mailto:info@mhanys.org">info@mhanys.org</a></td>
<td>518-434-0439</td>
<td>194 Washington Ave, Suite 415 Albany, NY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fulton County Public Health</td>
<td>Organization</td>
<td>Website: <a href="http://www.fultoncountyny.gov">www.fultoncountyny.gov</a></td>
<td>518-736-5720</td>
<td>2714 NY-29 Johnstown, NY</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Daggett</td>
<td>Bill</td>
<td>International Center for Leadership in Education</td>
<td>Consultant</td>
<td><a href="mailto:bill@leadered.com">bill@leadered.com</a></td>
<td>518-399-2776</td>
<td>1587 Route 146 Rexford, NY 12148</td>
</tr>
<tr>
<td>Danna</td>
<td>Stephen</td>
<td>SUNY Plattsburgh at Queensbury</td>
<td>College</td>
<td><a href="mailto:Dann1253@plattsburgh.edu">Dann1253@plattsburgh.edu</a></td>
<td>518-792-5425</td>
<td>101 Broad Street Plattsburgh, NY</td>
</tr>
<tr>
<td>Walter</td>
<td>Piszchala</td>
<td>Handle With Care Behavior Management System Inc.</td>
<td>Vendor</td>
<td><a href="mailto:Jeanette@handlewithcare.com">Jeanette@handlewithcare.com</a> <a href="http://www.handlewithcare.com">www.handlewithcare.com</a></td>
<td>845-225-4031</td>
<td>184 MCKINSTRY RD Gardiner NY 12525-5133</td>
</tr>
<tr>
<td>Name</td>
<td>Position</td>
<td>Organization</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
<td></td>
</tr>
<tr>
<td>------------</td>
<td>------------------</td>
<td>-------------------------------------</td>
<td>------------------------------</td>
<td>----------------</td>
<td>----------------------------------------------</td>
<td></td>
</tr>
<tr>
<td>Tara</td>
<td>Moffett</td>
<td>Girvin &amp; Ferlazzo</td>
<td><a href="mailto:tlm@girvinlaw.com">tlm@girvinlaw.com</a></td>
<td>518-462-0300</td>
<td>20 Corporate Woods Blvd. Albany NY 12211</td>
<td></td>
</tr>
<tr>
<td>Brenda</td>
<td>McGuire</td>
<td>Brenda McGuire</td>
<td><a href="mailto:brendamcgu@gmail.com">brendamcgu@gmail.com</a></td>
<td>(518) 796-8272</td>
<td>18 Murray Hollow Shushan, NY 12873</td>
<td></td>
</tr>
<tr>
<td>June</td>
<td>Coleman</td>
<td>June Coleman</td>
<td><a href="mailto:jcoleman0617@gmail.com">jcoleman0617@gmail.com</a></td>
<td>518-424-3694</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Greater Capital Region Teachers Center</td>
<td></td>
<td>518-489-0568</td>
<td>412 Albany -Shaker Rd Albany Ny 12211</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>OLWEUS Bullying Prevention Education &amp; Program</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>SAANYS</td>
<td><a href="https://saanys.org">https://saanys.org</a></td>
<td>518-782-0600</td>
<td>8 Airport Park Blvd Latham NY 12110</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Campbell House</td>
<td><a href="mailto:gcos@nycapp.rr.com">gcos@nycapp.rr.com</a></td>
<td>(518) 346-0762</td>
<td>101 State St Schenectady, NY 12305</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>IEP Direct</td>
<td><a href="mailto:lthompson@centrisgroup.com">lthompson@centrisgroup.com</a></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Read 180/System 44</td>
<td><a href="mailto:Jessica.Rivkin@hmhco.com">Jessica.Rivkin@hmhco.com</a></td>
<td>914-281-3791</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>(Houghton Mifflin Harcourt)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>iRead (Houghton Mifflin Harcourt)</td>
<td><a href="mailto:Jessica.Rivkin@hmhco.com">Jessica.Rivkin@hmhco.com</a></td>
<td>914-281-3791</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization</td>
<td>Type</td>
<td>Contact Person/Email</td>
<td>Phone/Group Details</td>
<td>Address</td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------------------------------------------------------</td>
<td>----------</td>
<td>------------------------------------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>-----------------------------------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CASTLE learning</td>
<td>Vendor</td>
<td><a href="mailto:lholik@castlelearning.com">lholik@castlelearning.com</a></td>
<td>1-800-345-7606 ext 305</td>
<td>900 Watervliet-Shaker Rd., Albany, NY 12205</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Castle Software Inc</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Capital Region BOCES</td>
<td>Organization</td>
<td><a href="mailto:anita.murphy@neric.org">anita.murphy@neric.org</a></td>
<td>(518) 862-4900</td>
<td>1153 Burgoyne Ave., Suite 2, Fort Edward, NY 12828</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WSHWE BOCES</td>
<td>Organization</td>
<td><a href="mailto:jwhite@wswheboces.org">jwhite@wswheboces.org</a></td>
<td>(518) 581-3310</td>
<td>1153 Burgoyne Ave., Suite 2, Fort Edward, NY 12828</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Center for Autism and Related Disorders at SUNY Albany</td>
<td>Organization</td>
<td><a href="mailto:card@albany.edu">card@albany.edu</a></td>
<td>518) 442-2574</td>
<td>1535 Western Avenue, Albany, NY 12203</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Edgenuity</td>
<td>Vendor</td>
<td><a href="mailto:CustomerSupport@edgenuity.com">CustomerSupport@edgenuity.com</a></td>
<td>877.202.0338</td>
<td>352 7th Ave #12a, New York, NY 10001</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HFM Prevention Council</td>
<td>Organization</td>
<td><a href="mailto:hfmasc@yahoo.com">hfmasc@yahoo.com</a></td>
<td>18.736.81.88</td>
<td>86 Briggs St, Ste 5, Johnstown, New York</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northeast Parent/Child Center</td>
<td>Organization</td>
<td></td>
<td>(518) 736-1780</td>
<td>338 N Comrie Ave #2, Johnstown, NY 12095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Catholic Charities</td>
<td>Organization</td>
<td><a href="mailto:john.nasso@cc-fmc.org">john.nasso@cc-fmc.org</a></td>
<td>518-762-8313</td>
<td>55 East Main St Suite 100, Johnstown NY 12095</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Vendor</td>
<td>Email</td>
<td>Phone</td>
<td>Address</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>------------------------</td>
<td>------------------------------</td>
<td>-------</td>
<td>--------------------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Global Compliance Network, Inc.</td>
<td><a href="mailto:LISA@GCNTRAINING.COM">LISA@GCNTRAINING.COM</a></td>
<td>231-578-6753</td>
<td>5859 W SAGINAW HWY #384</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>