

Onteora Central School District

Professional Development Plan 2014-2015 to 2017-2018

Goal To improve the quality of teaching and learning by providing opportunities for the Onteora community to participate in substantial professional development directly related to student learning needs.

Objective Increase professional development which is based on teacher needs, tied to student achievement, developed by participation, coordinated district-wide, and evaluated for effectiveness.

Professional Development Team

Gabriel Buono	Bennett Elementary Principal, President OAA
Jeannine Burkhardt	HS Math Teacher
Brigid Kelly	Phoenicia Special Education Teacher
Deborah VanEtten	Phoenicia School Teaching Assistant
Mary Naccarato	Woodstock Kindergarten Teacher
Jane Wolfrom	Phoenicia Grade 2 Teacher
Marystephanie Corsones	Interim Asst. Supt. for Curriculum and Instruction
George Becker	Parent
Dr. Margaret Veve	SUNY New Paltz
Cynthia Bishop	Director of Pupil Services
Amy Weisz	Librarian
Jennifer O'Connor	MS/HS Principal or Assistant Principal

Needs Assessment

Sources used to identify professional development needs in relation to student performance indicator:

- School Report Card
- Student attendance rates
- Student performance results from district and state assessments
- Student performance results from teacher common assessments
- Reports to the Board of Education
- Staff development program participation rates
- Staff questionnaires/Exit Tickets
- State Mandates

Needs/Data Analysis

The analysis of student performance data from district and state assessments established priorities for professional development. District testing, which has been aligned with NYS Common Core Learning Standards and Assessments and includes criterion-based assessments and student assessment portfolios, is merged with the New York State testing program to provide a comprehensive assessment system which is a cornerstone for professional development decisions.

A direct link between teachers and administrators and student performance data has been enhanced by providing all professional staff members with individual student performance data for each student on

their roster. Teacher-led teams analyze and interpret the data at the beginning of three-year period, and as data become available. Routine meetings are held to plan for address students' needs. Data support services are available through the District to assist building level teams. These groups help to set priorities for staff development.

Professional development planning is a continuous approach that is facilitated by the Professional Development Planning Committee and building planning teams. Continuous access to staff development to address current needs and new educational initiatives are provided by District and Regional resources, including but not limited to the BOCES Staff Development, in-house staff development, teacher-led workshops, Columbia University Readers/Writers Workshops, the Teacher Center @ SUNY New Paltz, the Mid-Hudson Teachers Center, NYSUT, local arts schools and center, museums, and local, regional and State-wide organizations, and the consultants listed in Appendix A of this plan.

Professional Development Focus Areas

District Identified: Areas that are clearly aligned with New York State content and performance standards, student assessment data, the implemented New York State Annual Professional Performance Review (APPR), and District goals.

Targeted Focus: The district will ensure that a minimum of 15% of the professional development offered for all teaching staff and Teaching Assistants – Level III will include Continuing Teacher & Leader Education (CTLE) clock hours provided by CTLE approved providers dedicated in language acquisition (to address the needs of English Language Learners –ELL's) including a focus on best practices for co-teaching strategies, integrated language and content instruction for English language learners (in accordance with Section 3006, of the Education Law.) Additionally, the district will ensure that a minimum of 50% of the professional development for holders of an English to Speakers of Other Languages (ESOL) or a bilinigual extension that a minimum will meet the aforementioned requirement.

Building Identified: Areas that are unique needs for a particular building grade level, Instructional Study Team, and/or Department as recommended by the Asst. Supt. for Curriculum & Instruction, principal or supervisor and determined by the particular reference group, or identified by the NYS Department of Education.

Individually Identified: Areas of individual need to address one's professional practice, as outlined in their APPR with their building principal and/or supervisor or self-identified.

Professional Development Opportunities and Strategies: We are committed to providing the following opportunities and strategies for staff development to address the focus areas.

- Orientation Program or Orientation, depending on number of new faculty, and Mentoring for new teachers.
- Professional development directly related to student learning needs as identified in the New York State School Report Card, New York State Assessments, the District APPR, and other sources.
- Professional development provided through embedded staff development to meet focus areas and priorities.
- Professional development provided through afterschool professional development offerings and workshops.
- Professional development provided through attendance at professional conferences and workshops.

- Professional development provided through offerings as part of Ulster BOCES Staff Development CoSers.
- Professional development provided through offerings as part of Mid-Hudson Teachers Center.
- Inquiry Based Team meetings for professional collaboration.
- Minimally two professional development days per school year.
- Student performance data analyses and technical assistance provided on State-wide Assessments.
- Training in school violence prevention and intervention (including PBIS) and issues related to the Dignity for All Students Act.
- Professional development to all professional and supplementary school staff that work with students with disabilities.
- Summer Academy teaming, curriculum writing, and other professional development opportunities.
- Targeted district and building level initiatives.
- Professional development provided within the school day and throughout the school calendar.
- Professional development opportunities for completing 175/ 100 hours of professional development every five years for teachers holding a professional certificate.
- Professional development opportunities for Level III teaching assistants to meet 75/100 hour requirement every five years.
- Professional development provided to long-term substitute teachers.
- Minimally 15% of the professional development offered each year by CTLE approved providers for all teaching staff and T.A.'s – Level III (50% for ESOL and bilingual extension certificate holders) will include a focus on best practices for co-teaching strategies, integrated language and content instruction for English language learners

District Resources for Professional Development

- Budget allocations for conferences, school visitations, and in-house staff training from local and grant-based sources.
- In-district and regional workshops including but not limited to Ulster BOCES, SUNY New Paltz, Bard College, Mid-Hudson Teachers Center, etc.
- Staff development days.

Implementation Plan

- Staff development opportunities will be made available during the summer and throughout each school year.
- Conference days, after school hours, and release time during the school day will be utilized for staff training time.
- A list of topics and workshops will be available through My Learning Plan.

Evaluation Plan

- Training experiences will be assessed for their effectiveness.
- The Professional Development Planning (PDP) Committee will meet minimally three times throughout the school year to review the professional development that has taken place for the school year and to plan for any upcoming professional development days, as well as to develop the capacity of the PDC as a District Leadership Council.
- Available District standardized assessments, teacher-developed common assessments and NYS Assessment scores will be analyzed to evaluate the effectiveness of the professional development on instruction in terms of student learning.

2015-2016, 2016-2017, and 2017-2018 PDP Planning Process

In the Summer of 2015, the Professional Development Committee (PDC) held a planning retreat to formulate a more detailed blueprint for the professional development to be provided to instructional staff over the course of the 2015-2016 academic year. As part of their planning, committee members first discussed the priorities of ongoing District initiatives including, but not limited to:

- K-3 Primary School Planning Committee recommendations
- K-6 Curriculum Mapping in ELA, Math, Science, and Social Studies
- K-12 Technology Audit
- K-6 County Wide Math Initiative
- K-6 County Wide Social Studies Initiative

During the 2014-2015 school year, the District experienced a substantial State Assessment refusal / opt-out movement for the Spring 2015 NYS Grades 3-8 ELA and Math assessments. This resulted in the lack of available valid and reliable data to analyze. In lieu of reviewing the data, the committee chose to focus on the qualitative data gathered as part of a reflection meeting on March 11, 2015 on the effectiveness of the District's current Mentoring Plan/Program. Substantial time was spent developing plans to improve the program. The committee also focused on improvement of the PD evaluation and feedback process. The following planning occurred:

- Planning of September 1, 2015 New Staff Orientation
- Development of a Pacing Calendar for Mentors/Mentees
- Planning of 2015-2016 Mentor Professional Development
- Planning of 2015-2016 Mentee Professional Development
- Planning of 2015-2016 Mentor/Mentee Combined Professional Development
- Development of a District Professional Development Evaluation form/process

The results of the above discussions directly informed the professional development priority focus areas/goals identified for the 2015-2016 school year. Those priority focus areas/goals were as follows:

- Consensus Mapping will be conducted in ELA and Math K-6, including development, administration, and analysis of quarterly common benchmark assessments;
- Improve integration of technology into instruction;
- Improve ELA instruction aligned with the CCLS
- Improve Math instruction aligned with the CCLS
- Introduce and begin to implement the New Social Studies Framework/Toolkit K-12;
- If SED adopts the Next Generation Science Standards K-12, introduce the new standards with a focus on development of an implementation plan for the 2016-17 school year;
- Improve District professional development practices aligned with research and best practice;
- Improve the District Mentoring Plan/Program.

A detailed scope and sequence for accomplishing the above priorities is outlined on the following pages.

The PDC met multiple times throughout the course of the 2015-2016 school year and continued to analyze available data, monitor and update the PDP, as appropriate, also, the Committee continued its focus to build the leadership capacity of the PDC.

As an "exiting" strategy to the May 20, 2016 Conference Day, all staff were surveyed to identify a detailed scope and sequence for the 2016-2017 school year. During the Summer of 2016, the responses from participants' exit tickets, were reviewed and the results guided the specific details of the professional

development days for the 2016-17 school year, which supports and reflects the continued support of the long term goals established by the Committee.

This same process was repeated to identify the details of the 2017-18 professional development days, and the areas of focus continue to include:

- *Consensus Mapping will continue in ELA and Math K-6, including development, administration, and analysis of quarterly common benchmark assessments and will be expanded to the other content areas as standards are finalized;*
- *Consensus Mapping will continue on the secondary level as standards are finalized and transitions to NYS Regents reflecting next generation standards are determined by SED. This work will include the development, administration, and analysis of common benchmark assessments;*
- *Improve integration of technology into instruction;*
- *Improve ELA instruction aligned with the CCLS*
- *Improve Math instruction aligned with the CCLS*
- *Introduce and begin to implement the New Social Studies Framework/Toolkit K-12;*
- *If SED adopts the Next Generation Science Standards K-12, introduce the new standards with a focus on development of an implementation plan for the 2016-17 school year;*
- *Improve District professional development practices aligned with research and best practice;*
- *Improve the District Mentoring Plan/Program.*

Additionally, specific instructional strategies for addressing the needs of students in poverty will continue to be a focus for our elementary staff. Strategies for poverty awareness with the secondary staff will be piloted this year.

It is the intent of the Committee to meet minimally three times throughout the 2017-2018 school year to continue its task of framing and providing oversight to all district professional development activities. During the Summer of 2017, the dates and structure for the 2017-18 were finalized for the upcoming year.

Professional Development 2015-2016, 2016-17, and 2017-18

Priority Focus Area/Goal: Consensus Mapping will be conducted in ELA and Math K-6, including development, administration, and analysis of quarterly common benchmark assessments			
Date	Work	Responsibility	Intended Results
2015– 2016 School Year	Grade level meet to develop a consensus math map for Grades K-6 with common benchmarks	Interim Asst. Supt., J. Torok – BOCES facilitator, All math teaching staff Grades K-6	Completed K-6 Math Consensus Map with final product loaded on NYLeans. Common assessments / grade level (# dependent on level.)
2015- 2016 School Year	Grade level meet to develop a consensus ELA map for Grades K-6 with common benchmarks	Interim Asst. Supt., BOCES facilitator, Literacy Coaches, All ELA/ Literacy teaching staff Grades K-6	Completed K-6 ELA Consensus Map with final product loaded on NYLeans. Common assessments / grade level (# dependent on level.)
2016-17 School Year	Grade level meet to review, revise, refine consensus ELA map for Grades K-6 with common benchmarks	Interim Asst. Supt., BOCES facilitator, Literacy Coaches, All ELA/ Literacy teaching staff Grades K-6	Revised K-6 ELA Consensus Map with final product loaded on NYLeans. Common assessments / grade level (# dependent on level.)
2017-18 School Year, and beyond	Grade level meet in Spring to review, revise, refine consensus ELA map for Grades K-6 with common benchmarks and reflecting any adopted changes to the NYS ELA standards.	Interim Asst. Supt., principals, BOCES facilitator, Literacy Coaches, All ELA/ Literacy teaching staff Grades K-6	Annually revised K-6 ELA Consensus Map will be uploaded on NYLeans. Common assessments / grade level (# dependent on level.)
Priority Focus Area/Goal: Improve integration of technology into instruction			
Date	Work	Responsibility	Intended Results
Throughout the 2015-16 & 2016-17 School Years	Smart boards will be installed in instructional spaces to create a student interactive learning environment.	Interim Supt., bldg., principals,	Increase student engagement and differentiate instruction meeting the diverse learning needs of students.
2017-18 School Year	A minimum of one Laptop Cart will be added to each elementary bldg. to create more opportunities for student interactive engagement.	Supt., Interim Supt., and Asst. Supt., bldg., principals	Continue to increase student engagement and differentiate instruction meeting the diverse learning needs of students.
Priority Focus Area/Goal: Improve ELA/ Literacy instruction aligned with the CCLS			
Date	Work	Responsibility	Intended Results
Throughout 2015-16, 2016-17, and 2017-18 school years	Embedded professional development for all K-6 teachers	Interim Asst. Supt., principals, literacy coaches, all K-6 ELA teachers.	Strong and consistent implementation of a CCSS aligned ELA curriculum throughout the district as evidenced by teacher observations, leading to differentiated instruction and greater meeting of diverse learning needs of students- including a focus on best practices for small group instruction – guided reading groups at primary& strategy groups at intermediate, using data to drive instruction, elements of balanced literacy, vocabulary & figurative language, writing strategies, integrated language and content instruction for English language learners

Throughout 2015-16, 2016-17, and 2017-18 school years	Professional development support for middle level and high school ELA teachers	Interim Asst. Supt., principal, literacy coordinator, ELA liaison, literacy coaches, Ulster BOCES, Grade 7 Gen. Ed. & Spec. Ed. ELA teachers.	Revised vertically ELA map which support a stronger implementation of a CCSS aligned ELA curriculum as evidenced by teacher observations, leading to differentiated instruction and greater meeting of diverse learning needs of students- including a focus on best practices for integrated language and content instruction for English language learners. Review and refine the ELA writing rubrics, minimum requirements & expectations to ensure a rigorous vertical alignment from Grades 6-12.
Priority Focus Area/Goal: Improve ELA/ Literacy instruction aligned with the CCLS (cont'd)			
Spring & Summer 2016, 2016-17, and 2017-18 school years	Continue to review, refine, revise ELA secondary maps to address articulation Grade 6 to Grade 7, Grade 8 to Grade 9 and Grades 9-12	Interim Asst. Supt., principal, ELA coordinators, ELA liaison, Coaches, BOCES facilitators, ELA secondary teachers	Review, revise, refine articulated secondary ELA map which support a stronger implementation of a CCSS aligned ELA curriculum and rigor as evidenced by teacher observations, leading to differentiated instruction and greater meeting of diverse learning needs of students.
Priority Focus Area/Goal: Improve Math instruction aligned with the CCLS			
	Work	Responsibility	Intended Results
Throughout 2015-16, 2016-17, and 2017-18 school years	Embedded professional development for all teachers, with a focus on differentiated instructional delivery (i.e., incorporating manipulatives, math centers at the elementary level.) Review, revise and refine Algebra I, II, and Geometry to address the shift in Next Gen Stds.	Interim Asst. Supt., principals, BOCES facilitator(s), liaisons, coaches, teachers.	Analysis of common assessments to identify skills for re-teach, for differentiating instruction, and for identifying alternative targeted strategies that support stronger implementation of the CCSS leading to meeting the diverse learning needs of students as evidenced by teacher observation. Secondary revised curricula maps uploaded to NYLeads.
Priority Focus Area/Goal: Implement the New Social Studies Framework/Toolkit K-12			
	Work	Responsibility	Intended Results
Throughout the 2015-16, 2016-17, and 2017-18 school years	<ul style="list-style-type: none"> Elementary- Introduce framework and consciously identify crosswalk with literacy instruction (i.e., argument) Social Studies – Secondary-level review maps/ strategies to support CC Global; Begin to map all grades except Grade 10. 	Interim Asst. Supt., principals, BOCES facilitator(s), liaisons, teachers.	<p>Elementary - Stronger implementation of an integrated CCSS curricula, Spring 2018- identify Framework & Literacy Cross Walks for implementation in 2018-19 school year.</p> <p>Secondary Level - curriculum project to identify & incorporate effective strategies which teachers can use to address anticipated changes to the Global Regents Assessments (gate keeper exam). All secondary Social Studies maps except Grade 10 Global uploaded to NYLeads. Upon SED release of information about the “transition” to the new Global Regents, Grade 10 Global map will be revised.</p>

Priority Focus Area/Goal: Implement the Next Generation Science Standards K-12			
Date	Work	Responsibility	Intended Results
Throughout the 2015-16, 2016-17 and 2017-18 school years	<ul style="list-style-type: none"> SED finalized Next Gen Science Stds. in 2017. 2017-18 year, elementary will begin to review, revise & refine science K-6 maps. At K-3 Science will be fully integrated with Literacy and math instruction. At grades 4-6 engineering elements of stds. will begin to be incorporated into maps. Robotics will be piloted in Grades 5, 7 & 8 in the process of receiving feedback from the field on the proposed science standards. At secondary level, all currently science curricula will be mapped and uploaded to NYLeads in anticipation of timeline for announcement of change in Regents exams Once identified by SED, a plan for revising secondary Science curricula/ maps will be developed and will drive the work of the department moving forward. 	Interim Asst. Supt., principals, BOCES facilitator(s), liaisons, teachers.	Revised K-6 Science Consensus Maps with final product loaded on NYLeads. Common assessments / grade level (# dependent on level.) Revised secondary Science maps uploaded to NYLeads.
Priority Focus Area/Goal: Improve District professional development practices aligned with research and best practice			
Date	Work	Responsibility	Intended Results
Throughout 2015-16, 2016-17, and 2017-18 school years	<p>Support the embedded coaching delivery model that is driven by the needs of the professional learning community.</p> <p>Begin to Build a Cultural Awareness about Poverty and its Impact on Student Learning</p>	Interim Asst. Supt., principals, BOCES facilitator(s), liaisons, district committees/ teachers.	<p>Analysis of exit tickets to identify next steps in necessary PD.</p> <p>Utilize a coaching model to create and support the culture of continuous professional development and improvement. Support Professional Growth Circles/ Professional Learning Communities models of professional development.</p> <p>During a Supt. Conference Day pilot the Poverty Simulation Game with one secondary school.</p>

District Mentoring Plan

Goal: To improve the instructional skills of new teachers by facilitating and enhancing their professional development.

Objectives:

- To further strengthen teaching performance
- To increase the retention of new teachers
- To support the development of the knowledge and the skills needed by new teachers to be successful in teaching
- To integrate new teachers into the social system of the school, the school district, and the community
- To promote reflective practice and analysis for new teachers

Definitions:

Mentor: A permanently certified, tenured district teacher with at least 5 years experience chosen to share his/her experience and expertise with a corresponding mentee teacher preferably within the same building and the same discipline area.

Mentors must have demonstrated mastery of instructional methods, teaching, and learning styles, subject matter knowledge, and interpersonal relationship skills. Mentors must have knowledge and understanding of the mentor/mentee relationship, the importance of confidentiality, peer coaching, adult learning strategies, and time management strategies

Mentors will be selected by the building principal, in consultation with the building OTA representative and the District Superintendent. In the event that a trained mentor is not available in a mentee's discipline area, another trained mentor in that building will be asked to fulfill that role. There may be times that the best mentor for a mentee may be a colleague outside of the building.

Mentee: Any teacher in his/her first year of teaching at Onteora and has had less than two years of teaching experience.

Release Time and Commensurate Compensation:

- 40 hours throughout the year (i.e. 1 hour per week)
- 4 times per month outside of the school day (with compensation), or during available Monday afternoon staff development times
- 1 half day per month, as necessary

Second Year Mentee: A first year mentee may submit an application to be mentored for a second year. Their request should include specific goals and should define the level of support required. The application will be reviewed on a case-by-case basis. These requests must be presented through My Learning Plan and may not exceed 20 hours of mentor-mentee time.

An application may be redirected in the form of training or other professional development activities. Applicants must be on track for tenure to be considered for this option.

Peer Support: Mentor Training: The mentors will continue to receive regular professional development throughout the school year in terms of training and opportunities for questions and

debriefing through meetings with designated district and/or building administrators, and requests for training through My Learning Plan.

Roles:

Roles of the Steering Committee: Given the limited number of new hires in recent budgets and anticipated budgets and the recent downsizing of the District's faculty, the Professional Development Planning Committee will also serve as the Mentor Steering Committee.

Match mentors with mentees when principal, with input from the OTA building representative and Superintendent, cannot identify a mentor.

Monitor the program; review and revise as necessary

Coordinate training of mentees and mentors, as needed

Roles of the Principal:

Ensure that a mentor is appropriately identified with input from the OTA building representative and Superintendent.

Make mentoring a priority

Provide time for the mentor and mentee to meet as mutually assigned

Keep supervision and evaluation a separate entity from mentoring

Recognize the efforts of the mentors and mentees

Be available to solve problems

Communicate to the mentor and the mentee during the three-way conference areas of strength and areas which need improvement

Roles of the Mentor:

Collaborate with mentee for Needs Assessment, both at the beginning and end of the school year

Assist mentee with setting and meeting goals

Schedule visits to the mentee's classroom for observation

Allow the mentee to observe him/her for the purpose of modeling techniques and behaviors

Meet regularly with the mentee, at least once per week

Arrange and attend the three-way conferences

Encourage mentees to develop professional relationships

Provide advice and assistance to the mentee

Share materials and resources with mentees

Assist the mentee in understanding his/her core curriculum and the NYS standards

Help familiarize the mentee with the school's physical plant, procedures, expectations, staff, supportive services, and other resources

Guide the mentee towards new experiences which will build his or her teaching techniques

Complete and submit monthly logs on My Learning Plan using the Mentor Log Form

Be present at any mentor training sessions

Roles of the Mentee:

Collaborate with mentor for Needs Assessment, both at the beginning and end of the school year

Begin to satisfy the 175 hours of professional development required by NYS for new teachers

Schedule classroom visitations with the mentor and others

Meet regularly with the mentor at least once per week

Complete and submit monthly log on My Learning Plan using the Mentee Log Form

Participate in three-way conferences

Be present at initial staff orientation and any mentee training sessions

Roles of the Superintendent (or his/her Designee):

Ensure coordination of mentors through district administrators

Ensure mentors and mentees utilize My Learning Plan

Provide mentor program information, as appropriate and at least on an annual basis, to the Professional Development Planning Committee.

Confidentiality:

Confidentiality is a critical component of the mentor-mentee program, as noted in paragraph (2) of subdivision (dd) of section 100.2 of the Regulations of the Commissioner of Education. Establishing a safe and trusting environment is essential. If a mentee is to grow, then having a trusting relationship with the mentor is vital. Trust is knowing that your actions and words will not be public knowledge. The sharing of a confidentiality issue can undermine the entire mentor-mentee relationship. Therefore, all shared confidences should be kept between the mentor and the mentee. Mentors will never make evaluative reports about the mentee available to others, either verbally or in writing.

If at any time a mentor or a mentee feels this trust has been violated, either the mentor or the mentee can submit in writing the incident to the facilitator of the Professional Development Planning Committee.

The facilitator will bring the issue to the Committee to form a small team to act as an impartial third party to resolve any disagreements. If a mutual agreement cannot be reached, the mentee will be assigned a different mentor. In that event, the release time will be transferred from the former mentor to the new mentor.

Program Management:

The coordinator(s) will serve as the liaison between the mentor/mentees and the Steering Committee (PDP Committee); if there is one, if not, this function will be the role of the facilitator of the PDP Committee. The Committee will annually read the submitted reports and discuss the program's progress.

The coordinator(s) will monitor necessary information required by NYS regarding mentors, mentees, hours spent, etc. Mentors and mentees will input their data into My Learning Plan.

Upon completion of the mentoring/mentee experience, mentee can obtain verification of their participation in mentoring and their professional development hours through My Learning Plan.

Program Evaluation:

The PDP Committee will meet annually to assess the program and recommend potential revisions to the Mentoring Program Plan for the following year.

The mentor and mentee will each have an opportunity to debrief about their Mentoring Program experience.

The Needs Assessment will be used as a pre- and post-year evaluation tool.

Resources:

New York State Education Department www.highered.nysed.gov/tcert/

South Lewis School District Mentor Mentee Program plan

Baldwinsville Central School District Mentoring Program plan

Syosset Central School District Mentor Mentee Proposal

Victor Central School District Mentor Program plan

Addendum to Professional Development Plan dated
2014-2018 (Revised August 15, 2017)

Onteora Central School District Continuing Teacher Leader Education (CTLE)

Providers:

- Capital Area School Development (CASDA)
- Ulster BOCES
- Capital Region BOCES
- Lower Hudson Region Information Center (LHRIC)
- Sullivan BOCES
- Putnum Westchester BOCES
- Questar III
- Orange-Ulster BOCES
- Dutchess County BOCES
- Northeast Regional Information Center (NERIC)
- Mid Hudson Teacher Center
- Custom Computer Specialists
- Teachers College Reading of Columbia
- NYLearns
- Onteora Central School District Staff (list on file in District)
- Collaborative Solutions for Educational Innovation (CSEI)
- Linda Szakmary
- Veronica Cahill
- Lindsay Barton
- Kathy Werner
- BER
- Heinemann
- Fountas & Pinnell
- Pearson
- GLSEN
- Thomas, Drohan, Waxman, Petigrow and Mayle
- American Red Cross
- American Safety Health Institute
- Mid-Hudson Principal Center
- Marist College
- Bard College
- Mount St. Mary University
- SUNY New Paltz
- SUNY Ulster
- SUNY Albany
- SAANY's
- Executive Leadership Institute
- Utica National